SAFEGUARDING &
CHILD PROTECTION POLICY
(INCLUDES E-SAFEGUARDING)

MISSION STATEMENT

Christ is our teacher.

At St Bernard's we believe that all persons are created by God, unique and equal. We strive to create a caring Christian community in which we provide education based on Gospel values where all people reach their full potential. We aim to develop positive relationships with every individual and family, the parishes and the wider community.

"I have come that they may have life and have it to the full"

John 10:10

Reviewed by:	S Kent, Principal and I Shadwick, Vice Principal (Inclusion), Sept 2018
Reviewed at:	Student Welfare Committee Meeting, 3rd October 2018
Approved at:	Approved by the Chair of Governors, 12th October 2018
Signed:	Austin Senior, Chair of Governors

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all members of staff are provided with Part One of the statutory guidance *'Keeping Children Safe in Education'*, DfE (2018).

This policy will be reviewed in full by the Governing Body on an annual basis.

**Designated Safeguarding
& Child Protection Lead:**

Jane Hawke, Assistant SENDCo
Contact: Room S7

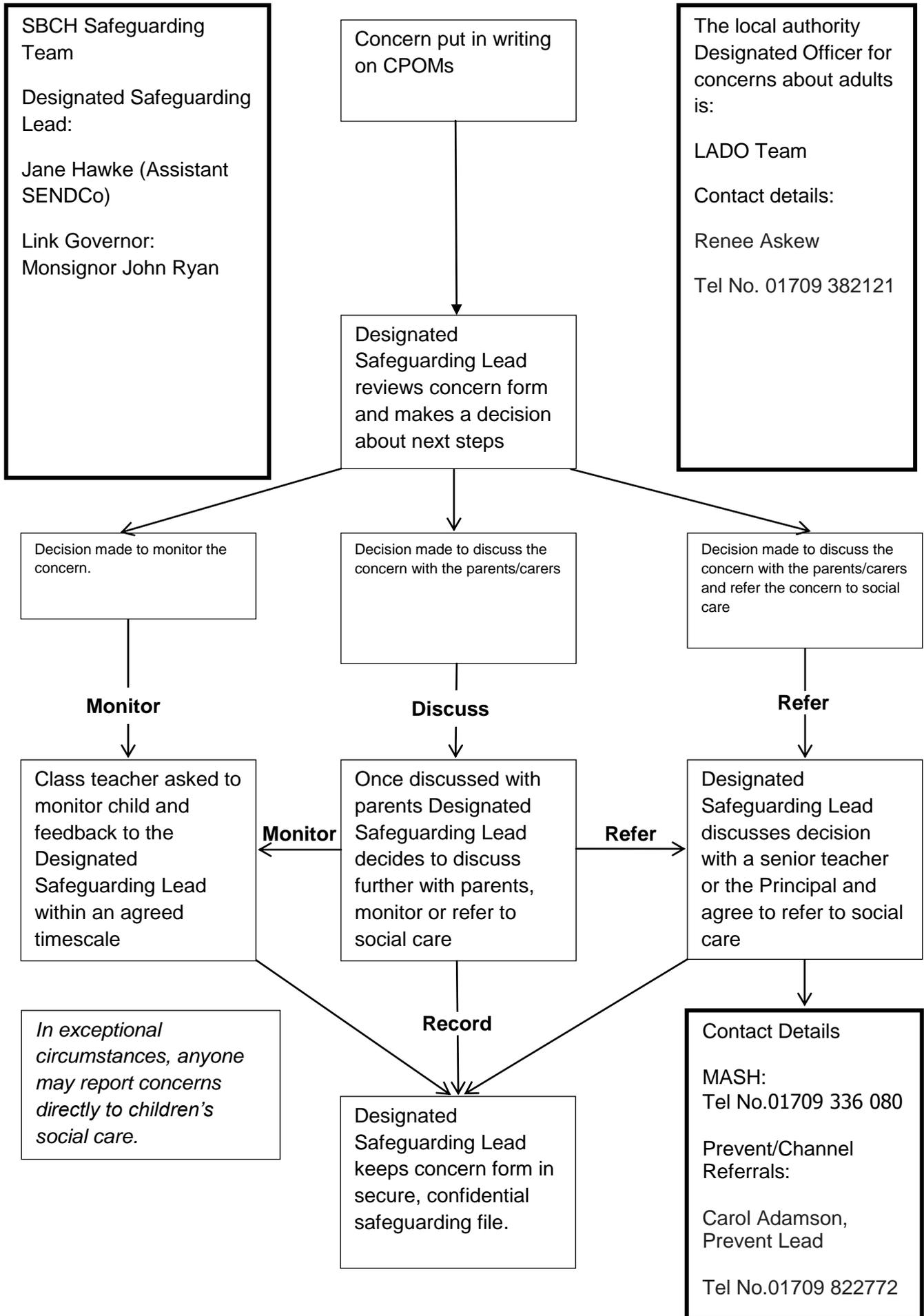**Designated Safeguarding
& Child Protection Governor:**
Monsignor John Ryan - Contact: 01709 828 183

A safeguarding concern is any issue which places a child at risk, including risk to self.

Protocol for reporting concerns can be found on pages 12 – 16 of this document

Particular urgency applies if the student is a CLA, a poor school attender, a CIN or a child subject to a CP Plan

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

SBCH Safeguarding Team

Designated Safeguarding Lead:

Jane Hawke (Assistant SENDCo)

Link Governor: Monsignor John Ryan

Concern put in writing on CPOMs

The local authority Designated Officer for concerns about adults is:

LADO Team

Contact details:

Renee Askew

Tel No. 01709 382121

Designated Safeguarding Lead reviews concern form and makes a decision about next steps

Decision made to monitor the concern.

Decision made to discuss the concern with the parents/carers

Decision made to discuss the concern with the parents/carers and refer the concern to social care

Monitor

Discuss

Refer

Class teacher asked to monitor child and feedback to the Designated Safeguarding Lead within an agreed timescale

Monitor

Once discussed with parents Designated Safeguarding Lead decides to discuss further with parents, monitor or refer to social care

Refer

Designated Safeguarding Lead discusses decision with a senior teacher or the Principal and agree to refer to social care

In exceptional circumstances, anyone may report concerns directly to children's social care.

Record

Designated Safeguarding Lead keeps concern form in secure, confidential safeguarding file.

Contact Details

MASH:
Tel No.01709 336 080

Prevent/Channel Referrals:

Carol Adamson, Prevent Lead

Tel No.01709 822772

1. PURPOSE & AIMS

1.1 The purpose of St Bernard's Catholic High School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm and that we maintain a culture of vigilance in safeguarding our students. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Ensure that children are protected from developing extremist views under or prevent strategy
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are **prevention, protection and support**.

1.3 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

1.4 What is Abuse?

- Abuse may fall into a number of categories: - **physical abuse, sexual abuse, emotional abuse and neglect.** Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

- Additional guidance on other safeguarding issues such as **Child Sexual Exploitation, Children Missing from Education, Female Genital Mutilation and Preventing Radicalisation is contained in Part One of 'Keeping Children Safe in Education 2018'** along with information about the indicators of abuse contained in Chapter 8.3 of the Rotherham Safeguarding Children Board Procedures can be found at – www.rotherham.gov.uk/safeguarding and in Appendix 2 at the end of this policy.

    The School response to the **Prevent Duty** can be found on the school web site under St Bernard's Catholic High School Prevent Strategy and in Appendix 3 at the end of this policy.

2. PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

2.1 Safer Recruitment and Selection
- St Bernard's pays full regard to current DfE guidance Keeping Children Safe in Education 2018 and the Children and Families Act 2014.

- We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

- Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking

previous employment history and ensuring that a candidate has the health and physical capacity for the job.

- It also includes undertaking interviews and, where appropriate, enhanced DBS check. This includes checking whether someone is included in the 2 DBS 'barred lists'

2.2   In line with statutory changes, underpinned by regulations, the following will apply:

- an enhanced DBS check is obtained for **all** new appointments to our school's workforce through staffing personnel and payroll.

- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff;

- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;

- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;

- identity checks must be carried out on all appointments to our school workforce before the appointment is made.

    The Principal and Governors (M Dean, J Hone, S Kelly, J Ryan, A Senior and K Wright) have undertaken Safer Recruitment training with Rotherham Safeguarding Children Board. One of the above will be involved in senior appointments and arrangements (including, where appropriate, contracted services). Other staff who have undertaken the Safer Recruitment training may be involved in recruitment of other posts.

2.3   Our school complies with 'Safer Working Practices for Adults who work with Children and Young People' DFE 2009

    Safe working practice ensures that students are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;

- work in an open and transparent way;

- work with other colleagues where possible in situations open to question;

- discuss and/or take advice from school management over any incident which may give rise to concern;

- record any incidents or decisions made;

- apply the same professional standards regardless of gender or sexuality;

- be aware of confidentiality policy;

- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

    All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be

occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that has accessed training will be kept by the Principal.

2.4   Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Full details can be found in the current Curriculum Policy and E-safety Policy.

3.   SAFEGUARDING INFORMATION FOR STUDENTS

3.1   All students in our school are aware of a number of staff who they can talk to. When students who recognise they are at risk know how to get help when they need it.

3.2   The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe.

3.3   All students know that we have a senior member of staff with responsibility for child protection.

3.4   We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

3.5   School's arrangements for consulting with and listening to students are: House Councils, Student Council and Student Voice.

4.   ON-LINE SAFETY/E-SAFEGUARDING

St Bernard's Catholic High School use 'Smoothwall' which minimises risks and does not 'overblock'.

All students are taught, and reminded, via the curriculum how to keep safe online. This includes learning about Youth Produced Sexual Imagery.

4.1   Purpose and aims of E-Safeguarding

- Safeguard and protect the children and staff
- Help staff working with children to work safely and responsibly whilst using the Internet and other devices
- Have clear structures to deal with online abuse
- Ensure that all members of the school community are aware that disciplinary or legal action may be taken if unlawful or unsafe usage of internet devices takes place

4.2   Areas of risk

Content
- exposure to inappropriate content, including online pornography, ignoring age ratings in games (exposure to violence associated with often racist language), substance abuse
- lifestyle websites, for example pro-anorexia/self-harm/suicide sites
- hate sites
- content validation: how to check authenticity and accuracy of online content

Contact
- grooming
- cyber-bullying in all forms
- identity theft (including 'frape' (hacking Facebook profiles)) and sharing passwords

Conduct
- privacy issues, including disclosure of personal information
- digital footprint and online reputation
- health and well-being (amount of time spent online (Internet or gaming))
- sexting (sending and receiving of personally intimate images) also referred to as SGII (self-generated indecent images)
- copyright (little care or consideration for intellectual property and ownership – such as music and film)

4.3 Roles and Responsibilities

The Principal will:

- Take overall responsibility for e-safety provision
- Ensure the school uses an approved, filtered Internet Service, which complies with current statutory requirements
- Be responsible for ensuring that staff receive suitable training to carry out their e-safety roles
- Be aware of procedures to be followed in the event of a serious e-safety incident
- Ensure that there is a system in place to monitor and support staff who carry out internal e-safety procedures

The Designated Lead will:

- take day to day responsibility for e-safety issues and have a leading role in reviewing the school e-safeguarding policy
- promote an awareness and commitment to e-safeguarding throughout the school community
- ensure that e-safety education is embedded across the curriculum
- liaise with school ICT technical staff
- communicate regularly with SLT to discuss current issues, review incident logs and filtering
- ensure that all staff are aware of the procedures that need to be followed in the event of an e-safety incident
- facilitate training and advice for all staff
- liaise with the Local Authority and relevant agencies

The Governor for safeguarding will:

- ensure that the school follows all current e-safety advice to keep the children and staff safe
- approve the E-Safeguarding Policy and review the effectiveness of the policy
- support the school in encouraging parents and the wider community to become engaged in e-safety activities

The Curriculum lead for ICT will:

- oversee the delivery of the e-safety element of the Computing and PSHE curriculum
- liaise with the e-safety coordinator

The Network Manager will:

- report any e-safety related issues that arises, to the Designated Lead
- ensure that users may only access the school's networks through an authorised and properly enforced password protection policy, in which passwords are regularly changed

- ensure that provision exists for misuse detection and malicious attack e.g. keeping virus protection up to date
- ensure the security of the school ICT system
- ensure that access controls / encryption exist to protect personal and sensitive information held on school-owned devices
- ensure appropriate backup procedures exist so that critical information and systems can be recovered in the event of a disaster
- keep up-to-date documentation of the school's e-security and technical procedures
- ensure all computers with student information on them have appropriate access controls on them
- ensure the school's policy on web filtering is applied and updated on a regular basis
- ensure that he / she keeps up to date with the school's e-safety policy and technical information in order to effectively carry out their e-safety role and to inform and update others as relevant
- that the use of the network / Virtual Learning Environment (LEARNING PLATFORM) / remote access / email is constantly monitored in order that any misuse / attempted misuse can be reported to the E-Safety Co-ordinator / Officer / Principal

4.4 Education and Curriculum

This school:

- Has a clear, progressive e-safety education programme as part of the Computing curriculum / PSHE curriculum. This covers a range of skills and behaviours appropriate to their age and experience, including:

  - to STOP and THINK before they CLICK
  - to develop a range of strategies to evaluate and verify information before accepting its accuracy
  - to be aware that the author of a web site / page may have a particular bias or purpose and to develop skills to recognise what that may be
  - to know how to narrow down or refine a search
  - [for older pupils] to understand how search engines work and to understand that this affects the results they see at the top of the listings
  - to understand acceptable behaviour when using an online environment / email, i.e. be polite, no bad or abusive language or other inappropriate behaviour; keeping personal information private
  - to understand how photographs can be manipulated and how web content can attract the wrong sort of attention
  - to understand why on-line 'friends' may not be who they say they are and to understand why they should be careful in online environments
  - to understand why they should not post or share detailed accounts of their personal lives, contact information, daily routines, location, photographs and videos and to know how to ensure they have turned-on privacy settings
  - to understand why they must not post pictures or videos of others without their permission
  - to know not to download any files – such as music files - without permission
  - to have strategies for dealing with receipt of inappropriate materials
  - [for older pupils] to understand why and how some people will 'groom' young people for sexual reasons

- o To understand the impact of cyberbullying, sexting and trolling and know how to seek help if they are affected by any form of online bullying

- o To know how to report any abuse including cyberbullying; and how to seek help if they experience problems when using the Internet and related technologies, i.e. parent or carer, teacher or trusted staff member, or an organisation such as ChildLine or the CLICK CEOP button

- o Plans Internet use carefully to ensure that it is age-appropriate and supports the learning objectives for specific curriculum areas

- o Will remind students about their responsibilities through an end-user Acceptable Use Policy which every student will sign/will be displayed throughout the school/will be displayed when a student logs on to the school network

- o Ensures staff will model safe and responsible behaviour in their own use of technology during lessons

- o Ensures that staff and pupils understand the issues around aspects of the commercial use of the Internet, as age appropriate. This may include, risks in pop-ups; buying on-line; on-line gaming / gambling

4.5   Handling Complaints

- The school will take all reasonable precautions to ensure e-safety. However, owing to the international scale and linked nature of Internet content, the availability of mobile technologies and speed of change, it is not possible to guarantee that unsuitable material will never appear on a school computer or mobile device. Neither the school nor the Local Authority can accept liability for material accessed, or any consequences of Internet access.

- Staff and pupils are given information about infringements in use and possible sanctions. Sanctions available include:

  - o interview/counselling by pastoral team/Designated Lead / Principal;
  - o informing parents or carers;
  - o removal of Internet or computer access for a period, [which could ultimately prevent access to files held on the system, including in class work];
  - o referral to LA / Police.

- Our Designated Lead acts as first point of contact for any complaint. Any complaint about staff misuse is referred to the Principal through proper channels.

- Complaints of cyberbullying are dealt with in accordance with our Anti-Bullying Policy. Complaints related to child protection are dealt with in accordance with school / LA child protection procedures.

5.   PARTNERSHIP WITH PARENTS/CARERS

5.1   The school shares a purpose with parents and carers to educate and keep children safe from harm and to have their welfare promoted.

- We are committed to working with parents and carers positively, openly and honestly. We ensure that all parents and carers are treated with respect, dignity and courtesy.

- We respect parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

- St. Bernard's Catholic High School ensures parents are aware of our Safeguarding policy and we will share with parents and carers any concerns we may have about their child unless to do so may place a child at risk of harm.

- We encourage parents and carers to discuss any concerns they may have with a form tutor, Pastoral Leads, Jane Hawke (Designated Safeguarding Lead) or any member of senior staff.

- The policy is available to view on the school website.

5.2   In order to keep children safe and provide appropriate care for them, the school requires parents to provide two contact details of accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;

- Full names and contact details of all persons with parental responsibility (if different from above);

- Emergency contact details (if different from above);

- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

5.3   Confidentiality
School has regard to "Information Sharing: Practitioner's guide" HM Government, 2018 "Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration".

Staff should never share information about students casually or allow students access to staff computer user privileges. Information should only be shared on a need to know basis.

FURTHER INFORMATION ON CONFIDENTIALITY CAN BE FOUND IN THE CONFIDENTIALITY & INFORMATION SHARING POLICY/GDPR POLICY.

5.4   Children Missing from Education
The school follows the Rotherham LA procedures 'Runaway and Missing From Home and Care Protocol' updated December 2017. Where children on roll at a school do not arrive, and this school has made the usual enquiries they should refer the case to the Police and MASH as outlined in the Protocol. Consideration is made as to whether the child may be at risk of FGM, Forced Marriage or travelling to conflict zones. This concern will be shared with Police and MASH. Children with SEND can face additional challenges and are therefore supported by the Inclusion Team, including the SENCo.

6.   PARTNERSHIPS WITH OTHERS

6.1   Our school recognises that it is essential to establish positive and effective working relationships with other agencies. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

7.   TRAINING AND INDUCTION

7.1   The school's DSL will undertake basic child protection training and training in inter–agency working every year.

7.2   The Principal and all other school staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by annual refresher training.

7.3   All staff (including temporary staff and volunteers) are informed of the school's safeguarding procedures on induction. They are provided with the school's safeguarding and child protection policy and Part one of 'Keeping Children Safe', which they have to sign to say they have read and understood and know how to discharge their roles and responsibilities. They are told who the designated safeguarding lead is.

7.4   We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of '*Keeping Children Safe in Education*' (2018) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation, Female Genital Mutilation, Children Missing from Education and Preventing Radicalisation. In addition, local guidance can be accessed via Rotherham Local Safeguarding Children Board at www.rotherham.gov.uk/safeguarding The DSL will also provide regular safeguarding updates for staff.

8.   RELEVANT POLICIES

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Positive Discipline Policy
- Whistleblowing Policy
- Attendance Policy
- Health and Safety Policy
- Equality Policy
- Education of Children with Medical and or Health Needs Policy
- First Aid Policy
- Educational Visits Policy
- GDPR Policy
- Anti-bullying Policy
- Staff Code of Conduct

9.   ROLES AND RESPONSIBILITIES

9.1   Our Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Rotherham Local Safeguarding Children Board policies and procedures;

- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate appropriately

trained member of staff identified to deal with any issues, in conjunction with, and in the absence of the designated safeguarding lead professional. There will always be cover for this role;

- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018);

- The school has due regard to the Prevent Duty Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism. This may include making a referral to the **Channel** programme which provides a mechanism for schools to make referrals (via MASH) if they are concerned that an individual might be vulnerable to radicalisation.

- The school has due regard to the new **mandatory** reporting duty, commencing in October 2015, of the Female Genital Mutilation Act 2003 which will place a statutory duty on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.

- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of 'Keeping children safe in Education' and the staff code of conduct;

- All staff undertake appropriate child protection training that is updated regularly;

- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;

- Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (2018);

- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

9.2 The governing body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from Governor Development Service.

9.3   Our Principal will ensure:
- an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- that policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- liaison with the LADO in the event of an allegation of abuse being made against a member of staff.

9.4 The Designated Safeguarding Lead will:
- carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'.* The DSL will provide advice and support to other staff on child welfare and child protection matters;

- represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children, including Early Help assessments (see 9.7).

- maintain written records and child protection files ensuring that they are kept confidential and stored securely.

- be responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by the Rotherham Safeguarding Children's Board.

10. PROCEDURES FOR MANAGING CONCERNS

Regarding students:

10.1 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

Staff need to be aware of the different vulnerable groups who may be susceptible to being abused. Staff need to be aware of:

- Children who may have been trafficked
- Children affected by gang activity
- Honour based Violence:
  - Female Genital Mutilation
  - Forced marriage
  - Breast Ironing
- Safeguarding children from abuse linked to faith or belief
- Radicalisation - Prevent strategy
- Radicalisation - Channel guidance
- CSE - Child sexual exploitation
- Children in whom illness is fabricated or induced
- Children with SEND
- Mental health issues
- Teenage relationship abuse
- Peer on Peer Abuse - Children who are bullied and/or cyberbullied/sexting
- Children exposed to Domestic Abuse
- Drug use
- Peer on peer abuse
- County line exploitation

Information links for these categories of vulnerable children can be found in the 15 page *'Keeping Children Safe in Education, 2018'* document.

10.2 All staff are encouraged to report any concerns that they have and not see these as insignificant. All concerns need to be logged using the on-line school referral system, 'CPOMs', following the referral flow chart at the front of this policy. On occasions, a referral is justified, including Prevent, by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect. The 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school.

10.3 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on. This is with the exception of reporting suspected FGM. It is MANDATORY that the person receiving the information reports this personally and then informs the Designated Lead.

10.4 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL. In the absence of any of the above, the matter should be brought to the attention of the most senior member of staff.

10.5 All concerns about a child or young person should be reported <u>without delay</u> and recorded using the online tool 'CPOMs'. All staff have a login for this tool. Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care - Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

10.6 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Principal or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact the Safeguarding Children's Unit directly with their concerns.

10.7 Early Help and support for children in need
Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. We will work with local agencies in Rotherham to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. This may be 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, domestic abuse; and/or
- Is showing early signs of abuse and/or neglect

10.8 Regarding staff:

If staff members have concerns about another staff member then this should be referred to the Principal immediately. The Principal will contact MASH within one working day. In the event that the Principal is not contactable on that day, the information must be passed to and dealt with by the member of staff acting as Principal.

10.9 Where there are concerns about the Principal this should be referred to the chair of governors. They will liaise with MASH within one working day.

10.10 No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

10.11 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

10.12 Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or Chair of Governors should contact MASH on 01709 336080.

11. RECORDS AND INFORMATION SHARING

11.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern via 'CPOMs'. Any concerns should be passed to the DSL without delay.

11.2 Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.' This includes practitioners to share information without consent.' 'Keeping Children Safe in Education 2018.'

11.3 When a child leaves our school, the DSL will retain evidence to demonstrate how the file has been transferred e.g. written confirmation of receipt from the new school or evidence of recorded delivery.

11.4 Original copies will be retained until the child's 25th birthday.

12. CONTACTS

SOCIAL CARE
MASH (Multi Agency Support Hub): Tel No. 01709 336 080

RLSCB - Learning and Development Co-ordinator: Sherran Finney. Tel No. 01709 822 690

Emergency Duty Team **(Out of Hours):** Tel No. 01709 336 080

NSPCC Helpline/website – NSPCC Confidential helpline 0808 800 5000, help@nspcc.org.uk

13. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- 'Working Together to Safeguard Children' DfE (2018)
- Keeping Children Safe in Education' DfE (2018)
- http://www.rotherham.gov.uk/safeguarding/info/5/safeguarding procedures
- Guidance for Safer Working Practices for Adults who work with Children and Young People (October 2015 version produced by the Safer Recruitment Consortium)
- www.rotherham.gov.uk/safeguarding
- 'What to do if you're worried a child is being abused' HM Government March 2015

Appendix 1

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, staff must provide a written record of your concern on CPOMs or a note, relating all relevant details, handed in to the Designated Safeguarding Lead.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Principal. If an allegation is made about the Principal you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority on 01709 336080.

The people you should talk to in school are shown on page 3.

At St Bernard's Catholic High School we strive to safeguard and promote the welfare of all of our children.

Appendix 2 – Indicators of abuse

Four categories: Physical, Emotional, Neglect, Sexual

- **Physical:**
  Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

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

- **Emotional:**
  Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

  - 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.

- **Sexual abuse:**
  Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

  Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

- 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:**
  Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

  (Child sexual exploitation: definition and guide for practitioners DFE February 2017)

- 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;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

- **Neglect:**
  Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.

- 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.

Indicators taken from: *'What to do if you are worried a child is being abused' DFE 2015*

- **Female Genital Mutilation:**
  There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

  1.   The level of integration within UK society
  2.   Country of origin of child or parents
  3.   Any girl born to a woman who has been subjected to FGM
  4.   Any girl who has a sister who has already undergone FGM
  5.   Any girl withdrawn from PSHE may be at risk as a result of her parents wishing to keep her uninformed about her body and rights

  Potential indicators it may have already happened:
  1.   Rise in menstrual or bladder problems, particularly after a holiday
  2.   Difficulties walking or sitting
  3.   Increased need to use the loo

FGM - Multi-Agency Practice Guidelines, February 2014

- **Peer on Peer Abuse**
  Peer on peer abuse is described as sexual violence and sexual harassment which can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. 'UKCCIS Guidance: sexting in schools and colleges, responding to incidents and safeguarding young people (2018)

- **County Lines exploitation**
  County lines is the police term for urban gangs supplying drugs from urban areas to suburban and rural areas and seaside towns using dedicated mobile phone lines or 'deal lines'.
  The key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for their purpose of transporting drugs, unexplained acquisition of money, clothes or mobile phones, excessive te4xts/ phone calls and relationship controlling /older individuals or groups.
  Like other forms of abuse and exploitation, county lines exploitation:
    - Can affect any child or young person (male or female) under the age of 18 years
    - Can affect any vulnerable adult over the age of 18 years
    - Can still be exploitation even if the activity appears consensual
    - Can involve force and/or enticement-based methods or compliance and is often accompanied by violence or threats of violence
    - Can be perpetrated by individuals or groups, males or females, and young people or adults

Appendix 3– Prevent & Channel

- **Prevent Duty:**
  In the same way that teachers are vigilant about signs of possible physical or emotional abuse in any of their pupils, if you have a concern for the safety of a specific young person at risk of radicalisation, you should follow your school's safeguarding procedures.

  NOTE: Radicalisation is inclusive of Right Wing extremism.

  - Look out for notable changes in behaviour and mood
  - Expression of extreme or radical views.
  - Those who seem sympathetic to radical views
  - They may become isolated from usual friends, form new friendships

  ### There is a DUTY to report any concerns you may have.

- **Channel Process:**
  Channel forms a key part of the Prevent strategy. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

  It is essential that Channel panel members, partners to local panels and other professionals, ensure that children, young people and adults are protected from harm.

  It is imperative that Channel referrals are considered by the local authority and panel partners alongside their work to safeguard vulnerable individuals. Key links should be established with social services and other panel partners to ensure that an individual receives the most appropriate support available.

  Channel members may include schools, NHS, Social care, and Police but this list is not exhaustive nor exclusive to these professions.

  Channel assesses vulnerability using a consistently applied vulnerability assessment

  framework built around three criteria. The three criteria are:

  a. Engagement with a group, cause or ideology;

  b. Intent to cause harm; and

  c. Capability to cause harm.

  Each case is handled separately; people deemed appropriate to receive support will have a tailored package developed for them, according to their identified vulnerabilities. Using the initial vulnerability assessment and their professional expertise, the panel should develop a package to support the needs of the individual and use the information to inform the assessment and mitigation of any risk posed to potential support providers.

Channel Duty Guidance - Protecting vulnerable people from being drawn into terrorism, HM Government 2015

ST BERNARD'S CATHOLIC HIGH SCHOOL

Appendix 4– ICT Acceptable Use Policy

This policy is designed to ensure that all adults with regular access to ICT in school are aware of their responsibilities when accessing and using any form of ICT.

- I will only use ICT and any related technologies for professional purposes or for uses deemed 'reasonable' by the school, Governing Body or Line Manager/Supervisor.

- I will comply with ICT security policies and not disclose any passwords provided to me by the school or other related educational settings.

- I will ensure that all electronic communications with Children and Young People and staff are compatible with my professional role.

- I will not give out my own personal details, such as a mobile phone number and personal email address to children and young people.

- I will only use the approved email system(s) for any work related business.

- I will ensure that personal data is kept secure and is used appropriately, whether in school, taken off site or accessed remotely. Personal data can only be taken off site or accessed remotely when authorised by the school, Governing Body or Line Manager/Supervisor.

- I will not install any hardware of software without prior permission.

- I will not browse, download, upload or distribute any material that could be considered offensive, illegal or discriminatory in any way, including sexually explicit, discriminatory, defamatory or libellous material.

- Images of children and young people and/or staff will only be taken, stored and used for professional purposes in line with policies and with prior written consent of a parent or school Line Manager.

- I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available, on request, to the school, Governing Body or Line Manager.

- I will respect copyright and intellectual property rights.

- I will ensure that my online activity will not bring my professional role into disrepute.

- I will support and promote the Acceptable Use Policy and help students and adults to be safe and responsible in their use of ICT and related technologies.

All breaches of this AUP will be investigated. Where investigations reveal misconduct, disciplinary action will follow in line with disciplinary procedures.

User Signature
I agree to follow this code of conduct and to support the safe use of ICT

Signature ………………………………………………………...   Date ……………………

Full Name ………………………………….. (Please print)