



Safeguarding and Child Protection Policy

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POLICY OWNER(S)	Head Teacher Director of Learning		
DESIGNATION	School		

Purpose of policy	Details of safeguarding Children and Young People for School
Intended audience	All School staff, parents/carers and families/Governors
Links to other policies	

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Part 1: Policy introduction

Safeguarding children and young people at risk is of paramount importance. St. Elizabeth's School is committed to safeguarding and promoting the welfare and safety of all its children and young people and is of the highest priority. The aim of this policy is to ensure that:

- a) Trustees, School Governors, staff, children and young people, their parents, families and carers have an understanding of what safeguarding is;
- b) Trustees, School Governors and staff are familiar with and understand the Safeguarding Policy and know how to apply it when safeguarding matters arise;
- c) All those who use St. Elizabeth's Centre are aware of the Safeguarding Policy.
- d) The School and St. Elizabeth's Centre applies a child centred and co-ordinated approach to safeguarding.

1.1 Definitions

The term 'child' and 'children' refer to anyone under the age of 18. For the purpose of this policy, 'safeguarding and protecting the welfare of children' is defined as:

- Protecting children/young people from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children and young people to have the best outcomes.

Child protection is defined in the Children Act 1989 (s.47) as when a 'child is suffering or is likely to suffer significant harm'. Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

1.2 Principles

The children and young people at St. Elizabeth's School are extremely vulnerable. Each child and young person has specific needs and diagnosis. Their health, disability, conditions and individual needs are complex and profound learning, physical, health and associated co-morbid disabilities. This makes them very vulnerable and at risk.

It is the School's responsibility to take all reasonable steps to safeguard and protect the rights, health and well-being of all children and young people who are in our care.

- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier review date.

- The School will ensure that the welfare of children and young people is given paramount consideration when developing and delivering all activities.
- All children/young people irrespective of their protected characteristics, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child or young person is at risk of harm in accordance with this guidance.
- All children/young people and staff involved in child protection issues will receive appropriate support from the School Leadership team who will follow this policy guidance.
- The School will work closely with the Children's Home in order to ensure strong collaboration in the protection of the children and young people learning and residing at St. Elizabeth's School.

1.3 Overall Aims

This policy will contribute to the safeguarding of children and young people at St Elizabeth's School by:

- Clarifying safeguarding expectations for members of the education setting's community, staff, governing body, learners and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values that learners are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to.
- Supporting contextual safeguarding practice recognising that the setting's site can be a location where harm can occur.
- Setting expectations for developing knowledge and skills within the School's community (staff, learners, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
- Early identification of need for vulnerable students and provision of proportionate interventions to promote their welfare and safety.
- Working in partnership with children and young people their parents/carers and other agencies in the Local Safeguarding Partnership.

1.4 Statutory Framework

In order to safeguard and promote the welfare of all the children and young people at St. Elizabeth's School, the School will act in accordance with the following legislation and guidance:

- i) The Children Act 1989
- ii) The Children Act 2004
- iii) Education Act 2002 in particular, Section 175, which outlines the Local Authorities and School Governing Bodies have a responsibility to '*ensure that their functions relating to*

the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils'.

- iv) Education and Training (Welfare of Children) Act 2021
- v) **Keeping Children Safe in Education (DfE 2019), September 23 update.**
- vi) Working together to Safeguard Children 2018
- vii) Teachers' Standards update December 2021
- viii) Prevent Duty Guidance 2015
- ix) Female Genital Mutilation Act 2003, Section 5b

In addition to the above the School will also apply the following:

- x) St. Elizabeth's Behaviour Policy School and Children's Home 2021
- xi) St. Elizabeth's School British Values Policy 2023
- xii) St. Elizabeth's Single centre record of recruitment and vetting 2021
- xiii) St. Elizabeth's Speaking Out Policy (Whistleblowing) 2022
- xiv) St. Elizabeth's School Missing Person Policy 2023
- xv) St. Elizabeth's Reduction Restraint School and Children's Home 2022

Working Together to Safeguard Children (2018), which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibility of Schools.

Keeping Children Safe in Education (2023) is statutory guidance issued by the Department for Education which all Schools and Colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

Additional Government guidance in relation to COVID 19:

St. Elizabeth's Centre constantly reviews the organisation Business Continuity Plan, COVID Risk Assessment and management of infection control, vaccination and staffing. In response to the national, regional and local picture St. Elizabeth's responds accordingly and the School takes appropriate, relevant action to mitigate and manage arrangements for the delivery of education on a daily basis.

1.5 Equalities Statement

With regards to safeguarding we will consider our duties under the [Equality Act 2010](#). General duties include:

1. Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

3. Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under St Elizabeth's School's Equality and Diversity Policy.

1.6 At St Elizabeth's:

- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children, their families and carers, has a role to play.
- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should always consider what is in the **best interests** of the child.
- We take an '**it can happen here**' approach where safeguarding is concerned.
- **Everyone** who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.
- Victims of harm should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

St Elizabeth's School is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn.
- Acting on concerns about a child's welfare **immediately**.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

The Leadership of the School must ensure that the above policies and procedures, adopted by Governing bodies and proprietors, are accessible, understood and followed by all staff.

1.7 Role of the Designated Lead (DSL):

The Designated Safeguarding Leads at St Elizabeth's School are:

- The Head Teacher and Director of Learning

The Deputy Designated Safeguarding Lead (DDSL) at St. Elizabeth's School is:

- The Deputy Head Teacher

In the absence of the DSL or DDSL the Director of Children's Services or Director of Wellbeing should be immediately consulted. In the unlikely event that they are not available the Person in Charge must be contacted.

1.7.1 Designated Safeguarding Lead responsibilities: (see also: Part 2 types of abuse)

It is the duty of the DSL/DDSL or other designated staff member to take immediate action and refer all cases of concern in relation to the following:

- Child abduction and community safety incidents
- Children Missing from Education
- Child Criminal Exploitation
- Child Sexual Exploitation
- County Lines
- Modern Slavery
- Cybercrime
- On line safety
- Domestic abuse
- Homelessness
- Honour based abuse – FGM and Forced Marriage
- Radicalisation
- Child on child abuse (also Bullying)
- Sexual harassment
- Sexual violence
- Up skirting

Referrals must be made to the Local Authority Children's Services (Safeguarding and Social worker), Police in the event where a crime may have been committed; to the Channel programme in cases of radicalisation concern. Specific safeguarding referrals may also require referral to the Department for Education (DfE), Ofsted, The LADO and the Health and Safety Executive (RIDDOR), Diocese and Board of Trustees through reporting of SUI's (Serious Untoward Incidents).

1.7.2 Formal Training

In addition to the above the DSL/DDSL is required to undertake formal training every two years. Furthermore, Prevent awareness training is now mandatory for St. Elizabeth's staff and should be refreshed at regular intervals as developments nationally evolve and in the event of any statutory guidance changes. A centre Prevent risk assessment is in place and reviewed by the Director of Learning who is the Prevent lead.

All staff are required to undertake annual Safeguarding training and annual updates in relation to Keeping Children Safe in Education (KCSIE).

1.7.3 The DSL and or DDSL are also responsible in ensuring:

- Understanding the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the safeguarding and child protection policy and procedures, especially new and part time staff;
- Understand and work collaboratively with the Children's Homes with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children and young people from the risk of radicalisation;
- Keeping detailed, accurate, secure written records and reports of concerns and referrals;
- Ensure that they and the staff are able to access refresher training courses;
- Encourage a culture of listening and responding to children and taking account of their wishes and feelings, among all staff, in any measures the School and Children's Home may put in place to protect them.

1.7.4 The role of all staff:

- All staff will read and understand the Safeguarding and Child Protection Policy for the School.
- All staff should read and understand [Part 1 of statutory guidance Keeping Children Safe in Education \(September 2023\)](#).
- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding/Child Protection Policy; the Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing from education, and the role of the Designated Safeguarding Lead (DSL).
- All staff should receive appropriate safeguarding and child protection training, including on line safety. Regular updates via bulletins, e-mails and refresher training should also form part of staffs ongoing knowledge and understanding to safeguard children and young people effectively.
- All staff must take responsibility to ensure they undertake regular refresher and update training. Furthermore, through supervision and appraisal processes safeguarding matters must be discussed and utilised to raise awareness of individual responsibility.

- All staff should fully understand and apply the systems and processes within School and St. Elizabeth's to immediately inform and record any safeguarding concern or incident. See Appendix A.
- All staff should be aware of the purpose of a referral and who is responsible to undertaking and reporting.
- All staff should know what to do if a child or young person tells them he or she is being abused, exploited or neglected. Staff should know the requirement to maintain a level of confidentiality. Staff should never promise a child that they will not tell anyone else.
- Staff should re-assure the child or young person that they are being taken seriously and will be supported to keep safe.
- Staff should maintain the highest level of vigilance at all times as many children and young people are not able to verbalise or indicate if they are experiencing abuse in any form. Concerns must be raised with the DSL/DDSL immediately.

1.8 The Governing Body, must:

- Discharge its duties to and ensure they comply with the legislation. They must have regard to the guidance to ensure that all policies and procedures and training are effective and comply with the law.
- Ensure their contribution to inter-agency working, with includes providing a coordinated offer of early help when additional needs are identified.
- Ensure there is an effective Safeguarding and Child Protection Policy in place and expectation's and behaviours of staff are clearly defined.
- Ensuring staff are provided with annual updates of Keeping Children Safe in Education (KCSIE)
- Ensuring staff induction is in place with regards to child protection and safeguarding
- An appropriately experienced Governor is nominated as the Safeguarding Governor to take the lead alongside the DSL in all safeguarding matters.
- Alongside the DSL or Deputy DSL inform the relevant Trustee member or Board of Trustee's in relation to any SUI (Serious Untoward Incidents).
- Review the curriculum offer to have confidence that children and young people are taught and learn about safeguarding, including on line safety as part of the broad and balanced curriculum offered by the School.

Part 2. Types of Abuse:

Abuse is defined under four categories: physical abuse, emotional abuse, sexual abuse and neglect. These categories overlap and an abused child does frequently suffer more than one type of abuse.

Abuse	A form 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 by other children or adults, in a family or in an institutional or community setting by those know to them or, more rarely, by others
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces, illness in a child
Sexual Abuse	<p>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 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 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.</p> <p>Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.</p>
Emotional Abuse	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's

	developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing or shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific reference information: source Keeping Children Safe in Education September 2023 update:

Child abduction and community safety incidents – child abduction can be committed by parents or other family members; by people known but not related to the child, and strangers. Staff must remain vigilant at all times for example, if people are unknown, loitering in the vicinity of the school. Safety should be an integral part of the children's development, not just stranger danger, as it may be someone they know.

Child Criminal Exploitation (CCE) - CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

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

The Department of Education provide:

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

Children missing from education (CME) - All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involving in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in the future. Staff should be aware of the setting's unauthorised absence and children missing from education procedures. All staff must report immediately any concerns regarding absence in accordance with the attendance policy.

When a pupil's whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of a crime or at risk of harm to themselves or another.

A pupil missing during schools' hours' incident would be prioritised as significant risk' where:

- The risk posed is immediate and there are substantial grounds for believing that the child/young person is in danger through their own vulnerability. Vulnerability characteristics may include;
- Children on a plan (Early Help, Child in Need, Looked After or Child Protection Plan);
- A disability and/or special educational needs;
- Substance misuse;
- Education health care plan.
- The risk posed is immediate and there are substantial grounds for believing that the public is in danger;

- There are indications that the child/young person has already come to harm (CSE, grooming, radicalisation etc.).
- Other contributory factors should be taken into consideration when determining if the pupil is at significant risk, for example:
 - Have there been past concerns about this child and family which together with the sudden disappearance are worrying?
 - Is there any known history of drug or alcohol dependency within the family?
 - Is there any known history of domestic abuse?
 - Is there concern about the parent/carer's ability to protect the child from harm?
 - Is this very sudden and unexpected behaviour?
 - Have there been any past concerns about the child associating with significantly older young people or adults?
 - Was there any significant incident prior to the child's unexplained absence?
 - Has the child been a victim of bullying?
 - Are there health reasons to believe that the child is at risk? e.g. does the child need essential medication or health care?
 - Was the child noted to be depressed prior to the child's unexplained absence?
 - Are there religious or cultural reasons to believe that the child is at risk? e.g. rites of passage, female genital mutilation or forced marriage planned for the child?

Procedure

Once a pupil is identified as missing by any member of school staff, the Designated Safeguarding Lead will be informed.

Staff will use professional judgement and risk assess the urgency of the situation to help inform the timeframe required in establishing the pupils' whereabouts before notifying the Police. Timeliness should be on a case by case basis.

Designated Safeguarding Lead should, together with the class teacher, assess the child's vulnerability.

- School staff will try to locate the pupil and try to establish the whereabouts of them.
- School will contact Duty office and other relevant staff teams at St. Elizabeth's who will implement and co-ordinate search

- School staff will contact home and try to contact the pupil (if appropriate) via their mobile telephone if known.

Notifying the Police

The information required by the Police to assist in locating and returning the pupil to a safe environment is as follows:

- The pupils name/s; date of birth; status (for example looked after child); responsible authority;
- Where and when they went missing;
- Previous missing episodes and where they went;
- Who, if anyone, they went missing with;
- What the child was wearing plus any belongings they had with them such as bags, phone etc.; include mobile number;
- Description and recent photo;
- Medical history, if relevant;
- Time and location last seen;
- Circumstances or events around going missing with relevant safeguarding information;
- Details of family, friends and associates;
- Contact details of safeguarding lead if it was after school hours.
- Whilst the search is ongoing, the school will continue to liaise with the Police and act in accordance with Police instructions.

Option 1 – if the child returns before the Police have arrived then the Police must be informed and own school procedures need to be followed.

Option 2 - if the child returns to school of their own volition, then the Police must be informed and own school procedures need to be followed.

Option 3 - if the Police locate the child and bring them back to the school the Police will conduct the safe and well interview and the school will follow School procedure.

Where a pupil has a known risk of being missing, a risk assessment for the pupil will be written and put in to place.

A student missing from School for 10 days after an authorised absence, or have been absent without authorisation for 20 consecutive days

Process:

- If a child is absent the school will make contact with the parent/carer/LA on the first day of absence.
- Daily contact with the local authority and / or family if there is no clear reason/rationale for the absence.
- The school, in accordance with guidance will make reasonable enquiries jointly with the Local authority

Parents who do not ensure their children are accessing a 'suitable' education can be deemed as breaking the law. Anyone who becomes aware of a child or young person who does not appear to be accessing education should refer this child to their LA and social worker.

[Attendance policy](#)

Female Genital Mutilation (FGM) - Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue and hence interferes with the natural function of girls' and women's bodies. FGM causes severe pain and has several immediate and long-term health consequences, including difficulty in childbirth also causing dangers to the child. It is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or women. FGM is practised in 28 African countries as well as in parts of the Middle East and Asia. The practice is illegal in the UK. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year and that 66,000 women in the UK are living with the consequences of FGM. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls.

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 along with regulated health and social care professionals in England and Wales, to 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. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information.](#)

Fabricated or Induced Illness (FII) - FII in children is a difficult and complex subject but schools can play a key role in recognising concerns that may relate to this rare form of child abuse. Fabricated/Induced Illness occurs when a child is presented for medical attention with signs or symptoms which have been fabricated or induced by the child's carer. FII is a spectrum of disorders rather than a single entity. At one end less extreme behaviours include a genuine belief that the child is ill. At the other end the behaviour of parents/carers includes them deliberately inducing symptoms by administering drugs, intentional suffocation, overdosing, tampering with medical equipment, falsifying test results and observational charts. Most of these symptoms will not be visible within the nursery/school setting but it is sensible to be aware of signs in case a child or another family member raises these issues.

The signs of FII can be ambiguous and may be attributed to other problems in the child's family that you may be aware of. School staff are particularly well-placed to notice outward signs of harm or to observe if a child is repeatedly unwell for no apparent reason. Or a discrepancy may occur when parents give a description of a child's ill health, which does not accord with your observation, and knowledge of the child in the nursery/school setting.

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

- physical
- sexual
- financial
- emotional
- psychological

All children/young people can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

[How to Protect Children From Domestic Abuse | NSPCC](#)

[What about my children? - Refuge Charity - Domestic Violence Help](#)

[Domestic abuse: specialist sources of support - GOV.UK \(www.gov.uk\)](#)

Preventing Radicalisation - "Radicalisation" refers to the process by which a person comes to support terrorism and extremist ideologies.

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("The Prevent Duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Upskirting -The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on the 12th April 2019. Up skirting is now listed as a criminal offence 'up skirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

Children with family members in prison - Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children and young people are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Information centre on Children of Offenders provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

[NICCO](#)

Mental Health - All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately, trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect or other traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child / young person that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the designated safeguarding lead or deputy.

Child on Child -Children can abuse other children. This term previously used was 'peer on peer' abuse. Child on child abuse can take many forms. This can include (but is not limited to bullying (including cyberbullying): sexual violence and sexual harassment: physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

It is important to consider if one child or young person causes harm to another, this should not necessarily be dealt with as abuse, however it is important to consider the following:

- whether there is a difference in power, for example: age, size, ability, development, gender between the child/young people concerned.
- has the perpetrator tried to harm a child or young person before or is this a repeated incident?
- Whether there are concerns about the intent of the incident from the perpetrator.

Child on child abuse can manifest into other safeguarding concerns, such as:

- Bullying, including cyberbullying
- Physical abuse, such as kicking, hitting, biting, hair pulling
- Sexual violence or harassment
- Sexting (inappropriate social imagery)
- Initiation requests – rituals

All staff must recognise that children and young people are capable of abusing their peers. Staff should not consider these of acts of 'banter' or 'part of growing up'.

Contextual Safeguarding - Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and the DDSL, will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The School will provide as much contextual information as possible when making referrals to Children's Services.

Part 3: Safer Recruitment

It is the responsibility of the Centre to create a culture of safeguarding. As such it is important that robust recruitment procedures are in place. Governing bodies and the organisation should ensure that those involved in recruitment of staff have received:

- Appropriate safer recruitment training, which should minimally cover the content of KCSIE Part 3 (2023)
- Ensure at least one member of the interview panel to have completed safer recruitment training

Processes and systems are clear and agreed in advance in relation to advertising, applications, shortlisting, employment history and references. The selection process and pre-appointment vetting checks, regulated activity and recording information. For further information, see [Safer Recruitment policy](#)

Part 4. Allegations/incidents of concern involving staff / volunteers / visitors.

An allegation is any information which indicates that a member of staff/volunteer or visitor may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

This applies to any child the member of staff/volunteer/visitor has contact within their personal, professional or community life. (this may include behaviour that has happened outside of school).

In the event an allegation is made an immediate response is required. The response will immediately take action to ensure the child/young person is safe. Support will be called through the Bleep process if required.

There are two sections covering the two levels of allegation/concern:

1. Allegations that may meet the threshold
2. Allegations/concerns that do not meet the harm threshold – these are referred to as ‘low-level concerns’

In determining the level of concern the DLS is responsible for:

- Looking after the welfare of the child and ensuring the child is not at risk and making referrals to the LA and other appropriate bodies, i.e. LADO
- Investigating and supporting the person subject to the allegation

St. Elizabeth's internal processes and procedures will be followed alongside partnership arrangements with the relevant bodies.

Part 5. What to do if you are concerned about safeguarding practices within the School.

All staff, volunteers and visitors should feel able to raise concerns about poor or unsafe practice and potential failures in safeguarding arrangements. Appropriate whistleblowing procedures (Speaking Out Policy), which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the senior leadership team. If staff members have concerns about another staff member then this should be referred to the Head Teacher/Director of Learning or other Senior Manager as a matter of urgency. All concerns are taken seriously. It is important for all staff to understand that no matter how small or trivial they may think their concern is raising awareness and speaking to their Manager is fundamental in safeguarding all children and young people in the School. In the absence of the Head Teacher /Deputy Head Teacher or Director of Learning the Person in Charge will take this role. Where there are concerns about the Head Teacher or Deputy Head Teacher, this should be referred to the nominated Governor for Safeguarding and the Director of Learning and the Director of Wellbeing as appropriate.

Consideration must also be given to members of staff involved in an incident and support or counselling provided as appropriate. Staff should fill out an incident on the DATIX software system stating facts of incident as soon as possible after it has occurred.

It is important that factual records are kept of the incident and of events from the time a serious incident is reported. In the event that DATIX is inaccessible due to internet connection or other issues, a paper IRF (Incident Report Form) should be completed. All documents should be legible, signed, dated and timed. All documents should be completed using black ink. The documents should be kept securely to maintain confidentiality of all persons involved.

The reports should be factual and in the event that restraint has been necessary the specific MAPA techniques used should be identified and documented.

Part 6. Child-on-child sexual violence and sexual harassment

Children and young people with SEND are three times more likely to be abused than their peers. All staff must recognise 'it could happen here'. Sexual violence and harassment can

occur between two or more children/young people adults, face to face, online, physically and verbally. The following should be applied:

- Zero tolerance to sexual violence and sexual harassment – it is not acceptable and will not be tolerated. Staff should never think that it is boys being boys and girls being girls and just ‘banter’,
- Being aware that lack of reporting doesn’t mean it isn’t happening
- Any report should be taken seriously

Staff must apply vigilance at **all times** as many children and young people are unable to communicate their situation.

Sexual harassment means ‘unwanted conduct of a sexual nature’. This could take place in or outside of school. The implications of sexual harassment are likely to cause and violate a child/young person’s dignity, make them feel degraded, offended and hostile. Examples of sexual harassment are: sexual comments, lewd comments, remarks about the individual, sexual jokes, behaviours such as brushing past someone. Online harassment includes sharing photos, messaging, coercion, threats. If not challenged and addressed can normalize inappropriate behavior lead to sexual violence.

Part 7. Summary

We have a duty to ensure we apply vigilance at all times and to support the Schools management of Safeguarding developing a broad curriculum which includes appropriate PSHE curriculum, tutorials, 1:1 session and a culture that prioritises every child and young person’s safety as a fundamental / embedded practice within the School.

Collaboration with all St. Elizabeth’s departments is equally crucial in ensuring the safety and wellbeing of the children and young people in our care and education.

Part 8. Monitoring and Review

This policy is reviewed annually by the **Designated Safeguarding Lead** and **Designated Safeguarding Governor**, or **Deputy Safeguarding Lead**. Any changes made to this policy by the **DSL** and the **DDSL** will be communicated to all members of staff, following review and approval as required by the Schools Governing Body.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy.

8.1 Quality monitoring processes

The monitoring and systematic review of the effectiveness of this policy will be informed by the following:

1. Attendance (CME) Children Missing in Education
2. Datix incident reporting
3. Safeguarding referrals
4. MDT actions
5. Risk assessment review and update for individual child/young person
6. Care plan review and update for individual child/young person
7. Case conference/review
8. Serious untoward incident record (SUI)
9. Internal or external investigations and/or disciplinary hearings
10. Supervision and appraisal/performance monitoring
11. Training records
12. Monthly review of Central Single Record
13. Monthly meetings with the Nominated Safeguarding Governor
14. Termly reports to Governors
15. Annual reports to Governors
16. Ofsted Inspection
17. Complaints

The next scheduled review date for this policy is **September 2024**, or sooner alongside KCSIE updates.

Appendix A: School Incident Reporting Pathway

