



La Retraite Roman Catholic Girls' School

Child Protection and Safeguarding Policy

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1. Key Personnel:

- 1.1. The senior designated **Safeguarding Lead** is **Helise Martin**
(hmartin@laretraite.lambeth.sch.uk)
- 1.2. In her absence, the deputy designated safeguarding lead is:
 - 1.2.1. **Dominic Malins**, Headteacher, (dmalins@laretraite.lambeth.sch.uk)
 - 1.2.2. **Maire Newell**, Safeguarding Officer, (mnewell@laretraite.lambeth.sch.uk)
- 1.3. The Chair of Governors is **Sue Woodman**, (schsec@laretraite.lambeth.sch.uk)
- 1.4. The Governor for Safeguarding Children is **Gillian Econopouly**,
(schsec@laretraite.lambeth.sch.uk)
- 1.5. The designated **Lead for Looked after children** is **Helise Martin**
(hmartin@laretraite.lambeth.sch.uk)

1.6.

2. Important Local Contacts:

- 2.1. Lambeth Children's services first response telephone: 020 7926 3100
- 2.2. Out of hours telephone: 0207 926 1000
- 2.3. Local authority Designated Officer (LADO):
 - 2.3.1. Telephone: 07720828700
 - 2.3.2. Email: lado@lambeth.gcsx.gov.uk
 - 2.3.3. LA Safeguarding Lead for secondary schools: **Sarwan Singh Jandu**

3. Aim of the Policy

Our Mission as a Catholic school is to provide the highest possible standards of education for all our students, recognising the value and uniqueness of everyone, delivered in the context of Gospel values and the teachings of the Church. We aim to provide a safe place, where each and every student is nurtured to become capable, independent learners and tolerant, kind, thoughtful and responsible young people, who realise that with Faith, all things are possible.

*To act justly,
To love mercy,
And to walk humbly with God*
Micah

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment;
- Preventing impairment of children's 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.

There are three elements to our policy to safeguard children

Prevention

La Retraite is committed to:

- Providing a secure environment for our students where they feel safe and are kept safe. We would like all our students to be happy, confident, and resilient, to have good relationships with others and to be able to develop to their full potential. It is also important that know how to approach adults if they are in difficulties
- Raising awareness of all staff, of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensuring that all adults within our school who have access to children have been rigorously checked as to their suitability using safe recruitment procedures
- Adopting a code of conduct for all staff and volunteers
- Providing effective staff management through induction, support and training
- Ensuring staff and volunteers understand about 'whistle blowing'
- Dealing appropriately with allegations/concerns about staff or volunteers, in accordance with Government guidance

Protection

La Retraite is committed to:

- The establishment of a systematic means of monitoring children, known or thought to be at risk of harm.
- The establishment of structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse.
- Ensuring that all staff receive regular training and up-dates
- The development of effective working relationships with all other agencies, involved in safeguarding children.

Support

La Retraite is committed to:

- Ensuring that key concepts of Child Protection are integrated within the curriculum and students are educated about risks associated with the new digital technologies.
- Ensuring that children are listened to and their concerns taken seriously and acted upon. Working with others to support pupils who may have been abused to access the curriculum and take part in school life.

4. Framework

Key documents that inform this policy are:

- *Keeping safe in education*, September 2018
- *Working together to safeguard children*, March 2015 (updated February 2017)
- *Statutory framework for the early years foundation stage* March 2014 (updated February 2018)
- *What to do if you worried a child is being abused*, 2015

Our school procedures for safeguarding children are line with the Lambeth safeguarding children board child protection procedures which are based on the London child protection procedures.

5. Roles and responsibilities

5.1. The Board of Governors

- 5.1.1.** The Board of Governors will ensure that school meets its statutory duties with regard to safeguarding and protecting children in line with the provisions set out in the statutory guidance 'Keeping Children Safe in Education, 2018' Part 2.
- 5.1.2.** The Board of Governors will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness
- 5.1.3.** Puts in place procedures to ensure the health, safety and wellbeing of staff and students.
- 5.1.4.** Reviews the school's policy every year and may amend and adopt it in accordance with any new legislation or guidance or in light of their quality assurance of the delivery of this policy.
- 5.1.5.** Appoints a representative from the Board of Governors to champion safeguarding issues and liaise with the Head Teacher and the Designated Safeguarding Lead) on child protection and safeguarding matters.
- 5.1.6.** In doing the above, neither the Board of Governors nor individual governors have any role in dealing with individual child protection cases, except in the discharge of their functions in dealing with an allegation against the Head Teacher. In such cases, it is the Chair of Governors who carries out this statutory function.
- 5.1.7.** A minimum of one governor receives accredited training on the recruitment of staff. All members of the Board of Governors are expected to attend training or complete online courses on safeguarding as directed by the Designated Safeguarding Lead. Training includes reading Part 1 of the Keeping Children Safe in Education statutory guidance, Child Protection Part 1 and Prevent Duty training.

5.2. The Head Teacher

- 5.2.1.** The Head Teacher has the overall duty to safeguard students.
- 5.2.2.** The Head Teacher acts in place of the Designated Safeguarding Lead or the Safeguarding Officer if they are not available.
- 5.2.3.** The Head Teacher actively evaluates the effectiveness of this policy by monitoring the staff's understanding and application of the procedures within this policy. This may include monitoring the appropriateness of cases referred internally to the Designated Safeguarding Lead.
- 5.2.4.** The Head and members of the senior leadership team receive accredited training on the recruitment of staff (c.f. *Safer Recruitment Policy*)

5.3. Designated Safeguarding Lead

- 5.3.1.** The Designated Safeguarding Lead person for Child Protection is a member of the Senior Management Team. Annex B of the DfE Guidance, *Keeping Children safe in Education 2018*, describes the broad areas of responsibility and activities related to this role. Deputy safeguarding leads have also been appointed to take on the responsibility in the absence of the Safeguarding Lead. As the Safeguarding Officer is a non-teaching role, they are the first point of contact for staff, students, parents and agencies. The Designated Safeguarding Lead, however, has the ultimate responsibility for safeguarding and child protection
- 5.3.2.** As part of their role The Designated Safeguarding Lead will line manage the Safeguarding Officer to ensure that:

- 5.3.2.1. Structures and processes are in place for effective and efficient recording of reporting and recording of safeguarding matters and to ensure that responses are immediate.
 - 5.3.2.2. They read and understand the current Keeping Children Safe in Education statutory guidance and both attend appropriate training courses to keep abreast of developments.
 - 5.3.2.3. They provide local "expertise" for school staff and others who have concerns about a child's safety or well-being.
 - 5.3.2.4. They provide suitable training for all staff to ensure effective safeguarding of all students.
 - 5.3.2.5. Effectively co-ordinate the work and response of all staff and agencies that may be involved with a student, including the SENDCO, Learning Mentors and Year Learning Co-ordinators
 - 5.3.2.6. The school contributes to inter-agency working in line with the statutory guidance *Working together to safeguard children*.
 - 5.3.2.7. The school works with social care, the police, health services and other services 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 to provide additional support to children subject to child protection plans.
 - 5.3.2.8. The schools allows access for children's social care to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
 - 5.3.2.9. Makes a judgement in each individual case about who needs and has a right to access particular information.
 - 5.3.2.10. Keeps the Head Teacher and Board of Governors, via the Curriculum Monitoring Committee Meetings, advised on all relevant matters regarding Child Protection.
- 5.3.3. Informs parents of their obligation to inform Social Services if they have a concern regarding the safeguarding of a particular student; this is documented on the school website under "*Information – Safeguarding*". Parents are also informed that any such concerns should be reported to the Designated Lead, the Safeguarding Officer or the Head Teacher.

5.4. The Safeguarding Officer

- 5.4.1. Is the first point of contact for external agencies that are pursuing Child in Need or Child Protection investigations.
- 5.4.2. Is the first point of contact for staff, students, parents and agencies.
- 5.4.3. Contacts the relevant borough Social Services Referral and Assessment Team, initially over the phone, and follows up within the next 24 hours with the appropriate reports.
- 5.4.4. Co-ordinates the school's representation at Child in Need and Protection meetings and the submission of additional written reports and documentation.
- 5.4.5. Has an oversight of the delivery of school recommendations within *Child Protection* or *Child in Need* Plans.
- 5.4.6. Ensures that structures are in place for recording appropriate information regarding child protection cases in a form that is both confidential and effective.
- 5.4.7. Works effectively with the Designated Safeguarding Lead to ensure that all the requirements for an effective and efficient Child Protection system as described in the role of the Designated Lead are in place.

5.5. School staff

All adults working with or on behalf of our students have a responsibility to:

- 5.5.1.1.** Safeguard and promote the welfare of the students
- 5.5.1.2.** Be alert to the signs of abuse
- 5.5.1.3.** Follow procedures, detailed in the school's Staff handbook and Appendix B for referring concerns to the Safeguarding Officer in the first instance and the Designated Safeguarding Lead, or in their absence the Headteacher, and to do so immediately
- 5.5.1.4.** Attend training or complete online courses on safeguarding as directed by the Safeguarding Officer and Designated Safeguarding Lead. Training includes reading Part 1 of the Keeping Children Safe in Education statutory guidance.
- 5.5.1.5.** Listen carefully to students who disclose information to them and ensure that precise notes are given to the Safeguarding Officer.
- 5.5.1.6.** Not investigate allegations, ask leading or open-ended questions or promise confidentiality. They must inform the student that they will only pass on the information to the Designated Safeguarding Lead (or the Head Teacher/Multi-Agency Link Worker) who is able to help them.
- 5.5.1.7.** Keep all information confidential (apart from reporting to the Designated Safeguarding Lead, the Safeguarding Officer or the Head Teacher).

6. Confidentiality and information sharing

- 6.1. Accurate written notes are kept of all incidents or CP concerns. Paper records are secured in a locked cabinet with restricted access. Information from the records may be shared with staff on a need to know basis. A record of all incidents is recorded electronically on the school's Child Protection Register – which is password protected and available only to the designated staff. Child protection records are not available to students or parents. If a student moves from La Retraite any CP records or files are forwarded to any receiving school as soon as possible to their Designated Safeguarding Lead.
- 6.2. Current timescales for the retention of Child Protection Records are D.o.B. +35 years after which they should be destroyed. The general Pupil Record / Files are to be retained for D.o.B. +25 years after which they should be destroyed.
- 6.3. If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.
- 6.4. Parental consent to refer to Children's Social Care can be dispensed if seeking consent is likely to cause the child to suffer significant harm. The school has a legal duty to share this information with the children's social care of the relevant borough.
- 6.5. If a child is subject to a child protection investigation, the school will share any information about the child requested by the relevant borough children's social care.

7. Working with Parents and Carers

We recognise the importance of working together in partnership with parents and carers to ensure the welfare and safety of pupils and will:

- 7.1. Make parents aware of the statutory role in safeguarding and promoting the welfare of children, including the duty to refer pupils, where necessary.
- 7.2. Make sure policies will be available on the website or on request.
- 7.3. Involve parents and carers in the development of school policies to ensure their views are taken into account.

- 7.4. Where there is a possibility that a child is at risk from a parent, liaise with Social services in the first instance.
- 7.5. Where a student requests that parents are not initially informed (e.g. in the case of self-harm), work towards a situation where parents are involved, supported and working with us. If the child continued to insist, we would liaise with Social Services as to how to proceed.
- 7.6. Support parents through discussion of procedures and advice about supporting their child.

8. Definitions of Abuse

- 8.1. For definitions and indicators of abuse, refer to Appendix A
- 8.2. For guidance on responding to a disclosure of abuse, refer to Appendix B
- 8.3. For guidance on responding to particular forms of abuse such as Child Sexual Exploitation, Female Genital Mutilation, refer to Appendix C

9. On-line safety

- 9.1. The use of technology and social media has become a significant component of safeguarding children. Child sexual exploitation; radicalisation; sexual grooming - technology often provides the platform that facilitates harm. It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such the Board of Governors will ensure appropriate filters and appropriate monitoring systems are in place. The approach to online safety is to protect and educate the whole community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.
- 9.2. Students will be taught to recognise risk and build resilience in order to manage risk themselves where appropriate to their age.
- 9.3. Students will be encouraged to use the internal systems for example the learning mentor, trusted staff, to whistle blow or raise issue of safety in confidence.

10. Peer on Peer abuse and bullying

- 10.1. Staff should recognise that children are capable of abusing their peers. It should never be tolerated or passed off as “banter” or “part of growing up”.
- 10.2. Different forms of peer on peer abuse are most likely to include:
 - Bullying, including cyberbullying (see policy for more information)
 - Physical abuse
 - Sexual violence
 - Sexual harassment
 - Upskirting - which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
 - Sexting, also known as youth produced sexual imagery (see policy for more information)
 - Initiation/hazing type violence and rituals
- 10.3. School staff have a responsibility to report all forms of peer on peer abuse to a senior member of staff as well as the designated safeguarding lead. The school will ensure that allegations are recorded, investigated and dealt with ensuring appropriate support for those affected by the abuse.
- 10.4. It must also be remembered that children who harm others are likely to have considerable needs themselves and may have witnessed violence in the family or have been exposed to physical or sexual harm, or may have committed other offences and the school will ensure that appropriate referrals and support measures are put in place for these students

10.5. Refer to the **Bullying policy** for further details.

11. Child on Child sexual violence and sexual harassment.

The school/college follows the advice in Sexual violence and sexual harassment between children in schools and colleges, (2018)

11.1 Ultimately, any decisions will be made on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

11.2 We will ensure that our response to sexual violence and sexual harassment between children of the same sex is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex.

11.3 When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis.

The risk and needs assessment will consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;

11.4 Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school/college risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform the (schools) (college's) approach to supporting and protecting their pupils and students and updating our own risk assessment. *See also Appendix C for further detail on Sexual violence and sexual harassment between children*

12. Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

12.1. These may include

- Increased absence from school,
- A change in friendship 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 or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

13. Private Fostering

13.1 If a member of staff at La Retraite becomes aware that a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the designated safeguarding lead.

13.2 The school will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

13.3 A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 and under the Safeguarding Vulnerable Groups Act 2006 if they privately foster a child.

14. Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Board of Governors will ensure that:

14.1. Staff have the skills, knowledge and understanding necessary to keep looked after children safe.

14.2. There is a designated teacher for looked after children, who will ensure that

14.2.1. Appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

14.2.2. They work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

15. Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Staff will be trained to ensure that:

15.1. They do not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

15.2. They realise that students with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and

15.3. They are aware there exist communication barriers and difficulties in overcoming these barriers.

16. Children missing from education

16.1. A child going missing from education is a potential indicator of abuse or neglect. We will follow the schools' procedures for unauthorised absence, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

16.2. Staff will be trained to spot signs and individual triggers to be aware of, when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage, (see Appendix C)

16.3. The school will inform their local authority of any student who is going to be removed from the admission register and:

- 16.3.1. Has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
 - 16.3.2. Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
 - 16.3.3. Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
 - 16.3.4. Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
 - 16.3.5. Has been permanently excluded.
 - 16.3.6. The school will inform the local authority of any student who fails to attend school regularly, or has been absent without permission for a continuous period of 10 school days or more.
- 16.4.** The school will inform the LA of any additions to its roll

17. Children staying with host families

- 17.1.** This relates to where the school makes arrangements for children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to which they are not related. Such arrangements could amount to “private fostering” under the Children Act 1989 or the Safeguarding Vulnerable Groups Act 2006, or both. Other than language exchanges, the school will not make private fostering arrangements. Any such arrangements will be made by the appropriate Social Services.
- 17.2.** If the school arranges for students to stay with families overseas we are aware that the DBS cannot access criminal records held overseas, in which case we will ensure that partner schools and companies organising such visits provide that similar assurances are undertaken prior to a visit.
- 17.3.** If we become aware that a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person’s home, we will raise this in the first instance with the designated senior person for child protection. We will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

18. Training

- 18.1.** The Board of Governors will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be updated at least every three years and is in line with advice from the Lambeth Safeguarding Children Board.
- 18.2.** The Designated Safeguarding Lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years
- 18.3.** All staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 18.4.** Opportunities will be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

19. Teaching students about safeguarding

The Board of Governors will ensure students are taught about keeping themselves safe, including online, through teaching lessons in PSHCE and by providing other opportunities for student voice, as part of providing a broad and balanced curriculum.

The Government has made regulations which will make Relationship Education, for all primary schools and Relationships and Sex Education, for all secondary schools and Health Education, for all state funded schools, mandatory from September 2020.

20. Physical Intervention

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with students and their families. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and students, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Please refer to the school's *Physical restraint policy and guidelines*

21. Changing for PE, Drama or any other activities:

Changing for PE can cause anxiety for some pupils, can influence their perception of the subject and determine whether it is an enjoyable and positive experience. Being in a state of undress can also cause some children to feel vulnerable, particularly those who have experienced abuse, and cause them to misunderstand or misinterpret the actions of an adult. With that in mind:

21.1. PE staff monitor changing facilities to prompt girls to change quickly at the start and end of a lesson to have maximum participation within their lessons.

21.2. If PE staff notice a student behaviour has changed and they start to feel anxious about changing for PE. The PE team can help support students and reduce this anxiety by giving them a separate changing area so it does not impact their participation in PE until they feel ready to change with other students. We already do this with a couple of students and liaise with SG officer and YLCs to help the student to have a positive approach to PE or practical subjects.

21.3. The PE team teach the girls about the holistic benefits of PE and Health, aiming to encourage and motivate students about the authentic reasons of exercise and the overall aim of being healthy, fit and strong. We teach the girls to be celebrate their individuality and personal development.

21.4. Within changing facilities the girls have areas to change and do not have to shower after PE lesson but we teach them other hygienic ways to stay clean.

22. Extremism and radicalisation

Please see Appendix C and the school's Extremism Policy

23. Safer Recruitment

The school will adopt safer recruitment procedures that help deter, identify, and reject people who might abuse children. We adhere to the statutory guidance *'Keeping safe in education'*, Sept. 2018, to ensure that all staff working in our school have had the appropriate checks carried out. According to the School Staffing (England) Regulations 2009, the Board of Governors will ensure that:

23.1. At least one person on any appointment panel has undertaken safer recruitment training

23.2. Staff working in the school, engaged in regulated activity, have an enhanced DBS certificate, which includes barred list check.

23.3. All staff employed to carry out work have an additional check to ensure that they are not prohibited from teaching. **Teacher prohibition orders** prevent a person from carrying out teaching work in schools.

- 23.4.** Where an individual starts work in regulated activity before the DBS certificate is available:
- 23.4.1.** The individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.
 - 23.4.2.** A risk assessment is completed and any necessary measures are put in place to ensure that the pupils are safe whilst awaiting for an outcome of the DBS check.
- 23.5. All volunteers** will be:
- 23.5.1.** Suitably supervised and may be subject to an Enhanced DBS Check but without a check of the Children’s Barred list. Supervised activity does not fall under the definition of Regulated Activity. Checks carried out on volunteers, will be recorded on the single central record.
 - 23.5.2.** Will work under the direct management of a staff member, who is in Regulated Activity and vetted accordingly, and all volunteers will be subject to the same code of conduct as paid employees of our school. They will have a ‘job description’ pertaining to the volunteering role provided with appropriate induction.
- 23.6. All supply staff**, will have a written confirmation from their employment agency that they have carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been obtained and the date that confirmation was received. Supply staff will be expected to provide photographic ID before they can work in the school.

24. Single Central Register (SCR)

- 24.1.** A single central record is maintained electronically by the Human Resources Officer, covering all staff, (including supply staff, and teacher trainees on salaried routes), who work at the school.
- 24.2.** It is checked on a termly basis by a Governor who reports to the Financial Monitoring Committee
- 24.3.** It is checked on a termly basis by the Headteacher who reports to the Full Board of Governors in the Headteacher’s Report
- 24.4.** The following information will be recorded for all staff including teacher trainees on salaried routes. The SCR is verification that the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
 - 24.4.1.** An identity check;
 - 24.4.2.** A barred list check;
 - 24.4.3.** An enhanced DBS check/certificate;
 - 24.4.4.** A prohibition from teaching check;
 - 24.4.5.** Further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
 - 24.4.6.** A check of professional qualifications; and
 - 24.4.7.** A check to establish the person’s right to work in the United Kingdom.
- 24.5.** DBS checks are renewed every three years for all staff, and will be a condition of service. Staff may subscribe to the DBS Update Service allowing a status check to be carried out regularly.
- 24.6.** All staff in Regulated Activity are checked against the DBS’ Children’s Barred List prior to their appointment as part of the vetting process. A separate DBS Children’s List check will be carried out if application for the checks has not been completed by the start date.

25. Allegations of abuse made against staff

- 25.1. Parents have the right to make a formal complaint against the action of the school and/or its employees and such complaints will be dealt with in line with the school's Complaints Procedures.
- 25.2. Where it is alleged that a member of staff (including volunteers) in the school has:
- behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- the matter will be dealt with in line with the allegations procedures as set out in Part Four of 'Keeping Children Safe in Education, 2018.
- 25.3. Allegations against staff must be brought immediately to the attention of the Head Teacher, not the Designated Safeguarding Lead (unless that is the same person). The Head Teacher will only carry out initial enquiries (**not an investigation**) prior to a discussion with the Local Authority Designated Officer (LADO).
- 25.4. With regard to Prevent, if there is a concern about a member of staff or an organisation, staff should report to the Headteacher. Headteacher will investigate with the HR manager, who will keep a file of records and report half termly to SLT. The half termly report will contribute to a termly report to governors as part of the safeguarding report to Curriculum Committee. This referral process will be put in the staff handbook. The fortnightly meeting on staffing of Headteacher and ACL will have PREVENT as a fixed agenda item and the school will have its own barred list
- 25.5. Any allegation relating to the Headteacher **must** be brought to the attention of the Chair of Governors who will consult LADO.
- 25.6. **All referrals relating to an allegation against an adult working with children will be made to social care via the Lambeth Children's services first response team using the LADO referral form**
- 25.7. Outcomes of all investigations into allegations made against staff will be notified to schools, colleges and early years safeguarding leads (Sarwan Singh Jandu / Denys Rasmussen) on completion.
- 25.8. Allegations against a teacher who is no longer teaching or allegations that are historical will be referred to the police.

26. Raising concerns about safeguarding

Initially concerns will be raised with the line manager. The concern should be escalated to the Headteacher if it has not been addressed to the satisfaction of the person raising the concern. Where staff feel unable to raise an issue or feel that their concern is not being addressed, they should follow the procedures outlined in the **Whistle Blowing policy** or alternatively report concerns/seek advice using the NSPCC advice line for professionals - **Call 0800 028 0285, help@nspcc.org.uk**

27. Monitoring and Evaluation

- 27.1. A governor shall be appointed with special responsibility for Safeguarding. This governor aims to visit the school once a term either to see the Designated Safeguarding Lead or to inspect the Single Central Register.
- 27.2. Annually, a *Safeguarding and Child Protection in Schools* audit is undertaken by the Designated Safeguarding Lead and reported to the Senior Leadership Team and Governors' Curriculum Monitoring Committee.

27.3. This policy was considered and adopted by the Board of Governors in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education, September 2018'

Policy Review Date: June 2019

Appendix A - Definitions and indicators of abuse

Types of Abuse

I. Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> • Unexplained injuries – bruises / abrasions / lacerations • The account of the accident may be vague or may vary from one telling to another. • Unexplained burns • Regular occurrence of unexplained injuries • Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion. 	<ul style="list-style-type: none"> • Withdrawn or aggressive behavioural extremes • Uncomfortable with physical contact • Seems afraid to go home • Complains of soreness or moves uncomfortably • Wears clothing inappropriate for the weather, in order to cover body. • The interaction between the child and its carer

II. 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 involve a parent failing to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.

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

Neglect indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> • Unattended medical need • Underweight or obesity • Recurrent infection • Unkempt dirty appearance • Smelly • Inadequate / unwashed clothes • Consistent lack of supervision • Consistent hunger • Inappropriately dressed 	<ul style="list-style-type: none"> • Poor social relationships • Indiscriminate friendliness • Poor concentration • Low self-esteem • Regularly displays fatigue or lethargic Frequently falls asleep in class • Frequent unexplained absences

Appendix A - Definitions and indicators of abuse

III. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another;
- Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Emotional abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> • Poor attachment relationship • Unresponsive / neglectful behaviour towards the child's emotional needs • Persistent negative comments about the child. • Inappropriate or inconsistent expectations • Self-harm 	<ul style="list-style-type: none"> • Low self-esteem • Unhappiness, anxiety • Withdrawn, insecure • Attention seeking • Passive or aggressive behavioural extremes

IV. Sexual abuse

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

Sexual abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> • Sign of blood / discharge on the child's underclothing. • Awkwardness in walking / sitting • Pain or itching – genital area • Bruising, scratching, bites on the inner thighs / external genitalia. • Self-harm • Eating disorders • Enuresis / encopresis • Sudden weight loss or gain 	<ul style="list-style-type: none"> • Sexually proactive behaviour or knowledge that is incompatible with the child's age & understanding. • Drawings & or written work that is sexually explicit • Self-harm / Suicide attempts • Running away • Substance abuse • Significant devaluing of self • Loss of concentration

Appendix B - Guidance on responding to a disclosure of abuse

Responding to a disclosure of abuse

- Always stop & listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock & disbelief.
- Take the child seriously. Always assume that he/she is telling the truth.
- Do not promise confidentiality; you have a duty to refer to the designated senior person for child protection concerns.
- Do reassure and alleviate guilt.

For example you could say; “you are not to blame.”
“You have done the right thing to tell someone.”

- Do not ask leading questions.

For example, “What did she do next?” (this assumes that she did), or “did he touch your private parts”.

- In cases where criminal proceedings occur, such questioning can cause evidence to become invalid.
- Do not ask the child to repeat the incident for another member of staff.

The child may well have to tell the story again, and to do so repeatedly will cause undue stress.

- End by summarising what has been said and what action has been agreed.
- Be clear about what you intend to do next.
- Discuss your concern/disclosure with the designated child protection person at the school.
- Record carefully what has been said and what actions have been agreed.

Appendix C – Details about particular forms of abuse

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 does not 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.

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education

Domestic Violence (DV)

The definition of Domestic Violence includes, any pattern of controlling or coercive or threatening behaviour, (psychological, physical, sexual, financial or emotional) between those aged 16 or over who are or who have been intimate partners or family members regardless of gender or sexuality.

The definition of harm as amended the Adoption & Children Act 2002:

Impairment suffered from seeing or hearing the ill treatment of another' particularly in the home, even though they themselves have not been directly assaulted or abused

At La Retraite, we recognize that DV will have an impact on aspects of a child's life. The harm suffered will vary according to the child's resilience or otherwise to his or her particular circumstances. We recognise that the victim's capacity to protect their child/ren is diminished through anxiety about their own circumstances.

At La Retraite, we will allow an opportunity for the abused partner (predominantly the woman but not exclusively so) to disclose the harm. We will ensure that all information is dealt with securely and sensitively and refer the matter to Lambeth children's social care where there is a child/ren at risk of significant harm and/or neglect.

'Honour-based' violence (HBV)

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

Appendix C – Details about particular forms of abuse

Female Genital Mutilation (FGM)

FGM is considered child abuse and a grave violation of the human rights of girls and women. It comprises of procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal to subject any child to FGM in the UK and to take a child abroad to undergo FGM.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

It will be rare for teachers to see visual evidence, and they should not be examining pupils.

Any member of staff who has an FGM concern should discuss with the designated safeguarding lead who will involve the children's social care as appropriate.

Typical identifiers / triggers are:

- Family comes from a community known to practice FGM
- Family / child may be asked to be excused PE / swimming on return from abroad
- Family / child may confide that she is going to a 'special ceremony' when on holiday
- Female child is known to have a sister that has already undergone FGM
- Family withdraws female child from PSHE / SRE

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. 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. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

If any member of staff receives a disclosure or is aware that a Forced Marriage is about to happen this must be disclosed to the designated safeguarding lead without delay for appropriate action to be taken. Where there is a risk that a child may be or has been taken out of the country, the school will contact the Forced Marriage Unit as well as local authority social care.

FMU contact: 020 7008 0151 or email: fmu@fco.gov.uk

Extremism and radicalisation

Refer to our policy on 'Preventing extremism and radicalisation'

Protecting children from the risk of radicalisation should be seen as part of the school's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and forms

Appendix C – Details about particular forms of abuse

of extremism. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation

From 1 July 2015, schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 of the need to prevent from people from being drawn into terrorism. This duty is known as the Prevent duty.

Our staff have undertaken Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment 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. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁰⁵ – Rape, Assault by Penetration, Sexual Assault

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;

Appendix C – Details about particular forms of abuse

- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁰⁸ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process set out in the school policy. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy)