Saint Joseph's
CATHOLIC SCHOOL

Safeguarding & Child Protection Policy

Version 14.0 – September 2024

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
SP1 1QY

Success Criteria:

The school will be alert to signs of abuse and neglect and implement all safeguarding and child protection procedures stipulated in this policy.

Context/Aim:

St Joseph's Catholic School fully recognises its responsibilities for safeguarding and child protection and is committed to safeguarding and promoting the welfare of children.

We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2024)
- What to do if you're worried a child is being abused (2015)
- The Procedures of (SVPP) The Safeguarding Vulnerable People Partnership (formerly WSCB)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)

See Appendix 1 for further relevant guidance documents

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

Staff:

- are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned
- should always act in the best interest of the child.

Monitoring Procedures:

By Whom:	**When:**	**How:**
Governors' Pastoral and Ethos Committee	Termly	Designated Safeguarding Lead DSL (designated members of staff) will provide termly reports via Pastoral & Ethos Committee governor meetings and inform governors of any need to update or change items in the Policy. Reports from the Pastoral and Ethos Committee will be shared with the Full Governing Body.

Evaluation:

By Whom:	**When:**	**How:**
Named SG Governor and Pastoral and Ethos Governors with Headmaster and Designated Safeguarding Lead/Safeguarding Officers (designated members of staff), with LA via audit	Policy Annually, safeguarding practice is termly	Termly Reports from Designated Safeguarding Lead /Safeguarding Officers to the Pastoral and Ethos Committee, with annual Safeguarding Audit in November/January sent to LA

Revision History:			
Version	**Approved and Ratified**	**Review Date**	**Additional Notes**
V 14.0		July 2025	Update to reflect KCSiE 2024. Specifically: Updated reporting sharing images with rewrite to include use of computer generated sexual imagery. Re-write of Prevent section to include Government's updated definition of extremism. Re-write of Looked after Children for clarity of roles. Added children with social worker and LGBQ section. Rewrite of FGM with increased detail. Alteration of Do's and Do nots. Rewrite of identify signs to include more complete list of vulnerabilities.
V 13.0	August 2024 October 2023 and published on website 30.10.23	August 2024	Update to reflect KCSiE changes, specifically online safety, web-filtering reviews, CME and forced marriage. Contextual safeguarding and work with local agencies. Home visits.
V 12.0	Sept 2022 and published on website 05.09.21	July 2023	Update to reflect change to KCSiE
V 11.0	August 2021 and published on website 01.09.21	July 2022	Update to reflect changes to KCSiE, specifically Peer-on-peer abuse and SVSH after Ofsted Review Term 6 2021
V 10.0	August 2020 Published Sept 2020	July 2021	Update to ensure compliance with changes to KCSiE Sept 2020 and to reflect COVID practices
V 9.0	Sept 2019 Published Sept 19	Sept 2020	Update to ensure compliance with minor changes to KCSiE September 2018
V 8.1	July 2018 Published July 2018	July 2019	Update to ensure compliance with KCSiE September 2018
V 8.0	October 2017 Published Oct 2017	October 2018	Re-write
V 7.0	October 2016	October 2017	Re-write & combining of Safeguarding & Child Protection policies revising content in accordance with KCSiE 2016
V 6.0	October 2015	October 2016	Complete re-write
V 5.0	March 2014	March 2015	
V 4.1	February 2013	February 2014	None
V 4.0	January 2011	January 2012	None
V 3.2	December 2009	December 2010	None
V 3.1	December 2008	December 2009	None
V 3.0	July 2008	June 2009	None

V 2.1	June 2007	June 2008	None
V 1.1	March 2006	Autumn 2006	None
V 1.0	June 2004	March 2006	None

Vision Statement:

St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.

At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth, and justice. We want each pupil to be healthy in mind, body, and spirit.

Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.

We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.

We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.

We are committed to aspiring for excellence in all that we do for the sake of the Gospel.

Head teacher

Other SJCS Policies that relate to this Policy:

Attendance Policy (inc. protocols and practice for Children Missing Education)
Behaviour Policy (inc. pupil use of mobile phone and smart technology)
Complaints Policy
E-Safety (online safety) Policy
Equality statement
Health & Safety Policy (inc. administration of medicines)
Relationships, Sex and Health Education/PSHE Policy
Safer Recruitment Policy
SEND Policy
Social Networking Policy
Staff (Behaviour policy) Code of Conduct
Teaching, Learning & Assessment Policy
Whistleblowing Policy

Key Safeguarding Personnel:			
Role	**Name**	**Tel.**	**Email**
Headmaster	Mr Matthew Higgins	01722 335380	admin@sjcs.org.uk
Designated Safeguarding Lead (DSL)	Mr Kevin McGuinness	01722 335380	kmc@sjcs.org.uk
Deputy DSL(s) (DDSL)	Miss Danielle Brignall Mrs Lena Rose Mr Oliver Ford Mrs Elaine Oakley	01722 335380	safeguarding@sjcs.org.uk
Nominated Governor	Mrs Joanne Kingston	01722 335380	admin@sjcs.org.uk
Chair of Governors	Mr Graham Maher	01722 335380	admin@sjcs.org.uk
Designated Teacher for Looked After Children	Mrs Francesca Nobis	01722 335380	admin@sjcs.org.uk
Senior Mental Health Lead (non-mandatory)	Miss Danielle Brignall	01722 335380	safeguarding@sjcs.org.uk
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2024)			

Early Help - single point of entry: 01225 718230
Children's Social Care referrals:

- Multi-Agency Safeguarding Hub (MASH): **0300 456 0108**
- Out of hours: **0300 456 0100**

If you believe a child is at **immediate risk** of significant harm or injury you **must** call the police on 999.

Scope

Safeguarding is defined as:

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

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a whole-school preventative approach to keeping children safe including online that incorporates pupil health and safety; school behaviour management and preventing child-on-child abuse (inc. cyber-bullying, prejudiced-based and discriminatory bullying and sexual violence or harassment); supporting pupils with medical conditions; Relationships, Sex and Health Education (RSHE) and Personal, Social, Health and Economic (PSHE) education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be read alongside policies listed above in the **Other SJCS Policies that relate to this Policy** section.

This policy applies to all staff in our school.
For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step- parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at school or outside of school hours are within the scope of this policy.

Expectations

All staff are:

- Familiar with this safeguarding policy and have an opportunity to contribute to its review.
- Alert to signs and indicators of possible abuse and wider safeguarding issues.
- Aware of the importance of professional curiosity.

- Able to record and report concerns as set out in this policy.
- Able to deal with a disclosure of abuse from a pupil.
- Involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

Staff have read and understood Part 1 or Annex A of the latest version of Keeping Children Safe in Education (KCSiE 2024). School leaders and staff who work directly with children have also read Annex B and part 5.

In addition all staff have been requested to complete KCSiE 2024 training on SSSCPD and governors and SLT must complete full KCSiE 2024 training on SSSCPD.

Governors

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Governors will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Whole school approach to broad and balanced curriculum embedding safeguarding teaching D/DSL training Designated Teacher Training KCSiE Part 1 or Annex A (and Annex B and Part 5 for staff working directly with children) KCSiE 2024 SSSCPD training Staff training, including regular safeguarding updates, inc weekly online SG briefings	Child-on-Child Abuse Pupil voice Online Safety Self-Harm Whistleblowing Staff code of conduct (For safer Working Practice), incl low-level concerns about staff conduct Early Help Mental Health Multi-Agency Working Children who are absent and/or missing education Children with SEND and a physical Health Issue Reporting Abuse, incl. dealing with a child at immediate risk/SVPP procedures Honour Based Abuse (HBA)	Designated Safeguarding Lead (**CBA** - DSL) who is a member of SLT Deputy Designated Safeguarding Leads **(DBR, LRO, OFO, EOA** - DDSL) Designated LAC teacher (**FNO**) - even if there are no LAC on roll) Senior Mental Health Lead (**DBR**) Pastoral Manager and Well-Being Leads, inc on-site MHST support/advice (**DBR/LRO**)

Children taught about online safety Online safety training for staff Preventing Radicalisation Prevent training SSSCPD scheduled for Term 2 2024 Teaching staff confidence to deliver RSHE/PSHE to all pupils Annual review of online safety arrangements Whistleblowing	Female Genital Mutilation (FGM) Concerns about staff conduct Behaviour Policy RSHE and PSHE Policy Staff contribution to policy Safeguarding Policy review Female Genital Mutilation (FGM)	Pastoral and well-being staff (RSM) Nominated Governor for whistleblowing (**JHA**) Nominated Governor for filtering and monitoring and online safety (**JKI**) Filtering and monitoring online safety lead (**KMC/CBA/OFO**) Head of RE (I/C RSHE) **(OBL)** Deputy Head Curriculum **(RRO)**

Concerns and Allegations Management

Our chair of governors is responsible for liaising with the local authority Designated Officer for Allegations (DOfA) and other partner agencies in the event of an allegation of abuse being made against the headmaster.

Audit

The nominated governor (JKI) for safeguarding will liaise with the headmaster and the D/DSL to complete an annual safeguarding audit return to the local authority.

Safer Recruitment

Our governors monitor the school's safer recruitment practice, including scrutiny around DSL and/or Headmaster monitoring of the Single Central Record **(currently completed termly with Named Governor, DSL and School business Manager).**

Monitoring and Review

The headmaster ensures that the policies and procedures, adopted by the governing body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff and should be easily understood by staff, children and parents by revisiting regularly **(see policy review schedule and SLT/FGB minutes and SG Briefing minutes).**

The Headmaster reports at least 3 times a year to the Governors around the effectiveness of the school's safeguarding procedures, and in particular, child-on-child incidents, including all aspects of trend analysis. **(JHA reports from P&E Governors ensure that safeguarding is an item on the agenda for every full governing body meeting via the Pastoral and Ethos committee chair's report)** The school's approach to online safety and filtering and monitoring is reviewed annually **(MHI/LVO with SchoolCare and minutes at Finance and Premises and FGB).**

Safeguarding is an agenda item for staff via the compulsory weekly safeguarding meetings. This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor meets the DSL every term (six times a year) to monitor the effectiveness of this policy.

Mandatory Procedures: Staff and Adults at School

Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE (2024).

At St Joseph's, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of whether the essential checks as set out in KCSiE, have been carried out or certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.
- all governors/members of the proprietor body (for independent schools, academies and free schools).

See also training section.

Assurances are sought for contractors who are required on site, including identification checks on arrival. Appropriate vetting checks are carried out by the school for self-employed individuals.

Regular visitors from monitored agencies (Social Care, Stronger Families, Mental Health Support Team etc) complete annual written confirmation that their staff have completed required safeguarding training, DBS checks and section 28.

Staff Code of conduct (for safer working practice)

St Joseph's is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Code of Conduct supports our commitment to safeguarding children and sets out staff behaviours that should be avoided as well as those that constitute safe practice including:

- the acceptable use of technologies,
- staff/pupil relationships
- communications including the use of social media

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

Identifying the signs

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Is disabled.
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan).
- Is a young carer.
- Is bereaved.
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime.
- Is frequently missing/goes missing from education, care or home.
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- Is at risk of being radicalised or exploited.
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is misusing drugs or alcohol.
- Is suffering from mental ill health.
- Has returned home to their family from care.
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage.
- Is a privately fostered child.

- Has a parent or carer in custody or is affected by parental offending.
- Is missing education, or persistently absent from school, or not in receipt of full-time education.
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded.

Definitions of abuse, set out in ' What to do if you're worried a child is being abused - Advice for practitioners' (2015), 'Keeping Children Safe in Education' (2024) and Sexual Violence and Sexual Harassment between children in schools (2021) along with notes from Safeguarding training, are important reference documents for all staff.

Every member of staff is provided with a copy of Part 1 or Annex A of KCSiE which they are required to read and which also includes supporting guidance about a number of specific safeguarding issues.

All staff and Governors are required to complete full KCSiE 2024 SSSCPD training.
Staff who work directly with children are also required to read Annex B and Part 5 of KCSiE (2024).

All staff are expected to attend Safeguarding training in September and January, weekly safeguarding/SEN briefings and complete SSSCPD components when directed.

Responding to concerns/disclosures of abuse

Flowcharts provided by the Wiltshire Council Safeguarding Team and SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom, adult cloakrooms and SLT offices for ease of reference.

Staff adhere to the organisation's safeguarding training requirements and when concerned about abuse or when responding to a disclosure of abuse, this is covered in Safeguarding training first day in September. Staff that miss that training must complete SSCPD Child Protection Training. Staff are advised to follow these Do and Do NOTs:

Do:

- **Create a safe environment** by offering the child a private and safe place if possible.
- **Stay calm** and reassure the child and stress that he/she is not to blame.
- **Tell** the child that you understand how difficult it must have been to confide in you.
- **Listen carefully** and **tell** the child what you must do next.
- Use the **'tell me'**, **'explain'**, **'describe'** and/or mirroring strategy.
- **Inform only the Designated or Deputy Safeguarding Lead or a DDSL.**
- **Record** in detail using CPOMS without delay, using the child's own words where possible, without emotion or judgement only the facts and details of the disclosure.

Do NOT:

- Take photographs of any injuries.
- Postpone or delay the opportunity for the pupil to talk.
- Take notes while the pupil is speaking or ask the pupil to write an account.
- Try to investigate the allegation yourself without speaking with DSL.
- Promise confidentiality eg say you will keep 'the secret'.
- Inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using CPOMS. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police. The D/DSL will provide as much information as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. The D/DSL is part of the Salisbury Safer Young People's Context and attends this confidential briefing with multi-agencies to support this contextualised safeguarding approach and seek early intervention and targeted support for those most at risk in the local area.

In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice. (Appendix 3)

During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns. The D/DSL provides feedback to any staff who share concerns, and this is recorded on CPOMS.

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

Online safety

St Joseph's Catholic School's e-safety policy sets out how the school's systems protect and educate pupils to use technology safely and responsibly. Via their curriculum sessions in ICT, PSHE and RSE, pupils learn about the 4Cs – content, contact, conduct and commerce. Additional presentations via assemblies explores the importance of online safety, with information to support pupils and parents readily available on the school's website.

KCSiE 2024 - Online safety and the school or college's approach to it should be reflected in the child protection policy which, amongst other things, should include appropriate filtering and monitoring on school devices and school networks. Considering the 4Cs

(Content, Commerce, Contact and Conduct) will provide the basis of an effective online policy. The school or college should have a clear policy on the use of mobile and smart technology, which will also reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.)

Where there are breaches of expectation and inappropriate pupil interactions, or where there is evidence of inappropriate adult/pupil interaction, these are handled by the Safeguarding Team who enlist the support of external agencies and/or reporting mechanisms to further safeguard and educate pupils.

Where there is no need for police or MASH involvement, breaches are dealt with in accordance with the school's behaviour policy and in conjunction parents and with the responsible user agreements that all pupils sign which outline school protocols and expectations.

Online safety is a running and interrelated theme which is reflected in our policies and procedures. Children are taught about safeguarding, including online safety. Online safety is considered as part of our whole school safeguarding approach and wider staff training and curriculum planning. A personalised or contextualised approach is taken for more vulnerable children, victims of abuse and some children with SEND. We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group.

St Joseph's Catholic School's ensures that parents and carers are made aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online. Parents and carers are offered advice and guidance in support of identifying the risks that may be present to children online.

St Joseph's Catholic School acknowledges the fact many children have unlimited and unrestricted access to the internet via mobile phone networks, the school will follow its policy on the use of mobile and smart technology in school to safeguard children and will follow child-on-child abuse procedures when mobile phones are used by a child to sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content.

The school adheres to the DFE Filtering and Monitoring standards, and the Cyber Security Standards set out in KCSiE (2024). Our online safety mechanisms are reviewed annually.

Managing concerns and allegations against staff (including supply teachers, volunteers and contractors and those from organisations or individuals using the school premises)

St Joseph's Catholic School follows the procedure set out by the SVPP 'Allegations against adults' flowchart (Appendix 2) which is displayed in the staffroom and adult cloakrooms for easy reference.

Where anyone in the school has a concern about the behaviour of an adult (including online) who works or volunteers at the school, including supply staff and contractors, and those from organisations or individuals using the school premises, they must immediately consult the Headmaster/Deputy Headmaster who will refer to the local authority Designated Officer for Allegations (DOFA).

Any concern or allegation against the Headmaster will be reported to the Chair of Governors without informing the Headmaster.

St Joseph's Catholic School promotes an open and transparent culture in which all staff must remember that the welfare of the child is paramount and just not delay raising concerns for fear a report could jeopardise their colleague's career. All concerns about adults working in or on behalf of the school (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In addition to the concern/allegation management process, the school's DSL will also refer suspected abuse to the MASH as described in 'responding to a concern.'

All members of staff and volunteers have read and signed to confirm they have understood the school's Staff Code of Conduct (for safer working practice), all supply staff and contractors are made aware of expectations of their behaviour.

Concerns and allegations reported relating to supply staff and contractors will be notified to their employers for investigation and potential referral to DOFA.

St Joseph's Catholic School will appoint a 'case manager' to lead any investigation where the reported allegation does not meet the allegations threshold to consider a referral to the

DOFA. This is by appointment by the headmaster and is always a senior member of SLT, if not the Head, or where the headmaster is the subject of an allegation, the chair of governors.

Managing low-level concerns about adults

St Joseph's Catholic School operates a 'low-level' concerns policy in accordance with KCSIE. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the Staff Behaviour Policy, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the DOfA.

All low-level concerns will be reported to the headmaster; low-level concerns about the headmaster will be reported to the chair of governors.
St Joseph's Catholic School will:

- Ensure all staff are clear about what appropriate behaviour is (as set out in the Staff Code of Conduct Policy), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
- Empower staff to share any low-level safeguarding concerns (to the Headmaster or a Deputy in the Heads absence).
- Provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ren and the adult; and,
- Respond to reports of low-level concerns in accordance with our HR conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the headmaster or appointed senior member of SLT will collect as much evidence as possible by speaking:
    - Directly to the person who raised the concern, unless it has been raised anonymously
    - To the individual involved and any witnesses.

Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

Staff should self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the school safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Whistleblowing

In accordance with our school's whistleblowing policy and procedures, all staff and pupils can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, (including our child-friendly whistleblowing mechanisms) which are reflected in staff training and our Staff Code of Conduct, and shared with pupils are in place for such concerns to be raised with **Headmaster or DSL**. Systems are in place and well promoted so that children can confidently report concerns or abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback.

If a staff member feels unable to raise an issue with Headmaster or DSL or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
  Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- A member of the governing body: Mr John Hawkins, Vice Chair of Governors and Governor appointed for Whistleblowing.

Escalation of concerns

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Record keeping and information sharing

The school:

- Liaises with partner organisations (alternative provisions, Wiltshire Council and post - 16 providers, including where pupils are on roll but live out of county) to ensure any safeguarding records for learners are shared on transition and within 5 days for an In-year transfer or within 5 days of the start of the new term:
    - by the setting/school/organisation previously attended by the child.
    - by our D/DDSL when the child leaves our school.

For any child dual-registered with another school/setting/organisation, the school continues to be responsible for the safeguarding of the placed pupil thus the D/DDSL will regularly liaise with the D/DDSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

- Keeps clear and comprehensive written records of all pupil safeguarding and child protection concerns using a CPOMS. Options within the form include a body map, how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome. This also allows for reporting staff to be notified of outcomes.
- Ensures all historic pupil safeguarding and child protection records are kept securely in a locked location. All key notes and documents are uploaded to CPOMS as document copies.
- Ensures the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- Place a child at increased risk of significant harm.
- Place an adult at increased risk of serious harm.
- Prejudice the prevention, detection or prosecution of a serious crime.
- Lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

Visitors

All visitors complete a signing in/out process, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (eg fire officer, police,) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations. School complete an assessment of the education value, the age appropriateness of what is going to be delivered by the scheduled visitor prior to booking a visit.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

The school uses 3 coloured lanyards to help pupils understand who is permitted to be on-site and unaccompanied – it follows the traffic light system, where known and safeguarding trained staff in the employ of the school will wear green, employees of Wiltshire Council, visiting teaching staff in the employ of the LA and staff who have been cleared via our SCR process wear yellow with all others wearing red, indicating they are visitors who have been approved to be on-site and who will be accompanied to work with staff and/or pupils and who will be supervised throughout their time on site.

Pupils are actively encouraged to inform any St Joseph's Catholic School adult if they see an unaccompanied RED lanyard wearing individual(s).

Site safety

Risk assessments are undertaken and maintained in accordance with the school's health and safety policy.

The school ensures that when our premises are hired or rented to other organisations (ASC, evening and weekend clubs) including shared site providers who work with children, those organisations adhere to the guidance for out-of-school settings.

Off site visits

We seek written assurances from any alternative provision provider that appropriate safer recruitment checks have been completed, and safeguarding policy & procedures are in place. A site visit is also completed by DSL/DDSL and/or SENCO, with regular contact maintained and all records of letters/assurances received and visits **logged on SCR by School Business Manager and monitored by Head, DSL and Nominated Governor.**

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Any overnight visit explicitly set out:

- Sleeping arrangements.
- The role and responsibility of each adult, whether employed or volunteers.
- On/off duty arrangements.
- Clear expectations about boundaries and interactions with children; and expectations around smoking/drinking by adult, i.e. none.
- These details will be checked by the Educational Visits Coordinator and the Head before submission to Local Authority Evolve.

Where there are safeguarding concerns or allegations that occur off-site, staff must follow the procedure described above i.e. **responding to concerns/disclosures of abuse** and in **Appendix 4** (SVPP flowcharts).

The member of staff in charge of the visit will report any safeguarding concerns to the DSL and/or Headmaster, who will make a referral to the MASH or Designated Officer For Allegations (DOFA) if appropriate. A named D/DSL is a point of contact during any off-site visit and is contactable if advice and guidance is needed.

In an emergency the staff member in charge will contact the police and/or the MASH
Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate.

We do not run any foreign exchange or non-approved provider school trips.

Mandatory Procedures: Supporting Children

A culture of listening to children

We have a whole school approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.

Children can safely express their views and give feedback. The school's safeguarding team are clearly identifiable to our pupils. We gather pupil voice via forums/surveys, this data informs our practice and policies. We hold a zero-tolerance stance towards abuse and will act upon all disclosures made by pupils.

Curriculum – teaching about safeguarding

Our pupils access a broad and balanced curriculum (age and stage of development) that promotes their spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes, and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum, incorporating Relationships, Sex and Health Education (RSHE) programme specifically includes the following objectives:

- Developing pupil self-esteem and communication skills.
- Developing strategies for self-protection including online safety.
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent).

Examples of topics:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise an abusive relationship, including coercive and controlling behaviour.
- The concepts of, and laws relating to-sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support, and.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

Remote Learning

If the school is required to change the way we offer our provision to children due to exceptional circumstances eg during a pandemic lockdown, self-isolation, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The D/DDSL will:

- Work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support.
- Use specific local and national guidance about safeguarding in such circumstances to inform practice, such as UK Safer Internet Guidance, DfE safeguarding and Remote

Education guidance and will ensure staff, children, and families are provided with written:

- Amended DSL arrangements as required (names, location and contact details).
- Temporary changes to procedures for working with children eg online, using Microsoft TEAMS and Show My Homework.
- Amended procedures for reporting concerns, including the use of a secure and unfiltered email for pupils via welfare@sjcs.org.uk and for parents via admin@sjcs.org.uk or for safeguarding specific concerns, safeguarding@sjcs.org.uk.
- Safeguarding training arrangements.
- Timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development

Early help

At St Joseph's, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL.

The D/DSL uses:

- The Wiltshire (IFD) Integrated Front Door (MASH and Early Support Hub).
- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds guidance for Safeguarding Children on the SVPP website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.
- Liaises with Wiltshire SEND service.
- Various resources to identify and respond to harmful sexual behaviour.

Children with Special Education Needs and Disability (SEND) or Physical Health Issues

Pupils with additional needs or certain health conditions face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognizing abuse and neglect in pupils with SEND, including communication barriers. Staff recognize that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced -based bullying).

To address those additional challenges, extra pastoral support is considered for children with SEND or physical health issues and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, (FNO) who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

Children with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks.
- The provision of pastoral and/or academic support.

Pupils who are lesbian, gay, bisexual or gender questioning

The section of KCSIE 2024 on gender questioning children remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. See our behaviour policy for more detail on how we prevent bullying based on gender or sexuality.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL. Add details of the pastoral support you offer these pupils, such as appointing an LGBTQ+ pastoral lead.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD). We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying. Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

Young Carers

A Young Carer is a is a young person aged between 5 and 18 who provides significant, regular or ongoing care, or emotional support to a family member who is mentally ill, physically ill or disabled. Young carers will often therefore have additional responsibilities at home in comparison to their peers, which may impact on their academic progress, or social and emotional wellbeing. It is therefore important that Young Carers and their families know and understand the support that St Josephs's can offer. We will continue to work hard in order to ensure that all young carers needs are met.

The school will ensure that:

- Young carers are identified and are offered appropriate support
- A referral to Wiltshire Young Carers support service will be made if the young person and/or parents/carers feel this is helpful
- Head of Year and tutor are immediately made aware if not already
- Teaching staff are also made aware so appropriate support in class and with regard to homework can be offered
- Young carers understand that staff know their situation and will support them, but this will not be communicated in front of their peers
- A place will be offered at the Young Carers fortnightly tutor time meeting with key pastoral staff and the Young Carers co-ordinator
- Young carers are tracked and monitored so that academic achievement is maintained, and relevant support put in place to ensure this
- Access to enrichment opportunities will be given and supported

Students are asked to:

- Identify a go-to person who can act as advocate for them should the need arise with regard to an academic or pastoral issue. In most instances this will be the student's tutor
- Communicate with the school so that support is put in place in a timely fashion
- Attend the fortnightly Young Carers tutor time meeting so that it can be developed and shaped into what Young Carers identify as important and needed
- Identify career aspirations and targets in conjunction with our Lead Careers Professional so that progress is assured

What we offer parents and carers:

- We will ensure the school is accessible and welcoming to parents with disabilities and/or illness, offering additional support to enable them to attend parent's evenings or other school events.
- We will work to ensure that any barriers to effective communication are removed so that parents/carers are able to fully engage with the education of their child

The use of 'reasonable force' in school

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a

fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. St Joseph's Catholic School follows DfE advice for schools is available at Use of Reasonable Force in Schools.

All staff will follow our behaviour policy and all pupils are encouraged to follow these expectations to reduce the need for the need for 'use of reasonable force.' Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour.

In compliance with Local Authority guidance we maintain a minimum of two staff who are qualified as Team Teach de-escalation and physical intervention.

Any incident involving 'Reasonable Force' will be recorded in our use Physical Intervention log which is kept in reception and is monitored by the Headmaster and Governors during link Governor visits.

Mandatory Procedures: Specific forms of abuse and safeguarding issues

Child-on-Child abuse

All children have a right to attend school and learn in a safe environment. All child-on-child abuse is unacceptable and will be taken seriously. We are aware that child on child abuse does happen and may be happening even if it is not reported.

We actively seek alternative methods beyond assembly and form visits to encourage reporting of any child-on-child abuse, including performances and workshops from external organisations such as Alter Ego and Stand Against Violence.

In addition, we have a zero-tolerance approach and will respond to all reports and concerns of child-on-child abuse, sexual violence and sexual harassment, including those that have happened outside of the school, and/or online. These will be recorded in SIMS and CPOMS along with all actions and initiatives undertaken by school.

Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims, and boys, instigators of such abuse. Children who are LGBTQ+ may be targeted by other children. Child-on-child abuse is not tolerated, passed off as "banter" or

seen as "part of growing up". The different forms of child-on-child abuse is likely to include, but not limited to:

- Bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships or 'teenage relationship abuse' between peers.
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.
- 'Upskirting' or any picture taken under a person's clothing without their permission or them knowing to obtain sexual gratification or cause humiliation, distress or alarm.
- Causing someone to engage in sexual activity without consent.
- Initiation/hazing type violence and rituals.
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting).
- Online abuse such as abusive, harassing and misogynistic messages, and sharing of abusive or pornographic content to those who don't want to receive such content.
- Sexual violence and sexual harassment between children, as defined by Sexual offences act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two children, or a group of children and can occur online and offline.

Consequently, child-on-child abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school behaviour policy.

Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported through the school's pastoral system and the support will be regularly monitored and reviewed.

We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.

We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned.

We minimise the risk of child-on-child abuse by providing:

- A relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education.

- Established/publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.
- Training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern.
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school D/DSL.
- A clear procedure for reporting using CPOMS.
- It is made clear to staff, pupils, parents and carers that abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

Additional measures include:

- A no-phone in school hours policy. This encourages pupils to be responsible with their devices, understanding that this will be the situation for them when they move to post 16.
- Protected Wi-Fi access with a regular change of password.
- Monitoring and Filtering systems of school network and devices maintained by School Care.
- Monitored email accounts (safeguarding@sjcs.org.uk and stop@sjcs.org.uk allow pupils to share concerns in a safe and secure manner, and are accessible to any member of the community to send a message to for follow-up by a D/DSL.
- Pupil Leaders and pupil forums with whom issues can be raised/discussed.
- Clear identification of who to approach and how via pupil planners and posters in and around school and on website to report concerns.

Allegations of child-on-child abuse will be dealt with by an investigation. This will include:

- Allocating an appropriate member of staff to investigate, based upon the content of the allegation and relevance in terms of the member of staff's: experience, age, gender or expertise.
- If the allegation is founded the DSL/DDSL must be informed and will decide on the appropriate action. (See all points below).
- Parents will be informed of the incident unless this is not in the best interests of the child.
- Outside agencies such as the police or social care will be informed if applicable. For example, if a law has been broken or a child is at risk of harm.
- A written record will be made in line with advice from the record keeping section of this policy.

Support for victims of child-on-child abuse will be implemented based on the needs and wishes of the individual pupil, which may include:

- Peer support, e.g. a buddy system.
- Time with Pastoral staff for supportive intervention. This may include work on positive self-esteem and managing anxiety.
- An outside agency referral

Child-on-Child Violence and sexual Harassment

The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children. This will include liaising with other professionals to form needs assessments and multi-agency safety planning with appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life. The D/DSL will record the time and location, specifically, of the incident and any action required to make the location safe. The D/DDSL attend The Safer Young Persons Context Meetings between Social Care, Schools, Housing, Police and Youth Services to identify incidents, groups, locations, trends and other activity in order to have the fullest possible context for out young people.

The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of Sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.

Sharing of nudes and semi-nudes ('sexting')

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.
You must not:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL).
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting
Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s).
- If a referral needs to be made to the police and/or children's social care.
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed).
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images or videos from devices or online services.
- Any relevant facts about the pupils involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved).

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident. See appendix 4 for more information on assessing adult-involved incidents.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN).
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
- The imagery involves sexual acts and any pupil in the images or videos is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headmaster and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL
If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks. They will hold interviews with the pupils involved (if appropriate). If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers
The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police
If it is necessary to refer an incident to the police, this will be done through [insert details of your existing arrangements, e.g. a safer schools officer, a police community support officer, local neighbourhood police, dialling 101].

Recording incidents
All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

Serious Violence

We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills (restorative practice) and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be susceptible to exploitation and getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

The D/DDSL attend the previously mentioned Safer Young Persons Context Meetings in order to have and add context to issues regarding Youth Violence.

Children who are absent and/or missing from education

Staff report immediately to the D/DSL, if they know of any child who may be:

- Absent from education persistently, or for prolonger periods and/or on repeated occasions.
- Missing – whereabouts unknown or .
- Missing in education – (compulsory school age (5-16) with no school place and not electively home educated).

The designated teacher for LAC discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

The D/DSL shares any unauthorised/unexplained absence of any children with an allocated social worker within 24 hours.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and:

- After reasonable attempts have been made to contact the family, the D/DSL follows the SVPP procedure and consults/refers to the MASH team as appropriate.
- Where there are no known welfare concerns about a pupil, we follow our procedures for unauthorized absence and report concerns to the Education Welfare Service.

Children unable to attend for medical reasons:

- MNERS pupils have half termly meetings with DDSL over Teams.
- Pupils on short term medical receive calls/Teams meetings from DDSL/Attendance Officer.

Home Visits

Home visits are required for pupils accessing Online based learning.
Home visits may take place to drop off or collect work for a child when they are completing school work at home e.g. following a fixed term suspension or medical issue.
A home visit might be made to visit a child who has been off school for a period of time, for example due to a medical issue, so that they do not feel isolated from school. In addition, school may take care packages such as food, uniform and stationary for vulnerable pupils/families.

Home visits will be conducted under the following conditions:

Must be authorised by Headmaster/DSL.
Must be pre-arranged with the parent/carer/guardian.
Must be undertaken by a minimum of two school staff who understand the school's policy and protocols for home visits and are content to make the visit.
Staff ensure they are fully aware of the home circumstances.
Staff will not enter the premise. They must remain by the door.
Staff will request to see/speak with the pupil.

Staff will not engage in discussion with additional family members beyond pupil and parent/carer/guardian.
Staff are to talk positively with pupil/parent/carer/guardian.
Make efforts to strengthen relationships.
Ensure both staff are carrying working mobile phones.
Complete a full report on CPOMS on return to school.
Debrief Headmaster/DSL.

Mental health

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- Abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these experiences can impact on children's mental health, behaviour and education.
- They have a duty 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.

If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

Domestic abuse

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

Preventing radicalisation

Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence. Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- Negate or destroy the fundamental rights and freedoms of others; or
- Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- Intentionally create a permissive environment for others to achieve the results outlined in either of the above points

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Schools have a duty to prevent children from becoming involved with or supporting terrorism. The DSL, or designated Prevent lead, undertakes Prevent awareness training, including on extremist and terrorist ideologies. Staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school from becoming involved with or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.
We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. Radicalisation can occur quickly or over a long period.
Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion

- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in his policy, including discussing their concerns with the DSL.

Staff should always act if they are worried.

All staff undertake Prevent Awareness training on SSSCPD by the end of term 2. Staff arriving after Term 2 are expected to complete SSSCPD training.

Female Genital Mutilation (FGM)

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or

- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve local authority children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures. The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

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. Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Staff will inform the D/DSL immediately if they suspect a child is at risk of forced marriage.

Staff Training

Induction

The welfare of all our pupils is of paramount importance. All staff, including governors and regular volunteers, are informed of our safeguarding policy and procedures, including online safety, at induction. Our induction also includes:

- Safeguarding and Child Protection policy and procedures.
- Online safety.
- KCSiE update.
- Whistleblowing policy.
- Behaviour Policy (pupils).

- Staff Behaviour Policy (or Code of Conduct).
- Role and identities of the DSL and DDSL.
- The school's response to children who are absent and/or missing from education, and the school's protocol about managing absence.
- Procedure to follow in case of an allegation being raised against an adult.
- Professional disagreement and escalation including the SVPP Case Resolution Protocol.

In addition, we ensure that all staff and regular volunteers (where applicable in the case of the bullet points below) are briefed regarding:

- Plan of support for individuals appropriate to the role for which they have been hired.
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities.
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Safeguarding training

This training is for all staff, the materials are provided by Wiltshire Local Authority, delivered by D/DDSL's every September and reviewed in January to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will be asked to complete the SSSCPD Child Protection Training.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e- bulletins, staff meetings) as necessary and at least annually.

It is mandatory for all staff to complete SSSCPD training in online safety, and this is prioritised and updated in September.

At St Joseph's, all staff also carry out additional training annually to supplement independently any in-house training led by DSL using SSSCPD, an online platform which we maintain a record of for staff development and performance management.

Advanced training

The D/DSL has additional multi agency training which is updated every year as per the suggestion from Wiltshire Local authority. The D/DSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually e.g.: via e-bulletins or safeguarding fora with other D/DSLs.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training must be updated every two years as a minimum.

Designated Teacher for Looked After Children

The designated teacher for looked after children attends termly training specific to the role with the virtual school. Staff are made aware via the SEN Handbook and daily Tracker of LACs and PLACs as well as during Twilight and Inset trainings through the year.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Governors

As well as the school's safeguarding induction programme, all governors receive appropriate safeguarding and child protection (including online) training at induction.

They may choose to complete face to face training for governors provided by Wiltshire Council via Right Choice and/or use the SSSCPD training platform the school uses. Governors are encouraged to attend whole school safeguarding and child protection training annually **and/or to use the Diocesan and/or Right Choice training for school governors, as recommended by the NGA.**

All Governors complete nationally accredited training via our SSSCPD platform, with Named Governors completing a more detailed and specific module for Named Governors.

Appendix 1

Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 - This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counterterrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Mental health and behaviour in schools (2018) advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker pupil accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

The Teachers' Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

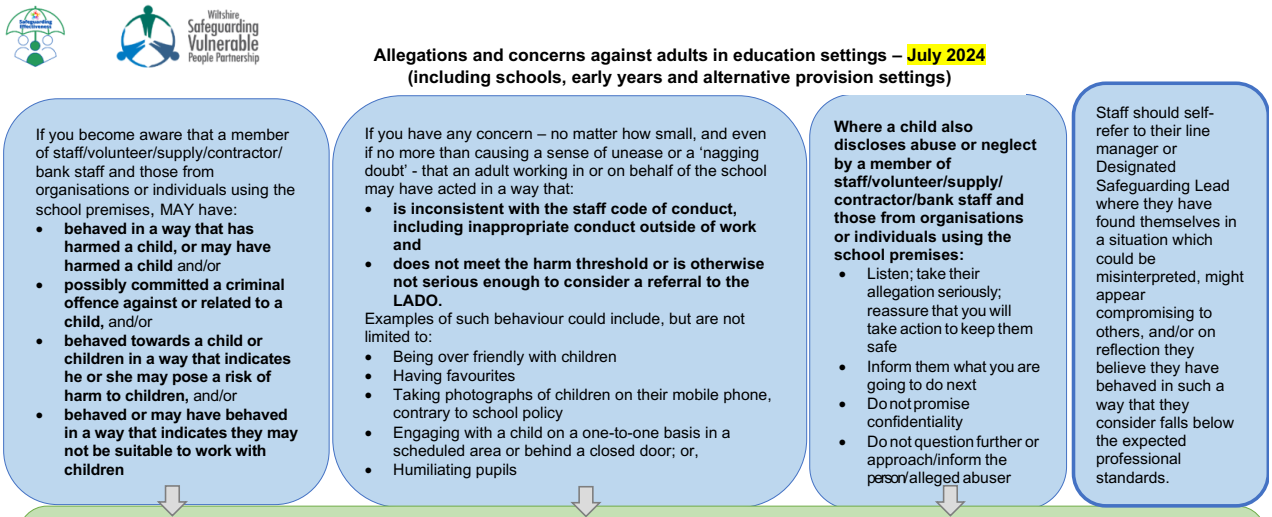
Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

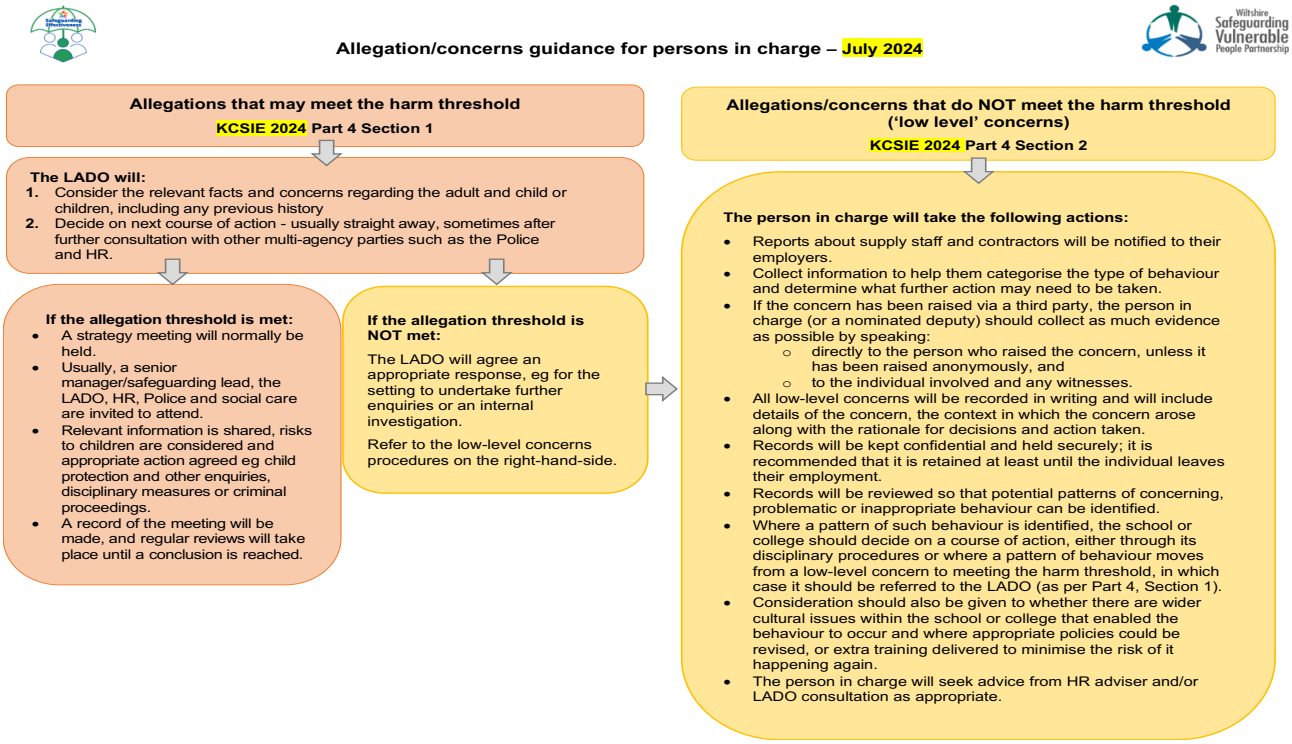
Sexual violence and sexual harassment between children in schools and colleges (2021) Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

Preventing and Tackling Bullying (2017) Advice for schools on effectively preventing and tackling bullying.

Behaviour and Discipline in Schools (2016) Advice for headmasters and school staff on developing school behaviour policy, including an overview of their powers and duties.

Appendix 2


Allegations and concerns against adults in education settings – July 2024
(including schools, early years and alternative provision settings)
If you become aware that a member of staff/volunteer/supply/contractor/ bank staff and those from organisations or individuals using the school premises, MAY have:
behaved in a way that has harmed a child, or may have harmed a child and/or
possibly committed a criminal offence against or related to a child, and/or
behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
behaved or may have behaved in a way that indicates they may not be suitable to work with children
If you have any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:
is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.
Examples of such behaviour could include, but are not limited to:
Being over friendly with children
Having favourites
Taking photographs of children on their mobile phone, contrary to school policy
Engaging with a child on a one-to-one basis in a scheduled area or behind a closed door; or,
Humiliating pupils
Where a child also discloses abuse or neglect by a member of staff/volunteer/supply/ contractor/bank staff and those from organisations or individuals using the school premises:
Listen; take their allegation seriously; reassure that you will take action to keep them safe
Inform them what you are going to do next
Do not promise confidentiality
Do not question further or approach/inform the person/alleged abuser
Staff should self-refer to their line manager or Designated Safeguarding Lead where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.
Report immediately to the person in charge: (INSERT NAME) .....
Eg headteacher, principal, manager
Any concern or allegation against the person in charge will be reported to: (INSERT NAME): .....
Eg chair of governor, owner, chair of committee, nominated trustee
Unless there is clear evidence to prove that the allegation is incorrect, the person in charge will decide on the nature of the allegation/concern:
Allegations that may meet the harm threshold
If the behaviour towards the child may have met the harm threshold (KCSiE 2024, p.92) report the allegation within one working day to the Local Authority Designated Officer (LADO) and your HR provider
Contact the Integrated Front Door (IFD) 0300 456 0108 and select Option 6 or email LADO@wiltshire.gov.uk
Out of Hours Emergency Duty Service: 0300 456 0100 (5pm to 9am weekdays, 4pm Friday to 9am Monday)
Allegations/concerns that do not meet the harm threshold (low-level concerns)
Refer to the allegation/concerns that do not meet the harm threshold, or 'low level' concerns addendum flowchart (below).


Allegation/concerns guidance for persons in charge – July 2024
Allegations that may meet the harm threshold
KCSIE 2024 Part 4 Section 1
The LADO will:
1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history
2. Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the Police and HR.
If the allegation threshold is met:
A strategy meeting will normally be held.
Usually, a senior manager/safeguarding lead, the LADO, HR, Police and social care are invited to attend.
Relevant information is shared, risks to children are considered and appropriate action agreed eg child protection and other enquiries, disciplinary measures or criminal proceedings.
A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.
If the allegation threshold is NOT met:
The LADO will agree an appropriate response, eg for the setting to undertake further enquiries or an internal investigation.
Refer to the low-level concerns procedures on the right-hand-side.
Allegations/concerns that do NOT meet the harm threshold ('low level' concerns)
KCSIE 2024 Part 4 Section 2
The person in charge will take the following actions:
Reports about supply staff and contractors will be notified to their employers.
Collect information to help them categorise the type of behaviour and determine what further action may need to be taken.
If the concern has been raised via a third party, the person in charge (or a nominated deputy) should collect as much evidence as possible by speaking:
directly to the person who raised the concern, unless it has been raised anonymously, and
to the individual involved and any witnesses.
All low-level concerns will be recorded in writing and will include details of the concern, the context in which the concern arose along with the rationale for decisions and action taken.
Records will be kept confidential and held securely; it is recommended that it is retained at least until the individual leaves their employment.
Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
Where a pattern of such behaviour is identified, the school or college should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be referred to the LADO (as per Part 4, Section 1).
Consideration should also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate policies could be revised, or extra training delivered to minimise the risk of it happening again.
The person in charge will seek advice from HR adviser and/or LADO consultation as appropriate.

Appendix 3

What to do if you are worried a child is being abused, neglected or exploited
For staff, volunteers and visitors in all agencies and settings

Be alert to signs of abuse and question unusual behaviour
If you have concerns about a child's welfare:

Where a child also discloses abuse or neglect:
- Listen; take their allegation seriously; reassure that you will take action to keep them safe
- Inform them what you are going to do next
- Do not promise confidentiality
- Do not question further or approach/inform the alleged abuser

Report concerns to the Designated/Named Safeguarding Lead or their deputy:

NAME……

The Designated/Named Safeguarding Lead will:
- **consider further actions required, including consultation with the Integrated Front Door (IFD) (number below)**
- **record in writing the discussions, decisions and reasons for decisions, in line with statutory guidance)**
- **Feedback to the individual raising the concern**

In exceptional circumstances or in the absence of a Safeguarding Lead you may contact IFD directly.

If a referral is not required:
The Designated Safeguarding Lead will oversee relevant action, eg pastoral support, and/or early help assessment and monitor locally.

If concerns continue

The Designated/Named Safeguarding Lead (or staff) will contact IFD to make a referral.

Additional/unmet needs – the Designated Safeguarding Lead will consult with relevant agencies and undertake an Early Support Assessment (ESA) and Team around the Child meetings.

- **Integrated Front Door (IFD): 0300 456 0108**
- **Out of Hours Emergency Duty Service: 0300 456 0100** (5pm to midnight Mondays-Thursdays; 4pm to midnight Fridays; 9am to midnight weekends and bank holidays)
- If the child is in **immediate risk**, dial **999** and ask for police assistance

IFD will:
1. Acknowledge receipt of referral
2. Decide on next course of action (within 1 working day) for children at potential risk of harm/high needs (amber) or at high risk of harm (red)
3. Provide feedback decision to referrer.

This flowchart is intended for use as a brief guide. Refer to the Wiltshire SVPP 'Multi-Agency Threshold guidance' and the DfE Guidance 'What to do if you are worried a child is being abused' for more information, definitions and possible indicators of abuse.

SVPP website: www.wiltshiresvpp.org.uk

Reviewed: September 2024