

P1 – SAFEGUARDING AND CHILD PROTECTION

1.0. THE FOUNDATION'S RESPONSIBILITY FOR SAFEGUARDING

- 1.1. This policy applies to all parts of St Dunstan's Education Foundation, including St Dunstan's College. St Dunstan's College includes both the Senior and Junior Schools, our Early Years Foundation Stage and before- and after-school care.
- 1.2. The Foundation is committed to acting in the best interests of the child at all times and to providing a safe and secure environment for all children in its care.
- 1.3. Safeguarding and promoting the welfare of children is everyone's responsibility. It is of paramount importance that all adults working with St Dunstan's Education Foundation are aware of their responsibility to safeguard and promote the health, safety and welfare (both physical and emotional) of all children in the Foundation, inside and outside school. All employees, governors, volunteers and other adults in regular contact with children in the care of the Foundation must, therefore, understand and comply with St Dunstan's Safeguarding and Child Protection Policy and related documents and take action where necessary to enable all children to have the best outcomes.
- 1.4. This policy is based on the practice and procedures of the Lewisham Safeguarding Children Board (available online from <https://www.safeguardinglewisham.org.uk/lscp>) and with regard to the following legislation and guidance:
 - *Keeping Children Safe in Education* (September 2020)
 - *Disqualification under the Childcare Act 2006* (September 2018)
 - *What to do if you're worried a child is being abused* (March 2015 – incorporated in KCSIE 2020)
 - *Working Together to Safeguard Children* (September 2018)
 - *Information Sharing* (July 2018)
 - *Revised Prevent Duty Guidance: for England and Wales* (April 2019)
 - *The Prevent Duty: Departmental advice for schools and childminders* (June 2015 – supplements *Prevent* guidance)
 - *The use of social media for on-line radicalisation* (July 2015 – supplements *Prevent* guidance)

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2.0 [SAFEGUARDING ESSENTIAL CONTACTS](#)

Designated Safeguarding Lead (DSL)	Whole College including EYFS	Jade McLellan Deputy Head Pastoral	020 8516 7290 jmclellan@stdunstans.org.uk
Deputy Designated Safeguarding Lead (DDSL)	Senior School	Gemma Davies Assistant Head Pastoral – Head of Lower School	020 8516 7303 gdavies@stdunstans.org.uk
Deputy Designated Safeguarding Lead (DDSL)	Junior School	Louise Carmichael-Line Deputy Head Pastoral of Junior School Emily Rogers	020 8516 7397 lcarmichaelline@stdunstans.org.uk

		Head of Pre-Prep	020 8516 7325 erogers@stdunstans.org.uk
Safeguarding Governor		Judy Clements	Details available from the Bursar: clong@stdunstans.org.uk

Other Safeguarding Team members

Head of the Junior School -

Laura Whitwood
020 8516 7328
lwhitwood@stdunstans.org.uk

Deputy Head Academic-

Jonny Holmes
020 8516 7290
jholmes@stdunstans.org.uk

Headmaster -

Nicholas Hewlett
020 8516 7224
headmaster@stdunstans.org.uk

Safeguarding Administrator -

Eliana Daniels
020 8516 7290
edaniels@stdunstans.org.uk

Lewisham LADO

Finola Owens
020 8314 3114
LewishamLADO@lewisham.gov.uk

- 2.1. Those with specific responsibilities with respect to safeguarding (including but not limited to the Safeguarding Team) receive training to undertake their roles and also receive refresher training at least once every two years.
- 2.2. Although routinely the DSL makes referrals to external support services, anyone can make a referral to the appropriate Local Safeguarding Children Board or relevant safeguarding partner (referral should be to the services based in the borough in which the child resides). You can do this in the first instance of concern for a child, or you can refer to the LSCB or relevant safeguarding partner if you feel that the DSL has not acted appropriately in dealing with a concern you've passed on to the College. Safeguarding children is everyone's responsibility. You can and should persist in seeking help for a child you believe to be at risk of harm.
- 2.3. If you think a child or young person may be in immediate danger, call 999. Otherwise contact the Lewisham Multi-Agency Safeguarding Hub (MASH) on one of the numbers listed below. If your concern regards a child residing in another London borough, you can find safeguarding contacts for all 32 boroughs on the London Safeguarding Children Board website: londonscb.gov.uk.

Lewisham Multi-Agency Safeguarding Hub (MASH) can be contacted on 020 8314 6660 or 020 8314 6000 (out of hours) or via their [website](#).

- 2.4. The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe.
- 2.5. The College has positive working relationships with local safeguarding agencies and officials and interacts with statutory agencies to ensure the safety of pupils is supported effectively.

If you think a child or young person may be in immediate danger, call 999.

3.0 PURPOSES AND AIMS

- 3.1. All pupils at St Dunstan's College are entitled to fulfil their optimum potential. All pupils, regardless of age, ability, gender, religion, or sexual identity should:
 - i. Stay safe
 - ii. Be healthy
 - iii. Enjoy their lives
 - iv. Achieve economic well-being
 - v. Make a contribution to society
- 3.2. This policy and its related documents aim to:
 - Ensure all staff are aware that it is their responsibility to play an active role in ensuring the safety of all the children in the school and to follow the Foundation's safeguarding policies and procedures.
 - Ensure all staff are aware of their duty to report concerns to the appropriate Designated Safeguarding Lead (DSL) or, if appropriate, directly to the appropriate LCSB.
 - Provide clear direction to all staff and others about expected actions in dealing with safeguarding issues in accordance with LSCB procedures.
 - Ensure that safeguarding concerns are identified early so that informed prompt action can be taken.
 - Ensure that referrals are handled sensitively, professionally and in ways that support the needs of the child.
 - Identify which children may be particularly vulnerable.
 - Ensure that parents are aware of our policies and procedures.
 - Make clear our commitment to the development of sound procedures and good practice, including in record-keeping.
 - Make clear our commitment to working with Local Safeguarding Children Boards, Clinical Commissioning Groups, and police as appropriate to safeguard children.
 - Give priority to the interests of pupils over those of the institution.
 - Ensure that listening to children is a cornerstone of practice.

4.0 DEFINITIONS

- 4.1. Safeguarding and promoting the welfare of children means:
- Protecting children from maltreatment
 - Preventing impairment of children’s health or development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best outcomes
- 4.2. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.
- 4.3. Children includes everyone under the age of 18.
- 4.4. The following 3 safeguarding partners are identified in *Keeping Children Safe in Education 2020*. They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:
- The local authority (LA)
 - A clinical commissioning group for an area within the LA
 - The chief officer of police for a police area in the LA area

5.0 EQUALITY STATEMENT

- 5.1. Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to children who:
- Have special educational needs (SEN) or disabilities (see section 9)
 - Are young carers
 - May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
 - Have English as an additional language
 - Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
 - Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
 - Are asylum seekers
 - Are at risk due to either their own or a family member’s mental health needs
 - Are looked after or previously looked after

6.0 ROLES AND RESPONSIBILITIES

- 6.1. As stated in *Keeping Children Safe in Education 2020*, the governing body is expected to:
- Have regard to the guidance outlined in *Keeping Children Safe in Education 2020*, ensuring that policies, procedures and training in the College is effective and complies with law at all times

- Nominate a Designated Safeguarding Governor to take leadership responsibility for the College's safeguarding arrangements
- Ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare
- Ensure there is an annually updated effective safeguarding policy which is in accordance with government guidance and Lewisham Safeguarding Children Board safeguarding arrangements put in place with the three safeguarding partners. They must ensure the policy is available via the College website or other means.
- Ensure the *Employee Code of Conduct*, *Staff Acceptable Use Agreement* and *Guidance for the Community on use of social media* are kept updated by the Foundation.
- Ensure there are appropriate policies and procedures in place to respond to children who go missing from education including having at least two emergency contacts for each child.

6.2. As stated in *Keeping Children Safe in Education 2020*, the DSL is expected to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them
- refer cases of suspected abuse to the local authority children's social care as required
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- refer cases where a crime may have been committed to the Police as required
- act as a point of contact with the three safeguarding partners in line with *Working Together to Safeguard Children*
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- act as a source of support, advice and expertise for all staff
- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff
- be alert to the specific needs of children in need, those with special educational needs and young carers
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners. Further information can be found in *P15 ICT Policy*.
- be able to keep detailed, accurate, secure written records of concerns and referrals
- understand and support the school or college with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation
- be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- obtain access to resources and attend any relevant or refresher training courses
- ensure the school's or college's child protection policies are known, understood and used appropriately
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- ensure children leaving the College have their child protection file securely transferred to the new school or college as soon as possible as well as any other appropriate information necessary to safeguard the child in their new setting
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff
- be available during school hours to discuss safeguarding concerns with staff and make adequate and appropriate cover arrangements for out of hours/out of term

6.3. As stated in *Keeping Children Safe in Education 2020*, whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead. With this in mind, the Deputy DSLs are expected to:

- refer cases of suspected abuse to the local authority children's social care as required

- support staff who make referrals to local authority children’s social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a crime may have been committed to the Police as required
- act as a point of contact with the three safeguarding partners
- liaise with the DSL to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies, in consultation with the DSL
- act as a source of support, advice and expertise for all staff
- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively in the DSL’s absence
- contribute towards staff safeguarding training as required by the DSL
- be alert to the specific needs of children in need, those with special educational needs and young carers
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners
- be able to keep detailed, accurate, secure written records of concerns and referrals
- be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them
- assist the DSL in ensuring the school’s or college’s child protection policies are known, understood and used appropriately
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff
- be available during school hours to discuss safeguarding concerns with staff

- liaise with the three safeguarding partners and work with other agencies in line with *Working Together to Safeguard Children*

7.0 IDENTIFYING ABUSE AND RECOGNISING PARTICULARLY VULNERABLE CHILDREN

- 7.1. Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online.
- 7.2. The safety of pupils at the College is paramount. The College takes a zero-tolerance approach to any form of abuse and takes steps to help staff understand that abuse can be present in any institution at any time.
- 7.3. All staff should be aware of the types and indicators of abuse so that they can identify children who may be in need of help. Known or suspected abuse will be handled sensitively but immediately and with due care. The Foundation educates staff in how to identify signs of abuse as well as ensuring awareness of historical abuse indicated by a child.
- 7.4. Abuse takes many forms, and children experiencing abuse don't necessarily behave in set ways. However, abused children may display some of the following behaviours.
- Withdrawn
 - Suddenly behaves differently
 - Anxious
 - Clingy
 - Depressed
 - Aggressive
 - Problems sleeping
 - Eating disorders
 - Wets the bed
 - Soils clothes
 - Takes risk
 - Misses school
 - Changes in eating habits
 - Obsessive behaviour
 - Nightmares
 - Drug misuse
 - Alcohol misuse
 - Self-harm
 - Thoughts about suicide
 - Risky sexual behaviour

The information below comes from the NSPCC website: [nspcc.org.uk](https://www.nspcc.org.uk).

PHYSICAL ABUSE

Physical abuse is when someone hurts or harms a child or young person on purpose. It includes violent acts such as hitting with hands or objects, slapping, kicking, shaking, poisoning, burning and drowning. It's important to remember that physical abuse is any way of intentionally causing physical harm to a child or young person. It also includes making up the symptoms of an illness or causing a child to become unwell.

Signs of physical abuse

Physical abuse can be indicated by:

- bruises
- broken or fractured bones
- burns or scalds
- bite marks.
- scarring
- the effects of poisoning, such as vomiting, drowsiness or seizures
- breathing problems from drowning, suffocation or poisoning.

EMOTIONAL ABUSE

Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a child. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore a child.

Emotional abuse is often a part of other kinds of abuse, which means it can be difficult to spot the signs or tell the difference, though it can also happen on its own.

Emotional abuse can include humiliating, ignoring, threatening or shouting at a child. It can also involve trying to control their lives, not allowing them to have friends or never saying anything kind, expressing positive feelings or congratulating a child on successes.

Signs of emotional abuse

There might not be any obvious physical signs of emotional abuse or neglect. As children grow up, their emotions change. This means it can be difficult to tell if they're being emotionally abused. But children who are being emotionally abused might:

- seem unconfident or lack self-assurance
- struggle to control their emotions
- have difficulty making or maintaining relationships
- act in a way that's inappropriate for their age.

Young children might:

- be overly-affectionate to strangers or people they don't know well
- seem unconfident, wary or anxious
- not have a close relationship or bond with their parent

- be aggressive or cruel towards other children or animals.

Older children might:

- use language you wouldn't expect them to know for their age
- act in a way or know about things you wouldn't expect them to know for their age
- struggle to control their emotions
- have extreme outbursts
- seem isolated from their parents
- lack social skills
- have few or no friends.

SEXUAL ABUSE

When a child or young person is sexually abused, they're forced or tricked into sexual activities. Sexual abuse can happen anywhere – and it can happen in person or online.

There are two types of sexual abuse – contact and non-contact abuse.

Contact abuse is where an abuser makes physical contact with a child. This includes:

- sexual touching of any part of a child's body, whether they're clothed or not
- using a body part or object to rape or penetrate a child
- forcing a child to take part in sexual activities including touching, kissing and non-penetrative sexual acts
- making a child undress or touch someone else.

Non-contact abuse is where a child is abused without being touched by the abuser. This can be in person or online and includes:

- exposing a child to sexual acts whether in person or online (including showing pornography)
- forcing a child to make, view or share child abuse images or videos
- making, viewing or distributing child abuse images or videos
- forcing a child to take part in sexual activities or conversations online or through a smartphone.

Signs of sexual abuse

Children who are sexually abused may show the following:

- Avoiding being alone with or frightened of people or a person they know.
- Language or sexual behaviour you wouldn't expect them to know.
- Having nightmares or bed-wetting.
- Alcohol or drug misuse.
- Self-harm.
- Changes in eating habits or developing an eating problem.

- Physical symptoms such as bruises, bleeding, discharge, pains or soreness in their genital or anal area, sexually transmitted infections or pregnancy.

NEGLECT

Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse. This can put children and young people in danger. And it can also have long term effects on their physical and mental wellbeing.

There are 4 types of neglect.

Physical neglect is failing to meet a child's basic needs, such as food, clothing or shelter, and/or failing to ensure a child is properly supervised or kept safe.

Educational neglect is failing to ensure a child is given an education.

Emotional neglect is failing to give a child the nurture and stimulation they need. This could be through ignoring, humiliating, intimidating or isolating them.

Medical neglect is failing to provide proper health care. This includes dental care and refusing or ignoring medical recommendations.

Signs of neglect

Children who are being neglected may show the following:

- being smelly or dirty
- being hungry or not given money for food
- having unwashed clothes or inappropriate clothing for the weather
- anaemia
- body issues, such as poor muscle tone or prominent joints
- medical or dental issues
- missed medical appointments, such as for vaccinations
- not given the correct medicines
- poor language or social skills
- regular illness, infections or skin issues
- repeated accidental injuries, often caused by lack of supervision
- thin or swollen tummy
- tiredness
- untreated injuries
- weight or growth issues.
- living in an unsuitable home environment, such as having no heating
- being left alone for a long time
- taking on the role of carer for other family members.
- becoming clingy
- becoming aggressive
- being withdrawn, depressed or anxious
- changes in eating habits
- displaying obsessive behaviour
- finding it hard to concentrate or take part in activities

- missing school
- showing signs of self-harm
- using drugs or alcohol

7.5. The Foundation recognises that children with SEND are particularly vulnerable due to additional barriers to recognising abuse. These could include assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration or communication barriers to disclosing abuse. The Foundation works together with the College SEND Team to identify signs of abuse or neglect and provide appropriate support for such children.

7.6. Where there has been abuse, the College will take actions to learn lessons.

8.0 PEER ON PEER ABUSE INCLUDING SEXUAL VIOLENCE AND SEXUAL HARASSMENT

8.1. Peer-on-peer abuse includes but is not limited to:

- Bullying including cyber-bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm
- Sexual violence such as rape, assault by penetration and sexual assault (including grabbing other children's body parts without their consent).
- Sexual harassment such as sexual comments, remarks, jokes, flicking bras and online sexual harassment
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing
- Sexting (known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals.

8.2. Behaviour which is not abusive at first may become abusive quickly or over time. Statistically girls and young women are more likely to be abused by their peers and boys and young men are more likely to be identified as abusers. This can be driven by wider societal factors such as everyday sexist stereotypes. Pupils with SEND or students with certain characteristics such as sexual orientation, ethnicity, race or religious beliefs can also be at higher risk of suffering peer on peer abuse. Despite this, the Foundation recognises that students of any age or sex are potentially at risk from peer-on-peer abuse and therefore all adults working for the Foundation must take allegations of peer-on-peer abuse seriously and be vigilant in reporting such abuse in accordance with the procedures below.

8.3. Peer on peer abuse must always be recognised as a form of abuse and should never be dismissed as banter or an inevitable part of growing up. It can have a lifelong impact and so must be dealt with seriously.

8.4. The Foundation aims to prevent peer-on-peer abuse by dealing with the risks proactively, not just reactively. All pupils are spoken to in assembly by the DSL or DDSL, with further work undertaken by Form Teachers and Tutors so that they understand the different forms of peer-on-peer abuse and how to report it in school.

Annual specialist workshops on sex and relationships education and on online behaviour, referring specifically to youth produced sexual imagery, are provided by external specialists and/or Foundation staff to both pupils and parents.

- 8.5. Positive values, including equality and respect for diversity are promoted through our PSHEE and Skills for Life programmes in order to minimise the risks of peer-on-peer abuse for vulnerable groups. Gender roles, stereotyping, prejudice, healthy relationships are among other relevant topics covered in these programmes.
- 8.6. The Foundation focuses on providing a safe atmosphere and culture in which students feel able to share their concerns openly and have them listened to. Derogatory or sexualised language or behaviour is not acceptable and will be challenged.
- 8.7. In addition, the Foundation provides pupils, parents and staff with training and current advice relating to the possession and sharing of indecent images of children and young people, and coercion to produce such images. Procedures are in place for dealing with incidents involving such incidents (see related document *Sexting and Youth Produced Sexual Imagery* and related Policy *P15: ICT Policy*).

9.0 HONOUR BASED VIOLENCE INCLUDING FGM AND FORCED MARRIAGE

- 9.1. Honour based violence is the internationally recognised term describing cultural justifications for violence and abuse. The Association of Chief Police Officers (ACPO) defines honour-based violence as ‘A crime or incident, which has or may have been committed, to protect or defend the honour of the family and/or community’. This may include Female Genital Mutilation and/or Forced Marriage.
- 9.2. Honour based violence is a domestic abuse issue, a child abuse concern and a crime. If any child is suspected to have been victim of, or at risk of harm from honour-based violence, the DSL must be notified immediately, and this information will be passed on to the appropriate Safeguarding Children Board for the child in question.

FEMALE GENITAL MUTILATION

- 9.3. Female genital mutilation (FGM), or female circumcision, is an unacceptable practice where a girl’s genitalia are removed or cut for cultural and religious reasons. The disclosure of FGM should be reported directly to the police as well as to the DSL.
 - Female genital mutilation is child abuse.
 - Female genital mutilation, or female circumcision, is illegal in Britain and can carry a sentence of up to 14 years.
 - Some girls die after being circumcised.
 - Many girls suffer health problems for the rest of their lives after the operation.
 - Call the 24 hour NSPCC FGM helpline 0800 028 3550 if you are worried a child is at risk of FGM.

- There is a mandatory reporting duty that requires any teacher, who is informed by a girl under 18 that an act of FGM has been carried out on her, to make a report to the police.

For more details see:

<https://lewisham.gov.uk/myservices/socialcare/children/female-genital-mutilation>

FORCED MARRIAGE

- 9.4. A forced marriage is a marriage in which one or both spouses do not consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.
- 9.5. There is a clear distinction between an arranged marriage and a forced marriage. An arranged marriage is entered into freely by both parties, although their families take a leading role in the choice of the partner. Forced marriage is a form of abuse and should be treated as such. Any child at risk of being entered into a forced marriage should be reported to the DSL, and this information will be passed along to the appropriate Safeguarding Children Board for that particular child.

10.0 CHILD SEXUAL EXPLOITATION (CSE)

- 10.1. The NSPCC website defines child sexual exploitation (CSE) as a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs. For more details see: www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/
- 10.2. The suspicion / disclosure of potential CSE should be reported to the DSL (or to the LSCB).

11.0 CHILD CRIMINAL EXPLOITATION (CCE)

- 11.1. Child criminal exploitation (CCE) is where a child is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity. A child who is affected by CCE may have suffered, or is likely to suffer, significant harm through physical, sexual and emotional abuse. Children at additional risk of CCE include those who have learning difficulties or disabilities, mental health problems and substance misuse problems as well as those at risk of family breakdown and trauma. For more details see: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>
- 11.2. If a child is suspected or discovered to be involved in any sort of gang activity, the DSL should be alerted, and the appropriate Safeguarding Children Board for the particular child will be informed.

12.0 PREVENT AND RISKS OF RADICALISATION

- 12.1. The Foundation is committed to upholding its legal responsibility under the Counter-Terrorism and Security Act (July 2015) to ‘have a due regard, in the exercise of our functions, to prevent people from being drawn into terrorism.’ Staff must be aware of the risks posed by online activity of extremist and terrorist groups and their responsibility to identify individual children who may be at risk of radicalisation or being drawn into terrorism/extremist activity (more detailed information is found in related document *Prevent*).

The London borough of Lewisham has been identified in the Government's Prevent Strategy as one of the priority local areas for action. This borough-wide initiative between Lewisham, the Police and other key agencies and communities aims to deter extremist groups and support vulnerable people.

Prevent is part of the national counter-terrorism strategy and aims to stop people being drawn into or supporting terrorism. The strategy focuses on three key areas which are:

- respond to the ideological challenge of terrorism and the threat from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address.

Possible signs of radicalisation may include:

- Changes in behaviour;
- Possessions of extremist material;
- Expression of extremist views;
- Unhealthy level of fixation or obsession with religious or political views/issues;
- Socialising with people known to have extremist views.

- 12.2. The Foundation has internet filtering in place to protect children from exposure to extremist material on the internet.
- 12.3. Promotion of fundamental British values is incorporated into the curriculum, particularly in PSHEE and Skills for Life lessons which provide a safe environment to debate controversial issues and help build pupils’ resilience to radicalisation.
- 12.4. The suspicion / disclosure of potential involvement in terrorism or the identification of anybody who is susceptible or vulnerable should be reported to the DSL (or directly to the Lewisham Prevent Programme at 07710 387 930 or prevent@lewisham.gov.uk who will advise on referrals to Channel if required) . You can also speak to local police in person/via 101 or call the DfE helpline on 020 7340 7264/via counter.extremism@education.gov.uk .

13.0 VISITORS INCLUDING VISITING SPEAKERS

- 13.1. Appropriate arrangements need to be in place for the supervision of external visitors or speakers who will be coming into contact with pupils. This guidance is outlined in full in our *Visitors Policy*. Visitors to the Foundation will be issued with safeguarding guidance (*Safeguarding Brochure*) as a matter of routine.
- 13.2. It is the responsibility of all staff to ensure that no visitor has unsupervised access to pupils at any time and to monitor the content of any presentation. Pupils are not allowed to invite guests on site and all invitations must be overseen by a member of the teaching staff.
- 13.3. As part of their general safeguarding responsibilities and the Prevent duty, staff should refer to the *Visitors Policy* which contains further information on how to ensure visiting speakers are vetted for links with extremism.

14.0 CHILDREN WHO GO MISSING AND CHILDREN MISSING FROM EDUCATION

- 14.1. St. Dunstan's College is a relatively open site and thus it would be easy for a pupil to disregard school rules and leave the site without permission. If a pupil's non-presence in a lesson or activity suggests that this may have taken place, staff should:
 - Inform the DSL and College Office.
 - Checks will be undertaken to try and ascertain whether the pupil is on site. Locations to be considered include: Medical room, Music rooms, LRC, Toilets, Sports Fields.
 - If pupils still cannot be located, DSL will agree action to be taken with Headmaster / Head of Section.
- 14.2. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities and that certain groups of children are more at risk of going missing including children at risk of harm/neglect.
- 14.3. The College requests that all parents/guardians provide at least two emergency contact numbers for each pupil and encourages parents/guardians to inform the College of any changes.
- 14.4. The College monitors the attendance of pupils through the daily register, addresses irregular attendance and informs the local authority of poor attendance. Further detail on escalation for Children Missing Education can be found in *P9 Pupil Attendance*
- 14.5. The College will liaise with Lewisham local authority when the whereabouts of a child is unclear or unknown and agree joint next steps, in accordance with the guidance in *Children Missing Education* (September 2016).

15.0 EARLY YEARS FOUNDATION STAGE (EYFS)

- 15.1. The Foundation will notify Ofsted with 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).
- 15.2. Staff are not permitted to use personal mobile phones to take photographs or videos of any children in the Early Years Foundation Stage.

16.0 LOOKED AFTER CHILDREN

- 16.1. The Foundation will ensure that a designated member of staff (normally the Deputy Head Pastoral) has responsibility for the welfare and progress of any pupil on roll who is looked after by a local authority, and has up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers. The Foundation is aware of the particular vulnerability of these children.

17.0 DISCLOSURES AND REPORTING PROCEDURES – WHAT TO DO IF YOU HAVE A CONCERN

- 17.1. Members of staff may suspect a case of abuse from a variety of sources:
- A pupil discloses to them personally
 - From behaviour of, or marks on, the pupil (e.g. bruises, welts, lacerations, abrasions, burns)
 - Indications through schoolwork
 - A pupil informs them that he/she knows or suspects that another pupil is being abused
 - Another third party informs them that he/she knows or suspects that a pupil is being abused.
- 17.2. Any allegation against other adults including family members will be taken seriously. There are no thresholds of seriousness or credibility of any allegation. It is vital that all children feel listened to and taken seriously.
- IF YOU BELIEVE A CHILD IS AT RISK OF IMMEDIATE HARM, YOU MUST CALL 999 BEFORE ANY OTHER ACTION IS TAKEN.**
- 17.3. Safeguarding and Child Protection is **everybody's** responsibility, including staff, parents and visitors, and pupils and anyone can make a referral to the appropriate Local Safeguarding Children Board if they believe a child is at risk of being harmed.

Foundation Staff

- 17.4. All Foundation staff have a duty to report any Safeguarding or Child Protection concerns without delay. There are a number of avenues of reporting concerns:
- All College staff have access to MyConcern, the College's secure online safeguarding reporting system. Wherever possible, MyConcern should be used to log welfare, safeguarding or child protection concerns. These concerns are

immediately sent to the DSL, or a nominated deputy in the absence of the DSL, who will act on them in accordance with Lewisham SCB procedures.

- Any supporting documents, such as body maps or written notes from students should be signed and dated and handed in to the DSL. Body maps are available from the DSL and on MyConcern, these should be used to mark any injuries seen on a child.
- If for some reason a member of staff is unable to report their concern on MyConcern, they should report their concern in writing (either hard copy or email) to the DSL or Deputy DSL without delay.
- If there is no other avenue for reporting available at the time of an incident or disclosure, the staff member may report by phone to the DSL or Deputy DSL, who will make notes which will be shared with the reporting staff member for signing as soon as possible.

Parents and Visitors

17.5. Any parent or other visitor to the College has a duty to report any safeguarding or child protection concerns. All visitors to the College are provided with a *Safeguarding Brochure*, which is also available at the College Office. All parents, guardians and other stakeholders will be made aware that there is an official procedure to be followed in any situation where a safeguarding concern is raised, and a copy of this process will be made available if they wish to read it. As outlined in this guidance, any adults with concerns about a child's safety during the course of their visit at St Dunstan's College must:

- Immediately inform the DSL
- Write careful notes about what they have heard, witnessed or have been told. Sign, time and date all notes.

Pupils

17.6. Pupils will be educated about safeguarding procedures such that they can understand that they can approach any member of staff if they need help. (e.g. through related documents *Safeguarding Brochure* and *Pupil Guide to Safeguarding*). Pupils also have a duty to report any Safeguarding or Child Protection concerns relating to fellow pupils. Pupils are provided with information on how to report their concerns through the College PSHEE and Skills for Life programme, and guidance is also available on Firefly. Any pupil with concerns about another child's safety at the College must:

- Immediately inform the DSL
- Write careful notes about what they have heard, witnessed or have been told. Sign, time and date all notes.

PUPIL CONCERNS AND DISCLOSURES

17.7. If a child discloses to you that they are being harmed or abused:

- Reassure the pupil that she/he is right to tell and is not to blame
- Do not promise confidentiality. Explain that you have to make sure that the pupil is safe and may need to ask other adults to help you do this.

- Believe the child. It is important to say ‘I believe you and I am going to help you’.
- Remain calm. Do not show shock, anger or disbelief.
- Remain non-judgemental. Do not ascribe feelings to the child, e.g. by saying something like ‘you must be angry/sad/hurt’. Simply affirm the child’s feelings as they are expressed. ‘It’s OK to feel that way’.
- Do not question the pupil. Let the pupil tell you what she or he wants to and no more. The pupil may have to disclose to a specialist later and too much detail now may interfere with later investigations.
- Listen carefully and repeat the pupil’s words. When the pupil has finished, make sure that she/he feels secure and explain what you are going to do next.
- Follow up by making arrangements with the pupil to speak to them later. They have chosen you as an adult they can trust.
- Report. Make notes, including the date and time of the pupil disclosure on MyConcern. It is important to record as much as you can remember using the pupil’s own words. Write facts and information only, taking care to avoid opinion. It is crucial that your notes be made as soon as possible after the disclosure, and certainly on the same working day. If you are unable to use MyConcern to log your notes, you should write them and time, date and sign them before handing the original hardcopy to the DSL.
- Do not attempt any examination or remove any part of a pupil’s clothing to look further at an injury. Under no circumstances should photographs be taken of a pupil’s injury. The pupil should only be examined by an appropriate doctor.
- Do not investigate. No member of the school staff shall conduct an investigation concerning child abuse. This will be done by Children’s Services and/or the Police.

WHAT HAPPENS NEXT?

17.8. All cases of alleged or suspected abuse will be treated seriously. The DSL will follow the procedures set out in *Keeping Children Safe in Education 2020*.

17.9. Normally, a co-ordination meeting between the DSL and the member of staff who has raised the concern is advised, and all matters disclosed will be treated in strictest confidence. During this meeting, consideration should be given to the provision of support for the child and for the member of staff who made the original report.

Any co-ordination meeting should also consider:

- whether medical treatment or assessment is required
- siblings and other members of the child’s family
- implications for other students
- the likely attitude of parents/guardians
- immediate welfare of child – e.g., how does he/she get home, fear of going home, etc.

17.10. The DSL will complete an assessment using the Common Assessment Framework or other assessment guidance provided by the LSCB or local safeguarding partners, which will guide the decision of whether or not to refer the child to the LSCB or local safeguarding partners for further action. In situations where a child has suffered or is

likely to suffer significant harm, the DSL will seek advice from the local Multi-Agency Safeguarding Hub immediately and refer to children's social care, informing the police as required. If a child has not suffered or is not likely to suffer significant harm but a concern has still been raised, the DSL will seek advice from the local Multi-Agency Safeguarding Hub and refer for an Early Help assessment or to children's social care as appropriate. In all cases, children will also be provided with pastoral support in school which will involve Team around the Child approaches as necessary.

- 17.11. Notes about decisions to refer or not to refer, and reasons for this decision will be made. These notes and minutes from any meetings regarding the child will be kept confidentially on MyConcern, with access available only to the DSL and other members of the Safeguarding Team as appropriate. In some cases further interventions may be necessary and these can lead to inter-agency assessment using local processes which will be overseen by the DSL.
- 17.12. It is best practice to work with parents and seek their consent before referring a child to external agencies. However, there may be cases where seeking consent would cause unnecessary delay or place a child at further risk of harm. In such cases, the DSL may refer the child without parental consent.
- 17.13. If you have reported a concern to the DSL, you can and should request follow-up information to find out what actions are being taken to safeguard the child. You should also be aware that you may be asked to support social workers to take decisions about individual children, in line with guidance from *Working Together*.
- 17.14. The DSL will produce a termly safeguarding report for governors. This report will summarise all reports of safeguarding and child protection concerns and the actions taken in each case. The reports will not include the names of any pupils or staff, unless there is an exceptional reason to do so.
- 17.15. If you have reported your concern directly to a Local Safeguarding Children Board or the LADO, you should also expect a response within 2 days. If you are unsatisfied with the response provided, or if no response has been provided, you should contact the DSL, LSCB or LADO as appropriate to request action. The College and the LSCB each have escalation procedures if you are unsatisfied with the outcome of your concern. You should send your concern to the Headmaster or the LSCB if, after registering your dissatisfaction with the initial result with the DSL, you still feel that more should be done. LSCB escalation procedures vary by locality, and can be found on the LSCB websites.

18.0 **SAFEGUARDING ALLEGATIONS AGAINST STAFF: PROCEDURES**

- 18.1. St Dunstan's Education Foundation has a *Whistleblowing Policy* which is available in the Staff Handbook and on Firefly. Any allegation against a member of staff or a volunteer will be taken seriously. There are no thresholds of seriousness or credibility of any allegation.
- 18.2. Any concerns about Safeguarding and Child Protection issues involving members of staff or volunteers must be reported **immediately** to the DSL (who will inform the

Headmaster) or the Headmaster without delay. An allegation against the DSL must be referred **immediately** to the head, without informing the DSL. An allegation against the Headmaster must be referred **immediately** to the Chairman of Governors, Mr Paul Durgan, or in his absence, the Deputy Chairman of Governors, Mr Ian Davenport, who will take independent action. Where an allegation is against the head, the head must not be informed of the allegation prior to contact with the Chairman of Governors and LADO. In this instance, the DSL will also not be informed.

- 18.3. The DSL or other lead will follow the procedures set out in “Keeping Children Safe in Education” (September 2020). This will involve immediate contact with the Local Authority Designated Officer (LADO) to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. The DSL will also inform the Headmaster immediately and discussions may also involve the Head of the Junior School, legal advisors and Governors. All discussions should be recorded in writing and communication (or not) with both the individual and the parents of the child / children will be agreed in consultation with LADO and any external agencies.
- 18.4. If, after discussion between the Headmaster, the DSL and the LADO, it is considered that the Headmaster should handle the matter, then he will undertake the appropriate action promptly, and normally within 24 hours. Any decision about suspension will be taken after careful consideration with due weight given to the views of the LADO.
- 18.5. The Headmaster and DSL will make every effort to maintain confidentiality and guard against unwanted publicity. The restrictions apply up to the point where the accused person is charged with an offence, or the DfE (Department for Education) and/or the TRA (Teaching Regulation Agency) publish information about an investigation or decision in a disciplinary case.
- 18.6. The Headmaster will ensure that the Foundation reports to the DBS (Disclosure and Barring Service) any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used for regulated activity and who have caused harm or posed a risk of harm to a child. In this context, ceasing to use a person’s services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging / refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. ‘Compromise agreements’ cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual’s refusal to cooperate with an investigation. The Foundation will respond to requests from the DBS for information they hold.
- 18.7. The Headmaster will also consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: “unacceptable professional conduct”, “conduct that may bring the

profession into disrepute” or a “conviction, at any time, for a relevant offence”. Further guidance to making this decision is published on the TRA website.

- 18.8. If there has been a substantiated allegation against a member of staff, the school should work with the LADO to determine whether there are any improvements to be made to the Foundation’s procedures or practice to help prevent similar events in the future.
- 18.9. Parents or guardians of the child concerned must be made fully aware of the allegations. If delay arises in consulting with the LADO, then the DSL or a named deputy should maintain daily contact with the parents. However, the identity of the member of staff involved should not be given until specific legal advice has been obtained.
- 18.10. If the conclusion is that the allegation is completely unfounded, the decision to take the matter no further should be recorded, and the information placed in a confidential file.
- 18.11. When all actions undertaken as a result of the allegation have been completed, then any matters arising from that action will also be overseen by the DSL. The DSL will brief the Headmaster regularly on progress until all matters arising have been concluded.
- 18.12. In the event of enquiries being made by other parents, they should be told only that an allegation of misconduct has been made against a member of staff, and that it is being investigated. No further information should be given without first seeking legal advice.
- 18.13. Any legal advice sought does not and will not override advice received from the LADO.
- 18.14. Where an allegation is made against an individual not employed directly by the College, for example a supply teacher, the College will ensure the allegation is dealt with properly. This may involve working with the LADO, police, and/or children’s services and employment agencies to support collection of facts, taking the lead when appropriate, and keeping the agency’s human resource manager updated.

19.0 PEER ON PEER ABUSE AND SEXUAL HARASSMENT AND SEXUAL VIOLENCE: PROCEDURES

- 19.1. The College’s response to reports of peer-on-peer sexual violence and sexual harassment will be decided on a case-by-case basis with the designated safeguarding lead (DSL) taking a lead role, supported by other agencies as required.
- 19.2. All reports of peer-on-peer abuse will be responded to immediately. All staff are trained to manage a report/disclosure of peer-on-peer abuse. Staff are to ensure that where images or videos of a sexual nature are involved, they follow the procedures outlined in the related document *Sexting and Youth-Produced Sexual Imagery* and **do not** view or forward illegal images of a child.

- 19.3. Where there has been a report of sexual violence, the DSL (or member of the safeguarding team) will make an immediate risk and needs assessment considering:

- The victim, especially their protection and support
- The alleged perpetrator
- All other children at the College, especially any actions that are appropriate to protect them.

Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

- 19.4. The DSL will engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it's likely that professional risk assessments by social workers or sexual violence specialists will be required. The DSL will use these risk assessments to inform the College's approach to responding to the report and will inform our own risk assessments. Guidance on risk assessments is found in paragraphs 276-277 of *Keeping Children Safe in Education 2020*.

- 19.5. The DSL is likely to be the most appropriate person to advise on the College's response to a report of peer-on-peer abuse. How the DSL manages the report, including when to inform the alleged perpetrator, will depend on a number of important considerations, which are outlined in paragraph 278 of *Keeping Children Safe in Education 2020*. Where a report is going to be made to children's social care and/or the police, as a general rule the DSL should speak to the relevant agency to discuss next steps and how the alleged perpetrator will be informed.

There are 4 likely scenarios that the DSL should consider when managing reports:

1. Some reports should be managed internally, where early help or statutory interventions are not required.
2. Some reports should be managed through providing early help (as outlined in chapter 1 of *Working Together to Safeguard Children*), where statutory interventions are not required.
3. Some reports should be referred to children's social care, where a child has been harmed, is at risk of suffering significant harm, or is in immediate danger.
4. Some reports should be referred to the police (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made.

- 19.6. Where scenarios involve working with children's social care, the College should not wait for the outcome of an investigation before protecting the victim and other children. The DSL should work closely with children's social care to ensure the College's actions do not jeopardise a statutory investigation, however, immediate consideration must be given to safeguarding the victim, alleged perpetrator and all other children. Further advice on managing reports is found in paragraph 281 of *Keeping Children Safe in Education 2020*.

Ongoing response

The victim:

The nature of how the College supports the victim will depend on:

- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- The needs and wishes of the victim

Often, victims may not disclose the whole picture of abuse immediately, so dialogue should be kept open and encouraged. Further guidance on supporting victims is found in paragraphs 282-288 of *Keeping Children Safe in Education 2020*.

The alleged perpetrator:

It can be difficult to balance the need to safeguard the victim (and other children) with providing the alleged perpetrator with an education and safeguarding and implementing disciplinary sanctions. The DSL should provide support (and sanctions as appropriate) on a case-by-case basis, considering:

- The age and developmental stage of the alleged perpetrator
- The nature of the allegations and risk of harm to other children
- Any unmet needs that the alleged perpetrator may have.

Further guidance on supporting the alleged perpetrator is found in paragraph 289 of *Keeping Children Safe in Education 2020*.

20.0 CARE LISTS AND COUNSELLING SERVICES

- 20.1. There is a difference between safeguarding children who have suffered or are like to suffer significant harm and those who may, for whatever reason, be in need of additional support (listening services and early help). The former are reported to Children's Social Care immediately whereas the latter are can be helped in a variety of ways.
- 20.2. Pupil concerns will be dealt with in a friendly and supportive manner so that each pupil will develop the understanding that staff can be trusted to help in any situation. St Dunstan's Education Foundation provides a secure environment for the pupils to talk to or consult with adults who can give help if and when it is required, or who will arrange appropriate assistance for the child using external, professional agencies.
- 20.3. Staff are trained to recognise variations in pupil behaviour that may indicate emotional or physical concerns and guidance and support is given to pupils who may be experiencing difficulties of a sensitive nature either within school or at home, by developing appropriate and effective strategies.
- 20.4. The pastoral teams in the Junior School and the Senior School provide pastoral support for pupils and additional, confidential support is provided by the College's counselling service and Chaplaincy. In some cases further interventions may be necessary and these can lead to inter-agency assessment using local processes which will be overseen by the DSL

- 20.5. A College care list is produced and regularly updated to allow all staff to be aware of pupils who may need additional pastoral support.
- A care list, categorised into three different levels will be maintained.
 - The list is updated on a weekly basis in regular meetings between the Head of Section and Deputy Head (Pastoral) and on a half-termly basis between the Deputy Head (Pastoral) and the school's counsellors, College Nurse and Chaplain.
 - The list is reviewed on a half-termly basis by the Individual Pupil Needs committee, alongside a review of other information, such as SEND, EAL, medical, academic or pastoral concerns.
 - The list will not contain any information other than care level i.e. "whom to contact" should any concerns arise.
 - Confidentiality is crucial. No member of staff should ever divulge names on the care list to any parent or to any pupil.

Level descriptors:

- **Care 1** – Pupils who have been a concern in the past or who have been identified as a possible cause of concern in the future. Typically worries have been voiced but no real evidence of on-going problems. Perhaps they need to be encouraged to see the counsellor or talk to somebody; perhaps there is nothing to worry about. Any concerns should be channelled through the tutor, form teacher or identified lead professional.
- **Care 2** – Pupils who are of significant concern. Typically seeing school counsellor on a regular basis. Normally, the College is working with the pupil and the family to provide appropriate support. Subject teachers should be aware but will not know details. Any academic or pastoral concerns should be channelled through the Head of Section or identified lead professional.
- **Care 3** – Pupils who are of major concern and in need of specialist help and support. All colleagues should be aware of who these pupils are, but specific details will not be shared widely. Typically external agencies are involved in a coordinated approach. DSL to be informed immediately of any worrying incidents including absence from lessons etc. Any academic or other pastoral concerns should be sent to the Deputy Head (Pastoral) and identified lead professional, where appropriate.

21.0 PHYSICAL AND MENTAL HEALTH

- 21.1. The Foundation recognises that promoting good physical and mental health for pupils is a priority and is committed to ensuring that physical and mental health and wellbeing of pupils is promoted (see related document *Pupil Physical and Mental Health Policy*).
- 21.2. The Foundation recognises that staff can play an important role in preventing self-harm and also in supporting pupils, peers and parents of pupils who self-harm or are recovering from self-harm (see related document *Self-Harm*).

- 21.3. The Foundation recognises that staff can play an important role in preventing eating disorders and also in supporting pupils, peers and parents of pupils currently suffering from or recovering from eating disorders (see related document *Eating Disorders*).
- 21.4. All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Further information on the link between mental health and safeguarding, along with signposts for guidance and support can be found in paragraphs 34 – 38 of *Keeping Children Safe in Education 2020*.

22.0 RSE, PSHEE, SKILLS FOR LIFE AND STUDENT VOICE

- 22.1. The Foundation contributes to the safeguarding of children through the provision of a safe environment, enabling children to understand what is and is not reasonable behaviour, educating children to become safe and effective parents, and recognising harm and possible offences against children.
- 22.2. One of the key ways this is achieved is through the delivery of our PSHEE programme which operates throughout the College. As one part of this programme, all students, regardless of faith or background, are taught how to stay safe online (including the dangers of cyber-bullying and sexting). In delivering this programme, the College refers to the resources of the UK Safer Internet Centre and CEOP's Thinkuknow website to ensure the most up to date resources are used. Further detail on the College PSHEE programme can be found in related document *PSHEE and Skills for Life*.
- 22.3. The College also operates a College Parliament and a peer-mentoring programme as part of its commitment to ensuring children's voices are heard and that children feel listened to.
- 22.4. The College is committed to delivering a programme of Health, Relationships and Sex Education, in line with current guidance: *Relationships Education, Relationships and Sex Education and Health Education* (July 2020). This is delivered through tutorials, PSHEE, Skills for Life, visiting speakers and workshops.

23.0 SAFEGUARDING CONTINUED PROFESSIONAL LEARNING

- 23.1. All governors and all staff are supplied with the summary statutory guidance from *Keeping Children Safe in Education 2020 (Part One plus Annex A* for those working directly with children) and a central record is kept that this information has been received, read and understood.
- 23.2. All governors, staff and volunteers are supplied with copies of the safeguarding and child protection policy, undergo annual safeguarding training in accordance with Lewisham SCB procedures and receive regular reminders and bulletins about the procedures in place. A formal record is kept on the issuing of guidelines and individual training received. Annual safeguarding training includes:

- 23.3. The safeguarding and child protection policy, including the Prevent duty
- The expected pupil behaviour policy and behaviour management procedures
 - The employee code of conduct
 - The BYOD, staff acceptable use policy and guidance for community members on the use of social media
 - The whistleblowing policy
 - Part 1 and, for all leaders and those working directly with children, Annex A of KCSIE
- 23.4. The DSL, Deputy DSLs and other members of the safeguarding team, including the Head, undertake full refresher training at least every two years and the DSL attends regular network meetings as well as keeping up to date with weekly and monthly local and national safeguarding bulletins and attends Lewisham Prevent training.
- 23.5. Through the regular training programme outlined above, the College ensures that a culture of continued learning and development relating to safeguarding is promoted, with staff given ongoing opportunities to ask questions, raise concerns and review their own practice.

24.0 SAFER RECRUITMENT

- 24.1. St. Dunstan's Education Foundation is committed to safer recruitment in education and the Foundation's recruitment policy and procedures (see related documents *SDC Recruitment, Selection and Disclosure and Safeguarding Questions*) will ensure pupil safeguarding remains an absolute priority when appointing staff.
- 24.2. All new members of staff receive safeguarding induction as soon as possible after start date, and certainly before they have unsupervised access to children.
- 24.3. All staff must obtain assurance from any staff employed by another organisation and/or working with the Foundation's pupils on another site (for example, in a separate institution) that appropriate safeguarding checks and procedures are undertaken in accordance with the school policy.

25.0 STAFF CODE OF CONDUCT

- 25.1. Staff have the responsibility to behave appropriately and report concerns regarding colleagues in accordance with the *Safeguarding and Child Protection Policy* and *Whistleblowing Policy*.
- 25.2. Further information on expected staff behaviour is found in the *Employee Code of Conduct* and *Staff Guidance on Interaction with Pupils*.
- 25.3. Staff who are involved in performing arts, sports provision and other activities that could potentially involve close one to one teaching should pay particular reference to

Staff Guidance on Interaction with Pupils which has detailed instructions on the safeguarding arrangements in place for these children.

26.0 MONITORING AND REVIEW

- 26.1. The Safeguarding Governor will meet at least termly with the Foundation's DSL to review safeguarding practice and procedures.
- 26.2. This policy and its implementation will be reviewed by the governors annually. The governors should consider whether the procedures are satisfactory and being properly enacted. The implementation of the policy will be checked, monitored, reviewed and evaluated. The governors' overview will consider any trends and patterns identified during the year. Their conclusions should be clearly minuted.

27.0 RELATED DOCUMENTS

<i>Confidentiality Procedures</i>
<i>Eating Disorders</i>
<i>Prevent</i>
<i>Pupil Guide to Safeguarding</i>
<i>Pupil Physical and Mental Health Policy</i>
<i>Safeguarding Brochure</i>
<i>Safeguarding Questions</i>
<i>SDC Recruitment, Selection and Disclosure</i>
<i>Self-Harm</i>
<i>Sexting and Youth Produced Sexual Imagery</i>
<i>Staff Guidance on Interaction with Students</i>
<i>Staff Induction Checklist</i>
<i>Staff Safeguarding Handbook</i>
<i>Supporting School Refusers</i>
<i>Visitors Policy</i>

28.0 RELATED POLICIES

P9	Pupil Attendance
P13	Equal Opportunities Policy
P14	Data Protection/GDPR Policy
P15	ICT Policy
P16	HR Staff Handbook including Employee Code of Conduct
P19	Whistleblowing

Safeguarding and Child Protection			
Author/s:	Jade McLellan	Date Reviewed:	Lent 2021
Date Ratified:	Michaelmas 2020	Next Review Date:	Michaelmas 2021
Committee:	Governing Body	Clerk to the Governors Signature: 	