



## ST TERESA'S SCHOOL

### SAFEGUARDING POLICY

For immediate advice, read this short section first

This document is by necessity, long. If you are in need of immediate advice, you could:

1. Refer to the Child Protection Pocket Guide that is issued to all staff for quick guidance. Ask Mrs Draper if you need a copy (it is also reproduced below).
2. Refer to Mrs Draper who is Designated Safeguarding Lead (DSL) or Mrs Moody who is Additional Designated Safeguarding Lead (ADSL) and has lead responsibility for Safeguarding children within the EYFS (DSL for EYFS) – unless you are dealing with an allegation against one of them.
3. Refer to the Buckinghamshire Safeguarding Children's Partnership:  
FIRST RESPONSE TEAM telephone 01296 383962 or out of hours emergency number 0800 999 7677; email: [secure-cypfirstresponse@buckscc.gcsx.gov.uk](mailto:secure-cypfirstresponse@buckscc.gcsx.gov.uk); website: <http://www.bucks-lscb.org.uk>
4. For allegations about a member of staff you can refer directly to the Local Authority Designated Officer (LADO) for Buckinghamshire: telephone 01296 382070.
5. For independent external advice, ChildLine: telephone 0800 1111.
6. **Where there is a risk to life or likelihood of serious immediate harm, report the case immediately to police, including by dialling 999 if appropriate.**

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#### Mission Statement

Inspiring and achieving together, using our unique gifts given to us by God.

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## Key personnel

**St Teresa's School is committed to Safeguarding and promoting the welfare of children and expects all staff, governors and volunteers to share this commitment. Although referrals are usually to be managed by our DSL, anyone can refer a child to children's social care if necessary.**

Designated Safeguarding Lead (DSL) – Mrs Jane Draper (JD), Joint Head (contact details: telephone 01844 345005; email [jdraper@st-teresas.bucks.sch.uk](mailto:jdraper@st-teresas.bucks.sch.uk))

Additional Designated Safeguarding Lead (ADSL) and designated practitioner with lead responsibility for Safeguarding children within the EYFS setting, including liaising with local statutory children's agencies as appropriate – Mrs Eleanor Moody (EM), Head of EYFS (contact details: telephone 01844 345005; email [emoody@st-teresas.bucks.sch.uk](mailto:emoody@st-teresas.bucks.sch.uk); based in Pre-school – ask any adult in school if unsure of its location)

Chair of Governors and Governor with responsibility for Safeguarding – Mrs Margaret Cripps (MC) nominated to liaise with the Local Authority in case of allegations against the head or a member of the governing body (can be contacted via the School Office or email [mcripps@st-teresas.bucks.sch.uk](mailto:mcripps@st-teresas.bucks.sch.uk))

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## Dates

Date of last document update and sign-off by Chair of Governors: 5 September 2019

The sentence below represents the Chair of Governors' electronic sign-off of this policy and can be verified by emailing her ([mcripps@st-teresas.bucks.sch.uk](mailto:mcripps@st-teresas.bucks.sch.uk))

*Policy signed-off by Mrs Margaret Cripps, Chair of Governors, 5 September 2019*

Date last uploaded to school web site: 5 September 2019

Date of last whole-staff Safeguarding refresher training to reflect latest changes and best practice: 2 September 2019 by JD. A log of staff training in Safeguarding is maintained by JD

Date of last discussion and review of Safeguarding by full governing body: 21 November 2018

Latest date for next full policy review assuming no regulatory changes: September 2020

Latest date for next whole-staff Safeguarding refresher training: September 2020

Latest date for discussion and review of Safeguarding by full governing body: November 2019

The ISI report of October 2017 records that all safeguarding and child protection requirements were met (4 & 5 October 2017)

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## Document sources and points of reference; other relevant documents

- *Child Protection Pocket Guide* – issued to all staff for quick guidance (see below)
- Leaflet: *Important information for visitors* – issued to all visitors (available from School Office or DSL)
- *Keeping Children Safe in Education (KCSIE) incorporating 'Disqualification under the Childcare Act'* – from Department for Education; last updated September 2019

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>)

[Note: a copy of Part 1 of KCSIE has been given to all staff and they are updated appropriately each time it changes]

- *Working together to safeguard children (WT)* – from Department for Education; last updated September 2018 (updated in 2019 but without changing the date on published version) (<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>)
- *Statutory framework for the Early Years Foundation Stage* – from Department for Education
- *Disqualification under the Childcare Act*
- *Children missing in Education* – from Department for Education
- *What to do if you're worried a child is being abused* (March 2015)– from Department for Education
- *Information sharing advice for safeguarding practitioners* – from Department for Education
- *The Prevent Duty Guidance & The Prevent duty: Departmental advice for schools and childcare providers* – from Department for Education 2015
- *Prevent E-learning course*
- *The use of social media for online radicalisation* – from Department for Education and Home Office
- *The definition and signs of child abuse* – from NSPCC
- *Female Genital Mutilation (FGM): Mandatory reporting of female genital mutilation: procedural information* – from Home Office and Department for Education
- *Handbook for the Inspection of Schools The Regulatory Requirements* – from ISI

(These documents are updated regularly, and the latest versions are to be referred to.)

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## Introduction; scope of document and over-arching principles

St Teresa's is a school and pre-school for girls and boys aged 3-11 and the guidance in this policy is tailored accordingly.

This policy applies to the whole school, including EYFS. The scope of this policy includes one-to-one teaching such as individual instrumental lessons.

The school is an open environment. Staff should feel free to raise concerns, including about poor or unsafe practice and potential failures in our Safeguarding regime, listening to children and readiness to involve agencies. See also: Whistle-blowing procedure (below). We recognise the expertise staff build by undertaking training and managing safeguarding concerns; opportunities are therefore provided for staff to contribute to safeguarding arrangements and this policy. Our DSL meets regularly with our Chair of Governors to discuss safeguarding, review policies and procedures and to enable them to maintain proper oversight of safeguarding; an annual safeguarding report is presented to the board annually.

The school recognises its duties both to children in need and children at risk. The scope of this policy extends beyond simply abuse (see also Children in need below).

This policy is in accordance with locally agreed multi-agency procedures. We acknowledge and understand the need of support from other agencies and actively work to help children in need. Cases may arise that require 'inter-agency working', use of the Multi-Agency Referral Form (MARF) or the Multi-Agency Safeguarding Hub (MASH). The school is ready to contribute to co-ordinated offers of Early Help and we use the Thresholds document, guidance and referral flow chart provided by Buckinghamshire Safeguarding Children's Partnership. Staff may be required to support other agencies and professionals in an early help assessment. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory service if the child's situation does not appear to be improving or is getting worse.

The school recognises the importance of information sharing between professionals and communicates readily and immediately with local safeguarding agencies whenever an allegation or disclosure of abuse has been made (in line with GDPR May 2018 legislation).

We seek to nurture the spiritual, moral, social and cultural development of all our pupils. All staff have a role to play in this, helping to ensure that all pupils relate well to one another and feel safe and comfortable at school. Staff are expected to lead by example and promote awareness of issues related to health, safety and well-being. All pupils know that there are adults to whom they can turn to if they are worried. A bag hangs in the Reception Area in to which any child may place a message if they wish to speak to an adult about anything. In this way the school proactively encourages children to approach an adult for help where needed.

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing good lines of communication with trusted adults, supported friends and an ethos of protection. We include within this the emotional wellbeing of our pupils and recognise the role school plays in recognising and protecting children who may be vulnerable to radicalisation or exposed to terrorist or extremist material and helping them build resilience to such risks (see also Extremism/radicalisation below). Furthermore, we recognise the importance of promoting internet safety (see also the school's policies on Acceptable use of internet). The school employs an internet filtering solution (Sophos Cyberoam).

Nobody may use their own device to take photographs at school (or on school trips). Only school devices should be used. Mobile phones should not be used in school while children are present. See also Staff Code of Conduct.

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### Induction and annual training

All staff, temporary staff and volunteers newly appointed are required to undergo induction training with the DSL. This training includes:

- The school's Safeguarding policy (this document) including the Whistle-blowing procedure and The Prevent Duty; the identity and role of the DSL and ADSL; safeguarding response to children who go missing from education;

- Online safety;
- St Teresa's Child Protection Pocket Guide;
- Pupil Behaviour and Anti-bullying Policy;
- The Staff Code of Conduct including acceptable use of IT, staff/pupil relationships and use of mobile phones and social media.
- A copy of Part 1 of KCSIE, including Annex A.

The training arrangements include training all staff concerning the risks of radicalisation and how to identify children and young people at risk.

Our annual staff training includes Prevent and on-line safety. All staff are given Part 1 KCSIE, including Annex 1, at this training and are asked to sign to confirm that they have read this. All staff are also trained to manage a report of child on child sexual violence and sexual harassment within this training. They are made aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially for children in need or at risk, that may follow a referral, along with the role they might be expected to play in such assessments. Informal updates are given where needed and safeguarding is an item at all staff meetings.

**In all cases the best interests of the child are our primary consideration.**

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### Guidance for staff on how to deal with a disclosure

Over-arching principles:

- Avoid asking leading questions;
- Do not promise confidentiality.

If a child makes a disclosure, the member of staff to whom the disclosure is made should:

- Listen to what the child says without displaying shock or disbelief and allow the child to talk freely;
  - Take what the child says seriously, keep an open mind and accept what is being said;
  - Reassure the child but not make promises which may not be possible to keep;
  - Not ask leading questions such as "what did he/she do next?"
  - If it is necessary to question, use open-ended questions such as "do you have anything else to tell me?" "And..?"
  - Not promise confidentiality. You have a duty to report the incident;
  - Reassure the child – it is not his or her fault – and stress that it is right to tell;
  - Make brief notes as soon as possible, recording exact words/phrases used by the child and dates and times;
  - If appropriate, draw a diagram to indicate any marks or injuries observed;
  - Immediately report the matter to the DSL, unless the allegation is against her (in which case it should be reported to the other Joint Head. In the absence of the DSL, report the matter to the ADSL or the other Joint Head.
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## Arrangements for dealing with allegations of abuse or negligence against staff, volunteers, the DSL and either of the Joint Heads

Over-arching principles:

- Allegations against staff or volunteers should be reported to the DSL and the other Joint Head should be kept informed by the DSL;
- Allegations against the DSL or other Joint Head should be reported to the Chair of Governors without the Joint Head being informed;
- Allegations against the ADSL should be reported to the DSL.

The following procedures should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in the school has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicated he or she may pose a risk of harm to children.

All the above allegations should be referred to the LADO for advice immediately, before any investigation takes place. In borderline cases, these discussions can be held informally and without naming the individual. In case of serious harm, the police should be informed from the outset. The school must not investigate before discussing allegations with the LADO. The school does not require parental consent before reporting allegations to the LADO.

There are restrictions on the reporting or publishing of allegations against teachers and so we will make every effort to maintain confidentiality and guard against unwanted publicity, up to the point where the accused person is charged with an offence or the information is published by the DfE or Teaching Regulation Agency (TRA).

The school understands and practises the requirement to report promptly to the Disclosure and Barring Service (DBS), any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier.

Consideration will be given to making a referral to the TRA where a teacher has been dismissed for misconduct (or would have been dismissed had he/she not resigned first). The reasons for such an order are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

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### Parents

In general, parents should be informed about any Safeguarding concern regarding their child and it is important that we are honest and open in our dealings with parents. However, in a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation or place the child at further risk. In such cases, advice will be sought from the LADO.

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## Dealing with peer on peer abuse

All staff should recognise that children are capable of abusing their peers, irrespective of genders of children involved, and should be clear about the policy and procedures with regard to peer on peer abuse. Peer on peer abuse can take different forms, such as sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexting (also known as youth produced sexual imagery); upskirting or initiation/hazing type violence and rituals. We recognise the gendered nature of peer on peer abuse (i.e. it is more likely that girls will be victims and boys perpetrators), but also that all peer abuse is unacceptable and will be taken seriously. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'.

We recognise that sexualised abuse, including verbal abuse and 'upskirting', by peers is a potential safeguarding issue and as such would prompt implementation of our usual safeguarding and anti-bullying policies.

We would always follow the advice in 'What to do if you're worried a child is being abused'; then seek advice from statutory agencies as appropriate and would make a referral to children's social care or the police, if an incident meets the referral threshold set by the Bucks Safeguarding Children's Partnership. If a child is in immediate danger or is at risk of harm, an immediate referral would be made.

Records would be kept of all related conversations, meetings and communications and information would be shared with any agencies or professionals involved where appropriate. A thorough risk assessment would be done of the situation and risk-based decision making (with the benefit of the advice of statutory authorities, where appropriate) would be carried out, with a view of ensuring the safety of all pupils. Both alleged victim and perpetrator pupils would receive appropriate support. Decisions may be made as to whether the accused pupil should be removed from school for a period, or from certain classes and the adequacy of arrangements for listening to children etc.

The best interests of the child will inform all decisions and we will take into account the wishes of the victim in terms of how they want to proceed; the nature of the alleged incident; the ages of the children involved; the developmental stages of the children involved; any power imbalance between the children; is the incident a one-off or a sustained pattern of abuse and any contextual safeguarding issues.

At St Teresa's we aim to minimise the risk of peer on peer abuse through the following strategies –

- We manage the risks and share information with all staff;
- We have an open environment in which children feel safe to share information about anything that is upsetting or worrying them;
- We follow a strong and positive PSHME curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through, rather than look for opportunities to be harmful to one another;

- The whole staff team are confident to talk about issues and challenge perceptions of young people, including use of inappropriate language and behaviour towards one another;
- Staff do not dismiss issues as 'banter', 'just having a laugh' or 'growing up' and consider each issue and each individual in their own right before taking action.
- The children are aware of who they can go to for support and there is a bag in the Reception Area where they can add a note, asking to speak to a specific member of staff if they wish.

See also: Anti-bullying, Acceptable use of the internet and Mobile phone and photographic images policies.

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### What to do if there are concerns that a child may be being abused or neglected, in need or at risk

Over-arching principles:

- Normally concerns are referred to and managed by the DSL;
- Children in need should be referred to the DSL immediately, who will refer them to Buckinghamshire Children's Social Care immediately; Early Help or pastoral support may be offered where appropriate;
- Children at risk should be referred to the DSL immediately, who will refer them to Buckinghamshire Children's Social Care immediately or to the police if a crime has been committed;
- Allegations against anyone working at school must be referred to the LADO immediately;
- If a crime may have been committed, the matter should be reported to the police;
- Anybody can make a direct referral to social care or the police and parental consent is not required for referrals to statutory agencies.

In the event of a concern that a child may be being abused or neglected, in need or at risk, the member of staff who is concerned should:

- Immediately inform the DSL, unless the allegation is against her (in which case inform the other Joint Head or Chair of Governors); in the absence of the DSL, inform the ADSL or the other Joint Head or Chair of Governors. (The referral can also be made directly.)
  - Record and date the details in writing to pass to the DSL; all concerns, discussions and decisions made and the reasons for those decisions should be recorded; if in doubt about recording requirements then discuss with DSL.
  - The DSL or ADSL will contact Buckinghamshire Children's Social Care immediately (or within 24 hours/one working day) or the police if a crime has been committed.
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## Children in need

The school recognises its duties to children in need (and those at risk). The scope of this policy extends beyond simply abuse. Behaviour issues linked to drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) can put children at risk of harm.

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

A child in need may be identified through some of these developmental needs -

- Poor attachments
- Language and communication difficulties
- Disability or additional special needs
- Absence/truancy/exclusions
- Incidence of absence/missing from home
- Potential for becoming NEET (not in education, employment or training)
- Delay in meeting developmental milestones
- Missing health checks/immunisations
- Minor health problems
- Early signs of offending/anti-social behaviour
- Underage sexual activity
- Early signs of substance misuse
- Poor self-esteem/mental health issues

A child in need may be identified through some of these signs of parenting capacity -

- Inconsistent care arrangements
- Poor supervision by parent / carer
- Inconsistent parenting
- Poor response to emerging needs
- Historic context of parents / carers own childhood

A child in need may be identified through some of these family and environmental issues -

- Poor parent/child relationships
- Children of prisoners/parents with community orders
- Bullying
- Poor housing and poor home environment impacting on child's health
- Community harassment/discrimination
- Low income affects achievement
- Poor access to core services
- Risk of relationship breakdown
- Concerns about possible domestic abuse
- Risk of social exclusion

- Risk of child sexual exploitation (CSE)

Children with special educational needs and disabilities can face additional safeguarding challenges and barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. Children with SEN and disabilities can be more vulnerable to forms of abuse, including peer on peer abuse, and disproportionately impacted by things like bullying, without outwardly showing any signs; increased pastoral support for children with SEN and disabilities is therefore provided at St Teresa's.

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### Types of abuse and neglect

[from Keeping Children Safe in Education]

**Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those know to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. The may be abused by an adult or adults or by another child or children.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by

penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children a specific safeguarding issue in education.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Annex A of Keeping Children Safe in Education should be referred to for further information on specific safeguarding issues, including children missing from education; children with family members in prison; child sexual exploitation; domestic abuse; homelessness; 'honour-based' violence (including FGM and forced marriage); radicalisation; peer on peer abuse and sexual violence and sexual harassment between children.

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### Being alert to signs of abuse: practical information to assist in recognition

[from What to do if you're worried a child is being abused]

The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. You should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information.

If a child reports, following a conversation you have initiated or otherwise, that they are being abused and neglected, you should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe. You will need to decide the most appropriate action to take, depending on the circumstances of the case, the seriousness of the child's allegation and the local multi-agency safeguarding arrangements in place. You might refer directly to children's social care and/or the police, or discuss your concerns with others and ask for help. At all times, you should explain to the child the action that you are taking. It is important to maintain confidentiality, but you should not promise that you won't tell anyone, as you may need to do so in order to protect the child.

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;

- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who is disabled or has specific additional needs; has SEN; is a young carer; is frequently missing from school; is misusing drugs or alcohol, is in a family circumstance presenting challenges for the child or has returned home to their family from care.

A previously looked after child potentially remains vulnerable and all relevant staff are given the knowledge to keep previously looked after children safe. Wherever needed, staff work with other agencies to ensure that prompt action is taken to safeguard these children, who are a particularly vulnerable group. Our SENCo is the designated teacher for looked after children.

Any concerns should always be discussed with the DSL, however minor they may appear.

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### Female Genital Mutilation (FGM)

The Serious Crime Act 2015 introduced a new duty on teachers to report to the police known cases of FGM involving victims aged under 18. This duty came into force in October 2015. FGM is illegal in England and Wales under the FGM Act 2003. It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

'Known' cases are those where either a girl informs you that an act of FGM – however described – has been carried out on her, or where you observe physical signs on a girl appearing to show that an act of FGM has been carried out and you have no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act 2003.

The duty covers qualified teachers or staff who are employed or engaged to carry out teaching work in schools. For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18). Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply.

The duty is a personal duty which requires the individual who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.

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### Extremism/radicalisation

The school takes seriously its duty to have due regard to the need to prevent people from being drawn in to terrorism and, in so doing, have regard to guidance issued by the Secretary of State.

Annual training is given to all staff on the Prevent Duty and updates take place throughout the year during staff meetings. Full-time staff complete Prevent Awareness course ([www.elearning.prevent.homeoffice.gov.uk](http://www.elearning.prevent.homeoffice.gov.uk)), in order to raise awareness and understanding of the risks of radicalisation and promote the importance of the Prevent duty to staff and ensure that it is implemented effectively. This course is designed to ensure staff understand what radicalisation and extremism mean and why people may be vulnerable to being drawn into terrorism or gangs; to ensure staff have the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups and to ensure staff know where and how to refer children and young people for further help.

As stated elsewhere in this document, we work in partnership with other agencies, including local Prevent co-ordinators, the police and local authorities and existing multi-agency forums and especially the Local Safeguarding Children's Partnership (as evidenced by our use of their E-learning material). We understand the importance of sharing information appropriately and between organisations to ensure, for example, that people at risk of radicalisation receive appropriate support.

In cases where we perceive a risk of a child being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, in assessing the risk we would take specialist advice from the Local Safeguarding Children's Partnership in order to ensure good understanding of the potential risk in our local area and our particular circumstances. This

means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify children who may be at risk and what to do to support them.

We promote Fundamental British Values (see separate document: Strategy for Fundamental British Values) in order to build resilience to radicalisation and equip pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. Our school is a safe place to discuss sensitive issues while securing balanced presentation of views and avoiding political indoctrination.

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### Safer recruitment

We acknowledge the need to practise safer recruitment. The school's policies on recruitment and selection are documented in the Safer Recruitment policy and all relevant checks are carried out, including disqualification from working in childcare. The Joint Head Teachers and Chair of Governors have both undertaken training in safer recruitment, as have several other staff and governors who are involved in the recruitment process.

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### Protocol for visiting speakers

We acknowledge and practise the requirement to ensure that any visiting speakers, whether invited by staff or by children themselves, are suitable and appropriately supervised. The DSL takes responsibility for this, and keeps a log of evidence. Visitors are given a leaflet 'Important information for visitors', which includes the Code of Practice from the pocket guide.

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### Whistle-blowing procedure

St Teresa's has a culture of safety and reflective practice. The office of the Joint Head Teachers is deliberately located at the heart of the school and their doors are almost always open. Staff (including volunteers), pupils, governors and visitors are encouraged to raise any concerns they may have. We value our staff and acknowledge the importance of transparency and accountability in relation to how concerns are received and handled.

This procedure is to be used for reporting and handling concerns, including about poor or unsafe practice and potential failures in the Safeguarding regime. It enables staff to raise concerns internally and in a confidential fashion about fraud, malpractice, health and safety, criminal offences, miscarriages of justice, and failure to comply with legal obligations, inappropriate behaviour or unethical conduct. It also provides for such concerns to be raised outside the school, should this become necessary.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 0280285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

In accordance with Lord Nolan's Second Report of the Committee on Standards in Public Life, this procedure is intended to demonstrate that the school:

- Will not tolerate malpractice;
- Respects the confidentiality of staff raising concerns and will provide procedures to maintain confidentiality so far as is consistent with progressing the issues effectively;
- Will provide the opportunity to raise concerns outside of the normal management structure where necessary;
- Will invoke the disciplinary proceedings in the case of false, malicious, vexatious or frivolous allegations;
- Will provide a clear and simple procedure for raising concerns, which is accessible to all members of staff.

Note that this procedure is not for use in situations where staff seek to raise grievances about their personal employment situation. Rather, it is to enable members of staff to express a legitimate concern regarding suspected malpractice.

Malpractice is not easily defined; however, it includes allegations of fraud, financial irregularities, corruption, bribery, dishonesty, acting contrary to the staff Code of Conduct, criminal activities, or failing to comply with a legal obligation, a miscarriage of justice, or creating or ignoring a serious risk to health, safety or the environment.

Individuals who wish to raise a concern under this procedure are entitled to have the matter treated confidentially and their name will not be disclosed to the alleged perpetrator of malpractice without their prior approval. It may be appropriate to preserve confidentiality that concerns are raised orally rather than in writing, although members of staff are encouraged to express their concern in writing wherever possible. If there is evidence of criminal activity then the police will in all cases be informed.

A member of staff is at liberty to express their concern to the Joint Head Teachers. Any concern raised will be investigated thoroughly and in a timely manner, and appropriate corrective action will be pursued. The member of staff making the allegation will be kept informed of progress and, whenever possible and subject to third party rights, will be informed of the resolution.

A member of staff who is not satisfied that their concern is being properly dealt with has the right to raise it in confidence with a governor of their choosing. If they remain dissatisfied, they should consider raising their concern with an external authority. This may include (depending on the subject matter of the disclosure) HMRC, the Audit Commission, the Health and Safety Executive and/or the LADO. It should be noted that under the Public Interest Disclosure Act 1998, there are circumstances where a member of staff may be entitled to raise a concern directly with an external body where the individual reasonably believes:

- That exceptionally serious circumstances justify it;
- That the school would conceal or destroy the relevant evidence;
- Where they believe they would be victimised by the school;
- Where a Secretary of State has ordered it.

No member of staff will suffer a detriment or be disciplined for raising a genuine and legitimate concern, providing that they do so in good faith and following this procedure.

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### Registration: missing children and children being deleted from registers

We place a pupil on the Admission Register at the beginning of the first day on which we have agreed, or have been notified, that a pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school will notify the Local Authority at the earliest opportunity to prevent the child from going missing from education. Where reasonably possible, we hold more than one emergency contact number for each pupil.

We inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the schools permission for a continuous period of ten school days or more.

Where a parent notifies us that a pupil will live at another address, we record in the Admission Register the full name of the parent with whom the child will live; the new address and the date from when it is expected the pupil will live at this address.

Where a parent notifies the school that the pupil is registered at another school or will be attending a different school in the future, we record in the Admission Register the name of the new school and the date on which the pupil first attended or is due to start attending that school.

We notify the Local Authority within five days when a pupil's name is added to the Admission Register. We provide them with all the information held within the Admission Register about the pupil. This does not apply to pupils who are registered at the start of the school's youngest year.

We also notify the Local Authority when a pupil's name is to be deleted from the Admission Register under any of the fifteen grounds set out in the Education Regulations 2006, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This does not apply to pupils who have completed their final year.

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### Role of the Designated Safeguarding Lead

[adapted from Annex B of KCSIE]

The governing body has designated Mrs Jane Draper, Joint Head Teacher, who it deems an appropriate senior member of staff to take lead responsibility for child protection. It has designated Mrs Eleanor Moody as the additional designated safeguarding lead. Both have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. Either the DSL or the Additional DSL will be available, whenever children are present at school. In exceptional circumstances of both being off-site, then Mrs Yasmin Roberts (Joint Head) may be referred to for advice or the DSL or ADSL can always be contacted by phone.

When children leave the school the DSL will ensure any child protection files are transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

The DSL and ADSL broad areas of responsibility are:

### **Managing referrals**

- Refer all 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.
- Liaise with the Joint Head Teachers to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the 'case manager' and the designated officer at the local authority for child protection concerns in cases which concern a staff member;
- Liaise with staff (especially SENCo) on matters of safety and safeguarding 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.

### **Training**

The designated safeguarding lead and the additional safeguarding lead receive appropriate training carried out every two years (including DSL refresher training, inter-agency training and informal updates and bulletins) in order to:

- 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 child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

- Are 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;
- Can 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;
- 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.

The designated safeguarding lead and the additional designated safeguarding lead ensure that all staff receive appropriate annual training, in line with advice, to include Prevent and on-line safety, how to manage a report of child on child sexual violence and sexual harassment; informal updates are given where needed.

### **Raising Awareness**

The designated safeguarding lead ensures the school policies are known and used appropriately:

- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body 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 in this.
  - Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
  - Work with subject leader for computing within the school to ensure on-line safety training and updates are given to pupils, staff and parents on a regular basis.
  - Work with subject leader for PSHME (personal, social, health and moral education) to ensure that children are taught how to keep themselves safe.
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## Pocket Guide

The following pocket guide is issued to all staff.

<p><b>What happens if you suspect a child is being abused or neglected:</b></p> <ul style="list-style-type: none"> <li>• Immediately inform the DSL, unless the allegation is against her (in which case inform the Head). In the absence of the DSL, inform the ADSL or the Head.</li> <li>• Record and date the details in writing to pass to the DSL.</li> </ul> <p><b>What happens if a child discloses to you abuse by someone else:</b></p> <p><b>RECEIVE</b> – Allow the child to speak without interruption, accepting what is said. Question if necessary, without leading use – open-ended questions.</p> <p><b>REASSURE</b> – Show care and concern, reassuring the child they were right to tell you.</p> <p><b>EXPLAIN</b> – Advise that you will offer support but that you must pass on the information. Do not promise confidentiality.</p> <p><b>REACT &amp; REFER</b> – Immediately inform the DSL what you have been told.</p> <p><b>RECORD</b> and date what you have been told in writing to pass to the DSL. Do not investigate.</p> <p><b>If you receive an allegation about a member of staff or yourself:</b></p> <ol style="list-style-type: none"> <li>1. Immediately inform the DSL (unless she is the subject of the allegation, in which case inform the Head).</li> <li>2. If the allegation is against the Head, immediately inform the Chair of Governors. Do not inform the Head.</li> <li>3. Record and date the details of the allegation in writing to pass to the DSL.</li> </ol> <p><b>You must inform. You must not investigate.</b>          Designated Safeguarding Lead (DSL): Mrs J Draper          Additional DSL (ADSL) &amp; DSL for EYFS: Mrs E Moody          Joint Head Teachers: Mrs J Draper and Mrs Y Roberts          LADO: 01296 383962 Bucks First Response: 01296 383962</p>	<p style="text-align: center;"><b>St Teresa’s School</b></p> <p style="text-align: center;">We are committed to providing an environment where all can feel safe</p> <div style="text-align: center;">  <p>ST.TERESA'S</p> </div> <p style="text-align: center;"><b>Child Protection Pocket Guide</b></p> <p style="text-align: center;">School phone: 01844 345005</p> <p style="text-align: center;">This guide provides readily accessible reference, promoting the principles of our Safeguarding Policy.</p>
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<div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"><b>YOU SHOULD:</b></div> <ul style="list-style-type: none"> <li>• Treat everyone with respect</li> <li>• Provide an example to others</li> <li>• Respect others’ right to privacy</li> <li>• Recognise and allow for the special needs of children with disabilities and learning difficulties</li> <li>• Encourage children and adults to point out behaviour that makes them feel uncomfortable</li> <li>• Avoid physical contact</li> <li>• Remember that someone else might misinterpret your actions, no matter how well-intentioned</li> <li>• Respect the cultural, religious and ethnic backgrounds of those with whom you work and teach</li> </ul>	<div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"><b>YOU SHOULD NOT:</b></div> <ul style="list-style-type: none"> <li>• Permit abusive peer actions (e.g. bullying, racial or other harassment)</li> <li>• Have unnecessary physical contact with children</li> <li>• Judge or jump to conclusions about others</li> <li>• Show favouritism to any individuals, staff or children</li> <li>• Be drawn into attention-seeking behaviour such as crushes or tantrums</li> <li>• Make inappropriate remarks or gestures</li> <li>• Rely on your good name to protect you</li> <li>• Put yourself in a compromising position with a child</li> <li>• Be alone in a room with a child with a closed door</li> <li>• Believe ‘it could never happen to me’</li> </ul>
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## The Goddard Inquiry

The school is aware of its duty not to destroy any records (paper or digital) that may be relevant to the Independent Inquiry into Child Sexual Abuse (The Goddard Inquiry).

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### Key external contacts

Buckinghamshire Safeguarding Children's Partnership: FIRST RESPONSE TEAM telephone 01296 383962 or out of hours emergency number 0800 999 7677; email: [secure-cypfirstresponse@buckscc.gcsx.gov.uk](mailto:secure-cypfirstresponse@buckscc.gcsx.gov.uk) (web site: <http://www.bucks-lscb.org.uk>)

Buckinghamshire Children's Social Care (children in need and children at risk): FIRST RESPONSE TEAM (a single point of contact for Buckinghamshire's Children's Social Care) telephone 01296 383962 or out of hours emergency number 0800 999 7677 (web site: <http://www.buckscc.gov.uk/social-care/children-and-families>)

Local Authority Designated Officer (LADO) for Buckinghamshire: telephone 01296 382070 or [secure-LADO@buckscc.gov.uk](mailto:secure-LADO@buckscc.gov.uk)

Contact details for advice and support about extremism: Buckinghamshire Safeguarding Children's Partnership (see above) or Thames Valley Police: telephone 101 (the non-emergency police number) or the Department for Education helpline for non-emergency advice for staff and governors: telephone 020 7340 7264; email [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

Contact details for reporting FGM to the police: Thames Valley Police: telephone 101 (the non-emergency police number) or 999

For advice about or to report any inappropriate or potentially illegal activity with or towards a child online: CEOP Command (formerly the Child Exploitation and Online Protection Centre) <http://ceop.police.uk/safety-centre> or telephone 0870 000 3344

ChildLine: telephone 0800 1111

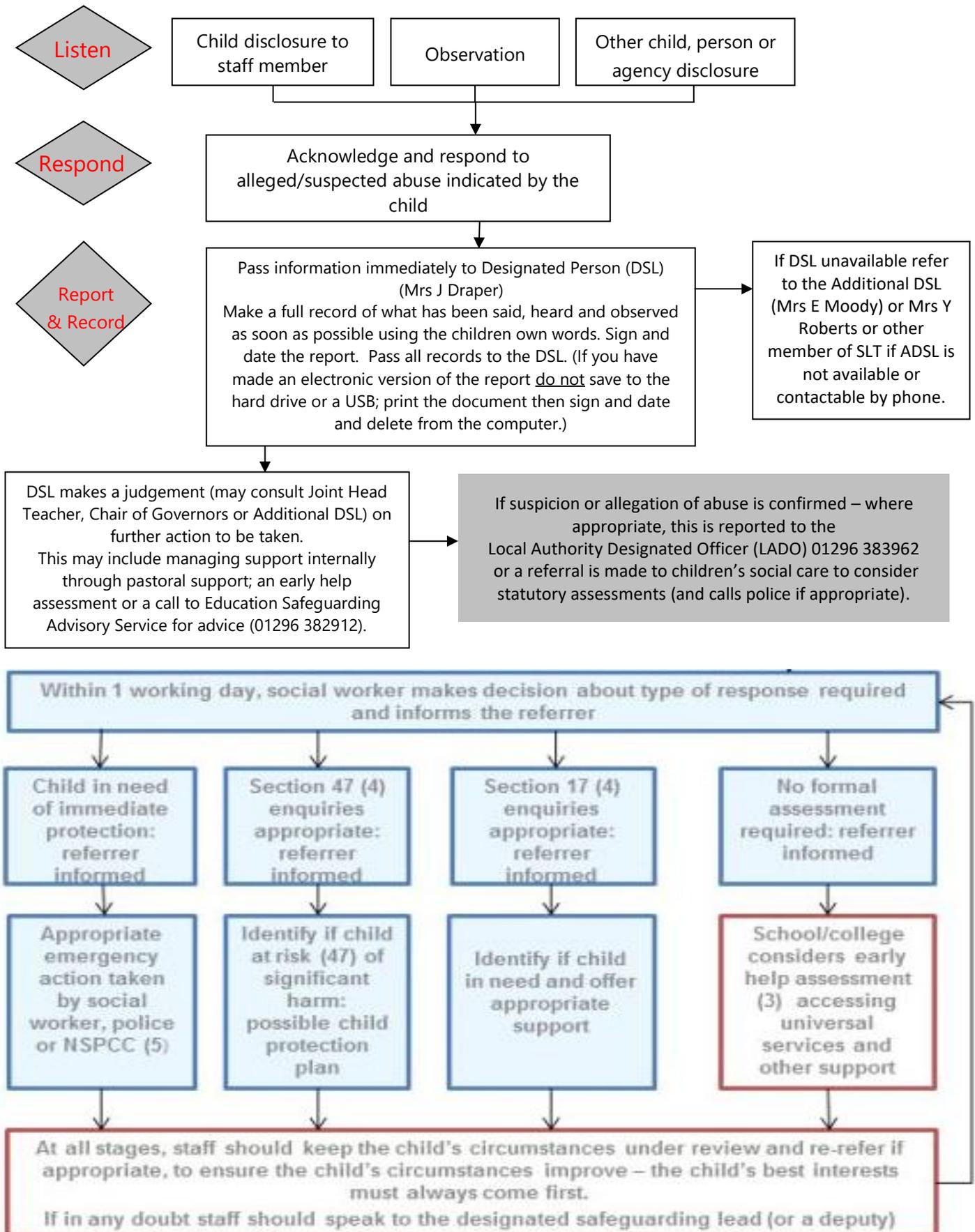
NSPCC: telephone 0808 800 5000; email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Because the school has a number of pupils who live in Oxfordshire we also include their contact details:

Oxfordshire Safeguarding Children's Partnership: Telephone 01865 815843; email: [oscb@oxfordshire.gov.uk](mailto:oscb@oxfordshire.gov.uk) (web site <http://www.oscb.org.uk>)

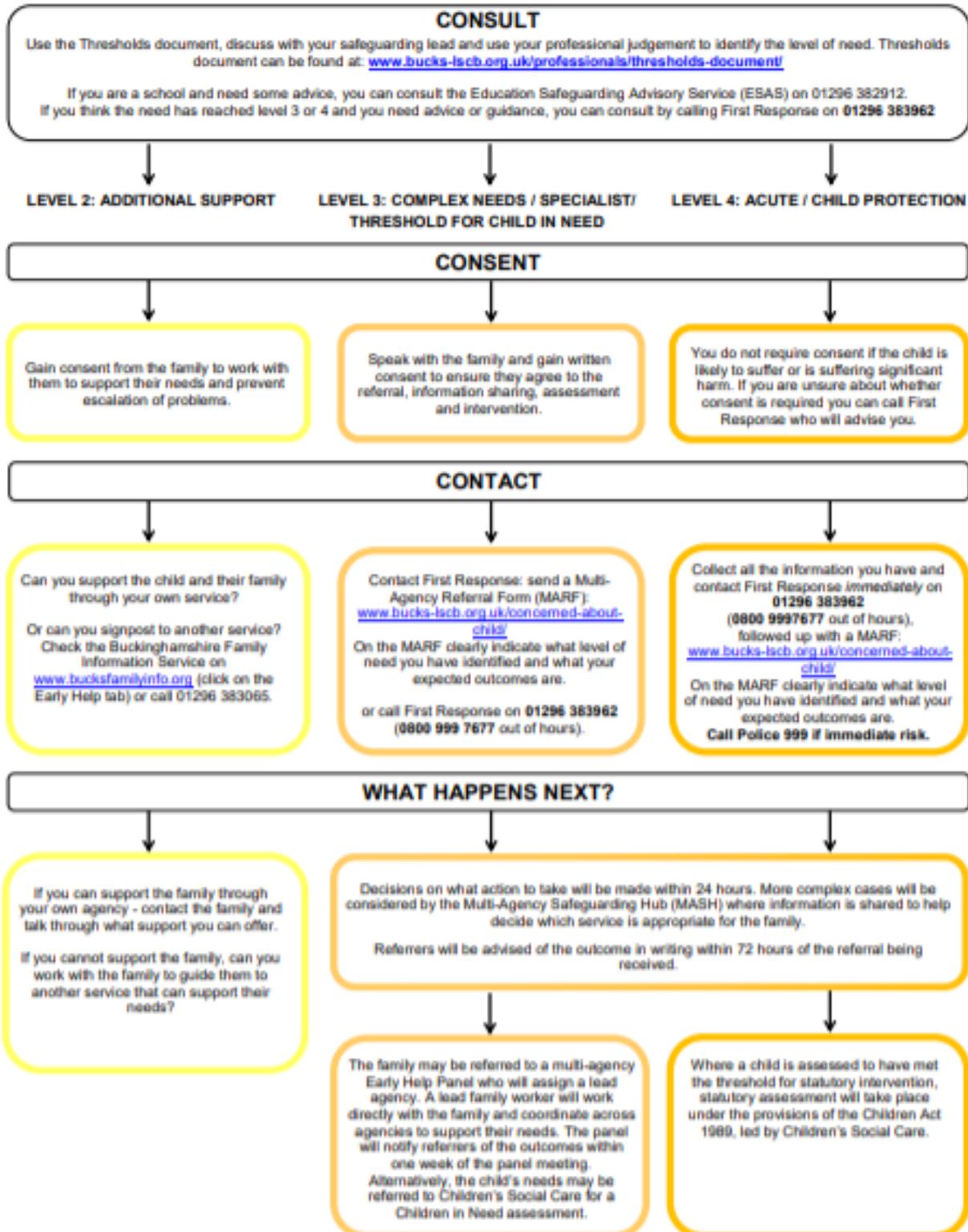
Oxfordshire Children's Social Care (children in need and children at risk): Multi-Agency Safeguarding Hub telephone 0845 050 7666 or out of hours emergency number 0800 833 408

## Flowchart – What to do if you have concerns about a child



# What to do if you have a concern about a child in Buckinghamshire

V2 June 2018



This document can be downloaded from: [www.bucks-lscb.org.uk/professionals/thresholds-document/](http://www.bucks-lscb.org.uk/professionals/thresholds-document/)

