THE SACRED HEART LANGUAGE COLLEGE

Safeguarding & Child Protection Policy

2023-2024

"Confident in God's love for us,

we commit ourselves to His service"

Autumn 2023

Context

Our mission statement is encapsulated in our belief that 'Confident in God's Love for us, we commit ourselves to his service'. At The Sacred Heart Language College we are committed to ensuring that all are of equal worth, secure in the knowledge that all are created in Christ's image. Our actions are governed by our living testament to the Gospel values of justice, fairness, respect and equality. These beliefs underpin our commitment to disability equality.

Policy Reviewed and Updated: Autumn 2021

Signed:

Maria Barrett (Chair of Governors)

Policy Reviewed and Updated: 30th September 2022

Signed:

Maria Barrett (Chair of Governors)

Policy Reviewed and Updated: 29th September 2023

Signed:

Eva Fiorenzo

Eva Fiorenzo, (Chair of Governors)

POLICY STATEMENT

At The Sacred Heart Language College we are proud of our distinctiveness as a Catholic educating community. At the heart of our Mission Statement is our knowledge that each one of us is created in Christ's image. We are all special and unique. The Gospel values of love, respect and justice direct all our actions as we celebrate Christ's presence in our community. Inspired by this the well being and protection of all human life governs our day to day behaviours. This is fundamental to the protection of each child in our care as outlined in this policy.

All staff at The Sacred Heart Language College work to ensure that every child is cared for and treated as an individual. We realise the central role of schools in the safeguarding process given that, after parents, education staff are the adults who have the most contact with children. We understand that staff must have regular training every three years to equip them to deal with their role; the designated officers for Child Protection will have training every two years. We aim to work effectively with parents and external partners, (e.g. the police and social services) to ensure that the safety of our pupils is paramount.

INTRODUCTION

This policy is in line with Harrow Council Local Safeguarding Children Board's Child Protection Process Framework, 'A guide to safeguarding children – What to do if you are worried about a child in Harrow' July 2013, the London Child Protection Procedures 5th Edition 2013 and Harrow LSCB Multi-Agency Resolution of Professional Disagreements in Work Relating to the Safety of Children Policy (Escalation Policy 2012).

The policy is in response to:

i. Sections 175 and 157 of the Education Act 2002, implemented June 2004

ii. Safeguarding Children and Safer Recruitment in Education' issued by the DfES 2007

iii. "Working Together to Safeguard Children" (2015)

iv. "What to do if you are worried a child is being abused" (2015)

v. The Counter-Terrorism and Security Act, (2015)

vi. Children and Social Work Act 2017

vii. 'Keeping Children Safe in Education' (2021)

viii. HSCB Model Safeguarding Policy for schools 2021

This policy applies to all adults, including volunteers, working in or on behalf of the school.

'Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn in education settings; and

Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

Safeguarding Children and Safer Recruitment in Education, DfE 2007, updated October 2012.

SCHOOL COMMITMENT

The Sacred Heart Language College is committed to safeguarding and promoting the welfare of all its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse, e.g. some of those with Special Educational Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

CONTENTS

Section number / Heading		Page
1.	Introduction – legislative framework in Harrow	5
2.	Key contacts	6
3.	The Sacred Heart Language College's Safeguarding Mission Statement	7
4.	Providing a safe & supportive environment for safeguarding	10
5.	Designated Safeguarding Leads	13
6.	Roles & responsibilities	15
7.	Thresholds for intervention	18
8.	Identifying children & young people who may be suffering significant harm	18
9.	Taking action to ensure that children are safe at school & at home	25
10.	Principles for investigation	26
11.	Safer workforce	29
12.	Physical intervention / Positive intervention	30
13.	Public Interest Disclosure Whistleblowing Policy	30
14.	Supporting vulnerable children	31
15.	Child on child abuse	32
16.	Further information – safeguarding children in specific circumstances	35

Appendices

1.	Role description for DSL	43
2.	Types of abuse & neglect	46
3.	Actions where there are concerns about a child	48
4.	Low-level concerns	49
5.	Useful contacts	51
6.	An example of our PCT – PSHE programme	52
7.	National curriculum covered in other curriculum areas	54

1. Introduction – legislative framework in Harrow

The Sacred Heart Language College is fully committed to meeting its responsibility to protect and safeguard the welfare of children and young people in its care. We recognise the important part we have to play in identifying children and young people at risk of abuse and neglect and in securing appropriate support for them and their families.

Safeguarding and promoting the welfare of children is defined in the Department for Education's (DfE) statutory guidance 'Keeping Children Safe in Education' (KCSE) as:

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

'Children' includes everyone under the age of 18.

'A child centred and coordinated approach to safeguarding'

The child's best interests will remain our paramount focus and this is best achieved by THE SACRED HEART LANGUAGE COLLEGE working within the context of the following statutory duties and government guidance which require effective inter-agency cooperation:

Section 175 of the Education Act 2002 places a statutory duty on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

Section 11 Children Act 2004 sets out the arrangements that schools and other specified settings must make to safeguard and promote the welfare of children. These arrangements are outlined within this document so that all staff, families and the local community are provided with a clear understanding of our school's processes and commitment to safeguard and promote the welfare of children and young people in our care.

Children and Social Work Act 2017 brought about a new partnership arrangement to safeguard children. Harrow Safeguarding Partnership Arrangement oversees a collaborative approach by Harrow Safeguarding Children Board and Harrow Safeguarding Adults Board in order to promote a 'Think Whole Family' approach to safeguarding. As a relevant agency THE SACRED HEART LANGUAGE COLLEGE is committed to fulfilling its statutory duty to engage with these arrangements.

All staff which includes headteachers, teachers, non-teaching/support staff and the governing body should read part 1 of statutory guidance Keeping Children Safe in Education which sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in our school.

KCSE incorporates a range of related responsibilities for schools and statutory duties introduced to protect children and young people, including Female Genital Mutilation and Radicalisation.

Our policy and procedure is written in accordance with KCSIE and similarly should be read by all staff. Our policy and procedure also reflects government advice What to do if you're worried a child is being abused – Advice for practitioners

It is also expected that all staff are made aware of related internal school policies including: the student code of conduct and staff code of conduct.

2. Key contacts

(i) Safeguarding and Promoting the Welfare of Children at The Sacred Heart Language College

Role	Name	Telephone
Designated Lead Person for Safeguarding (DSL)	**Rose-Marie Sorohan** **Karen McGarvey**	**020 8863 9922**
Deputy DSL (Attendance & Punctuality lead)	**Deborah Capp**	**020 8863 9922**
Deputy DSL	**Sharon Shaw**	**020 8863 9922**
Other SLT Safeguarding trained to Level 3	**Geraldine Higgins**	**020 8863 9922**
Designated Lead Governor for Safeguarding & Mental Health	**Maggie Pal**	**020 8863 9922**
Lead for Looked After Children	**Rose-Marie Sorohan**	**020 8863 9922**
Headteacher (for concerns/allegations about staff	**Geraldine Higgins**	**020 8863 9922**
Chair of Governors	**To be confirmed**	**020 8863 9922**

(ii) Key local contacts for safeguarding children

Harrow Children's Social Care & Multi-agency Safeguarding Hub (MASH)	**'Golden Number': 020 8901 2690** Emergency Duty Team: weekends, bank holidays and between 5pm-9am during the week: **020 8424 0999**
School based Social Worker (Caitlin Neale)	**020 8863 9922**
Police	**101 or for emergency: 999**
FGM - Mandatory reporting	**Police on 101**
Local Authority Designated Officer for Allegations against staff (LADO)	Initial referrals via **MASH/Golden Number** above. (For on-going cases: **020 8736 6435**)
Children and Young People with Disabilities 0-25 years	**020 8966 6481**
Local multi-agency procedures, guidance and Training: Harrow Strategic Safeguarding Partnership	**www.harrowscb.co.uk/**
NSPCC	**0800 800 5000**
Report Abuse in Education NSPCC Helpline	**0800 136 663**
Childline	**0800 1111**
Government's Whistle-blowing Service via NSPCC Report Line	**0800 028 0285**
Forced Marriage Unit	**Tel: 020 7008 0151**

	From overseas: +44(0)20 7008 0151 (Mon-Fri 9am-5pm) Out of hours: 020 7008 1500 (ask for Global Response Centre) Email
Support and Advice about Extremism DfE helpline (non-emergency advice for staff and governors)	**Tel: 020 7340 7264** Email: counterextremism@education.gsi.gov.uk
Disclosure and Barring Service	**Tel: 03000 200 190** Email: customerservices@dbs.gov.uk
Teaching Regulation Authority	**Tel: 020 7593 5392** Email: misconduct.teacher@education.gov.uk

In the first instance, contact with external agencies should be made via one of the DSLs, or Deputy DSLs where possible.

3. The Sacred Heart Language College's Safeguarding Mission Statement

All staff at The Sacred Heart Language College understand that safeguarding children is everyone's responsibility.

We will:

- Provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- Always act in the best interests of the child, taking their wishes and feelings into account.
- Ensure that all staff and volunteers are recruited using robust 'Safer Recruitment' processes (See The Sacred Heart Language College's **Safer Recruitment Policy**).
- Aim to identify concerns early and prevent concerns from escalating. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, providing the lead professional in undertaking an early help assessment. See Appendix 1 and Harrow's Early Support Offer.
- Establish and maintain an environment where children feel respected, safe, and are encouraged to talk and be listened to when they have a worry or concern.
- Safeguarding and promoting the welfare of children is **everyone's** responsibility.

- **All** staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting **any** form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

- **All staff** should know about (and feel confident to use) school safeguarding systems, including:

  - Policies on KCSIE child protection, pupil behaviour and staff behaviour
  - The school's safeguarding response to children who are missing from education, particularly on repeat occasions and/or prolonged periods.

- **All staff** need to know:
  - How to identify children who may benefit from early help, what our local early help process is and their role in it.
  - How to identify signs of abuse and neglect, and what to do if a child makes a disclosure.
  - That child-on-chid abuse can happen between children both inside and outside school.
  - That children can be at risk of abuse or exploitation in situations both within and outside of their families (e.g. sexual abuse, domestic abuse, criminal exploitation, serious youth violence, county lines and radicalisation) and consider when this might be the case.
  - That technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of abuse and other risks online as well as face to face.
  - How to maintain confidentiality by only involving those who need to be involved.
  - That they should never promise a child confidentiality.
  - That victims of abuse should know they'll be taken seriously, be supported and kept safe. They shouldn't be made to feel ashamed for making a report or that they're creating a problem.
  - That children may not feel ready or know how to tell someone they're being abused, exploited or neglected, and children may feel embarrassed, humiliated or threatened – this shouldn't prevent staff from having a professional curiosity and speaking to the DSL.

- **All staff** will receive annual training as well as training throughout the year and have an understanding of:

  - online safety and filtering and monitoring systems when pupils are working on line
  - the expectations, applicable roles and responsibilities around filtering and monitoring.

- **All staff** should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should

not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

- Ensure that children who have been abused or neglected will be supported in line with a child protection plan.

- Work with parents/carers to build a supportive relationship and be clear about our Safeguarding and Child Protection Procedures and in particular, when we may need to refer concerns to other agencies.

- Include opportunities across the curriculum, including PSHE and Computing for children to be taught about safeguarding and to develop the skills they need to recognise danger and know where to seek help.

- Maintain an attitude of "it could happen here" where safeguarding is concerned.

3.1 Why is this important to our school?

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information or sharing information too slowly and;
- a lack of challenge to those who appear not to be taking action.

3.2 Contextual Safeguarding

We recognise that some safeguarding incidents or behaviours are associated with wider environmental factors which relate to children and young peoples' neighbourhoods and/or online communications. Contextual Safeguarding expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. For further information see the University of Bedfordshire's Contextual Safeguarding Network.

3.3 Equality Statement

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 or health conditions (see section 10)
- 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 (see section 12)

- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

4. Providing a safe & supportive environment for safeguarding

4.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' September 2023. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including
e.g. volunteers and staff employed by contactors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also include undertaking interviews and, where appropriate, ISA, Disclosure Barring Service (DBS) checks and prohibition checks.

Statutory changes, underpinned by regulations, are that:

- a DBS Enhanced Disclosure is obtained for **all** new appointments to the school's workforce.
- The School is committed to keep a single central record detailing a range of checks carried out on our staff
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate including checks on any teacher sanctions or restrictions imposed by a European Economic Area (Keeping Children Safe in Education, 2020).
- checks are made that supply staff have undergone the necessary checks
- identity checks are carried out on all appointments to the school workforce before the appointment is made

The Headteacher and representatives of the governing body have undertaken the National College for Schools Leadership Safe Recruitment training (www.ncsl.org.uk). One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Further details can be seen in our separate Safer Recruitment Policy.

4.2. Safe Practice

The school has adopted IRSC 'Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings' and has undertaken Safe Practice training to ensure that staff are safe and aware of behaviours which should be avoided. Mental health is explicitly included in the definition of safeguarding, which now includes "preventing impairment of children's **mental** and physical health or development"

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;

- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually and fill in a response to show they understand the main issues.
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

4.3 Safeguarding information for pupils

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. The school has a Pastoral Curriculum Programme (PCT) and this along with Personal, Social, Health and Citizenship Education (PSHE) lessons, materials and assemblies help pupils learn how to keep safe. ICT lessons also do work about On- Line safety.

The PCT & PHSE programmes have been mapped in relation to KCSIE 2021.

The DSL must:

- make sure children are taught about safeguarding, including online safety and where necessary that teaching is adapted for those with specific needs and vulnerabilities, including victims of abuse and some pupils with special educational needs (SEN) and/or disabilities

- ensure any systems, processes and policies operate with the pupil's best interests at heart.

School's arrangements for consulting with and listening to pupils are well established. The Pupil Voice Forum meets on a half termly basis. A well- being room has been established and activities are organised by year 11 pupils so is a safe place for all. Well Being newsletters are sent out to staff and pupils

The School employs a counsellor provided by the Catholic Children's Society to provide urgent response if needed and to provide a safe and secure environment for pupils to talk.

The school currently has a social worker based in school who is part of a project organised with Cardiff University who works well with pupils, parents and staff

4.4 Partnership with Parents

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see Action by the Designated Safeguarding Lead).

We encourage parents to discuss any concerns they may have with their daughter's Director of Studies in the first instance. If it is a child protection issue, it will be immediately referred to the Designated Safeguarding Lead (DSL) or the deputy DSL

We make parents aware of our policy at the Year 7 information evening and in our Parent Handbook. Parents are made aware that they can view this policy on request and in addition it is publicly available on our website.

We put relevant information on the School website e.g. information about Tik Tok and specific local issues and if necessary send all parents an email.
The school will be in be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems the school uses to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

4.5 Partnerships with Others

The school recognises that it is essential to establish positive and effective working relationships with other agencies. We liaise regularly with the following external agencies in order to ensure that the safety of all pupils is a priority: the Local Authority (LA) provides training in Child Protection/Safeguarding, the school works with the police, the Early Intervention Service, the Children and Adolescent Health Service (CAMHS), and Social Services as and when it is necessary to help our pupils and their families. The school also works with a number of other agencies to help safeguard our pupils such as Harrow Horizons, Wish, Compass Tiger & Ignite

Our school counsellor is from the Catholic Children's Society and our School based Social worker is employed by Harrow Council.

The school as a relevant agency, should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements.

Safeguarding partners publish a local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided, and DSLs (and their deputies) will need to familiarise themselves with this.

5. Designated safeguarding leads

- The Designated Safeguarding Leads (DSL) are the Head of School, the Deputy Headteacher and members of the senior leadership team as advised by the DFE, and takes lead responsibility for safeguarding. The Deputy DSL is an associate member of the SLT

- The DSL and/or a deputy will always be available to staff during school hours in term time

- Our two deputy DSL's are trained to Level 3 level which is the same level as the DSL

- The DSL retains overall responsibility for safeguarding even when the activities associated with the role are delegated to the deputy DSL

- DSLs should help promote educational outcomes by sharing information about the
- welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with teachers and other staff

- The DSL will hold and use this information in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on:

  - Responding to unauthorised absence or missing education where there are known safeguarding risks

Our DSL and Deputy DSL'S will liaise with the three safeguarding partners (Local Authority, Police and Clinical Commissioning Group) and work with other agencies in line with Working Together to Safeguard Children (2018).

5.1 School Training and Staff Induction

The school's senior member of staff with designated responsibility for child protection (DSL) and the two deputy DSL's undertake Level 3 child protection training and training in inter-agency working, provided by Harrow LSCB every two years, and related safeguarded training on an annual basis. The Headteacher, DSL and deputy DSL will have Level 3 training. All other school staff, including support staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at least annually and that can be provided via for example, email, e-bulletin and staff meetings. In addition to this fifteen staff completed safeguarding courses with the NSPCC by the Autumn term 2020.All SLT members have done basic courses provided by the NSPCC as has our Additional sessions are provided for all staff new to the school (paragraph 13, Keeping Children Safe in Education, 2019). All staff at the Sacred Heart received 3 Inset's on Safeguarding during the school year 2020-2021.(details in appendix)

Since 2021-2022 there have been regular safeguarding sessions including Asthma training for all staff and training on recognising signs of neglect and sexual abuse. Online safety as well as monitoring and filtering is also a focus of training for 2023-2024. All staff do annual training with current KCSIE policies.

5.2 Support, Advice and Guidance for Staff

Staff will be supported by middle and senior leaders who have all undertaken specific safeguarding with overall responsibility for guidance held by the DSL. The DSL will be supported by Maggie Pal, our Governor with responsibility for child protection. Advice and support is always available from Children's Services, and the MASH Assessment Team. All contact numbers are in the first part of this document. Our school social worker is very useful for giving legal advice to us.

5.3 Related School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health, child sexual exploitation (CSE) child criminal exploitation (CCE), bullying (including cyberbullying), domestic abuse, drugs and substance misuse, fabricated or induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender-based violence/violence against women and girls (VAWG), mental health, private fostering, radicalisation, sexting, teenage relationship abuse, trafficking etc.

Keeping Children Safe in Education (2021). - Is the latest government publication on Child Safeguarding in Schools. All policies have been checked against this guidance to ensure the needs of all are met and will be referred to in all our policies as they are updated.

School policies related to safeguarding are discussed in the Safeguarding and Well Being Overview Policy. The full list of related policies is in the appendix of this document. The Appendices also has a Risk assessment related to the Covid19 crisis.

5.4 Children Missing from Education

The school follows the Harrow LSCB procedures "Identifying and maintaining contact with children missing or at risk of going missing from Education". New policy Spring 2018 – see on school website.

The school will inform the local authority of any pupil deleted from the admission register. It will be done as soon as the grounds for deletion are met, so that the local authority can identify children of compulsory school age who are missing education and follow up on any child who may be at risk of abuse or neglect.

The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

5.5. Confidentiality

The Sacred Heart Language College has regard to "Information Sharing" and follows the Harrow LSCB guidance and procedures. Personal information about children and families held by the agencies should not normally be disclosed without the consent of the subject. The law permits, however, the disclosure of confidential information necessary to safeguard the child/ren.

5.6 Pupil Information

In order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- Names and contact details of all persons with whom the child normally lives
- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)

- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has been the subject of a Child in Need or a Child Protection Plan
- Name and contact detail of GP
- Any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information.

All of the above information, with the exception of those currently or formally on a CP plan, is stored on SIMS (pupils). Currently we are changing this system to store all safeguarding information including Peer on Peer abuse on CPOMS and our paper safeguarding files will also be copied and uploaded onto CPOMS. Peer on Peer abuse is also recorded on Racist & Bullying/Peer on Peer abuse logs.

Child Protection information is centralised in a secure file and the DSL gives access to this information on a 'need to know' basis. This information is now uploaded to CPOMS and as many primary schools use CPOMS it helps see the background to the child easily

6. Roles and responsibilities

6.1 The Governing Body should ensure that:

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and local agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures; Governing boards should ensure there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy);
- all staff including governors undertake appropriate child protection training; Governing bodies and proprietors should ensure that **all** governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole
- school approach to safeguarding. Their training should be regularly updated.
- This is recorded on the SCR
    - they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
    - a governor is nominated to be responsible for liaising with the Local Authority Designated Officer (LADO) and / or partner agencies in the event of allegations of abuse being made against the head teacher
    - where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place (see Leasing of Premises to External Organisations, EWS 2009) in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate

- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged
- Ensure that all staff and volunteers access appropriate levels of child protection and safeguarding induction and training, including online safety. Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies along with the SLT should ensure their school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. In addition, all staff should receive regular safeguarding and child protection updates (e.g. via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Liaise closely with the Designated Safeguarding Lead and receive regular reports to monitor procedures and practice and ensure compliance.
- Ensure that staff understand the process and principles for sharing information, including the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) 2016.
- Ensure that safe recruitment procedures are in place and are applied for all staff and volunteers to ensure suitability to work with children, including the requirement for at least one person conducting an interview to have completed safer recruitment training. See **Safer Recruitment Policy**.

6.2 The Headteacher should ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

6.3 Virtual School Heads:

- Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker. They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.
- Virtual school heads[49] manage pupil premium plus for looked after children;[50] they receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and The designated teachers should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.[51] The designated teachers should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

6.4 The Senior Members of Staff with Designated Responsibility for Child Protection (DSL):

- Refer cases of suspect abuse or allegations to the relevant investigating agencies;
- Act as a source of support, advice and expertise within the educational establishment;
- Liaise with the Headteacher to inform him/her or any issues and ongoing investigations and ensure there is always cover for this role;
- Keep detailed accurate written records;
- Ensure the child protection policy is updated and reviewed annually and work with the governing body regarding this;
- To recognise how to identify the signs of abuse and when it is appropriate to make referral;
- Have a working knowledge of: how the LSCB operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's child protection policy;
- Ensure that all staff have induction training;
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.
- Be aware of the need children may have from an 'Appropriate Adult'. See guidance PACE Code C209.

6.5 All staff and volunteers

- Fully comply with the school's policies and procedures
- Attend appropriate training
- Inform the designated person of any concerns

6.6 What all staff should look out for:

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 and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation, or FGM
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse, or a parent in prison
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
- is at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage
- is persistently absent from education, including persistent absences for part of the school day

7. Thresholds for intervention

The DSL will decide upon the most appropriate course of action and whether the concerns should be referred to Children's Social Care – refer to Harrow Thresholds Guidance. If it is decided to make a referral to Children's Social Care the parent will be informed, unless to do so would place the child at further risk or undermine the collection of evidence e.g. obtaining forensic evidence. All concerns, discussion and decisions will be recorded in writing.
N.B. Informing parents does not require seeking their consent to share the information with professionals who need to know.

The DSL will provide guidance on the appropriate action. Options will include:

- Managing any support for the child internally via the school's own pastoral support processes;
- An early help assessment or;
- A referral for statutory services e.g. the child is or might be in need or suffering or likely to suffer harm.

7.1 Early Help

All staff play an important role in safeguarding and promoting the welfare of children and should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. This may be done for example, by immediately speaking with the DSL, or their deputies, regarding any concerns or emerging issues, sharing information with other professionals to support early identification and assessment etc. Taking these steps may prevent concerns from escalating. If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to Children's Social Care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

7.2 Children in Need

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. The Local Authority is required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.
All students identified as children in need or children at risk will be provided with appropriate levels of pastoral support led by a DSL in conjunction with Heads of Year and form tutors.

8. Identifying children & young people who may be suffering significant harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosure of abuse, and/or school staff being alerted to concerns.

Children suffering or likely to suffer significant harm - Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take

any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

8.1 Definitions

As in the Children Acts of 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. All staff received training in February to help them identify signs of Abuse & Neglect

Mental Health: 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

Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education

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

CSE Sexual Abuse involved forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts, They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. See LGFL learning 'Undressed' guidance.

CCE Child Criminal Exploitation may be evident is a variety of ways. Gangs target young people to aid such activities as money laundering and selling drugs. There are gangs & drug trafficking taking place across many areas and thy target young people to become part of organised crime

Domestic Abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Child on Child abuse which can be low level but needs to be recorded. Any acts which may be deemed to be bullying whether it be words spoken, written or On Line must be recorded on CPOMS & in the Bullying/Peer on Peer Abuse or Racist Logs. There is a zero tolerance approach to any kind of sexual abuse or harassment.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying 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, though it may occur alone. This abuse must be recorded.

Mental Health

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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may 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 and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment

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

Online Abuse

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

Children who are lesbian, gay, bi, or trans (LGBT)

- The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.
- LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

8.2 Specific Safeguarding Issues

These include:

- bullying including cyberbullying
  www.gov.uk/government/publications/preventing-andtackling-bullying

- domestic violence
  www.gov.uk/domestic-violence-and-abuse

- drugs
  www.gov.uk/government/publications/drugs-advicefor-schools

- fabricated or induced illness
  www.gov.uk/government/publications/safeguarding-childrenin-whom-illness-is-fabricated-or-induced

- faith abuse
  www.gov.uk/government/publications/national-actionplan-to-tackle-child-abuse-linked-to-faith-or-belief

- forced marriage
  www.gov.uk/forced-marriage

- gangs and youth violence
  www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

- gender based violence
  www.gov.uk/government/policies/violence-againstwomen-and-girls

- mental health
  www.gov.uk/government/publications/the-mental-health-strategy-for-england

- private fostering
  www.gov.uk/government/publications/children-act-1989-private-fostering

- sexting
  www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/

- teenage relationship abuse
  www.gov.uk/government/collections/this-is-abuse-campaign

- trafficking
  www.gov.uk/government/publications/safeguardingchildren-who-may-have-been-trafficked-practice-guidance

8.3 Child Sexual Exploitation (CSE)

www.gov.uk/government/publications/what-to-do-if-yoususpect-a-child-is-being-sexually-exploited

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Since February 2023 forced marriage before a child is 18 is now a crime.

8.4 Female Genital Mutilation (FGM)

www.gov.uk/government/publications/female-genitalmutilation-guidelines

FGM is defined by the World Health Organisation as "all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for nonmedical reasons". There is no cultural or religious justification for FGM and it has been illegal in this country since 1985. If it is performed on a British citizen in the UK or overseas it is a crime. It can leave women and girls traumatised as well as in severe pain, cause difficulties in child birth, and in some rare cases it can lead to death. Current prevalence studies estimate that as many as 60,000 women and girls in the UK could be at risk of FGM, and over 125,000 may already be living with the consequences
The main countries of origin where FGM is practiced include Africa and the Middle East.

FGM frequently involves young girls between the ages of infancy and 15 years of age.

As professionals we need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs of Girls at Risk

Member of a community whose country of origin practises FGM and that is less integrated into UK society

A girl whose sister or other relatives have undergone FGM

A girl whose parents have withdrawn her from lessons featuring FGM (where other warning signs are also present)

Families making preparations for an extended holiday, including arranging vaccinations in the country of origin.

Families may practice FGM in the UK when a female family member elder is visiting from the country of origin.

You may hear reference to FGM in conversation, for example a girl may tell other children about it.

There is a **MANDATORY** reporting duty upon the school to report to the Police where they discover that FGM appears to have been carried out on a girl under 18 years.

8.5 Preventing Radicalisation

www.gov.uk/government/publications/channel-guidance

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The Channel panel includes the local authority and chief officer of the local police.

As a school if we have any concerns that require the attention of the Channel panel we will make an immediate referral via the Multi-agency Safeguarding Hub (MASH) Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

The Act requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

The Harrow Prevent Strategy

Prevent is one of strand of the UK's overall counter terrorism strategy, known as CONTEST. Prevent aims to stop people becoming terrorists or supporting terrorism by focusing on the following 3 objectives;

- challenging **ideologies** that support terrorism and those who promote it;
- protecting vulnerable **individuals** from being drawn into extremism through appropriate advice and support;
- supporting sectors and **institutions** where there is a risk of radicalisation.

Section 26 of the Counter Terrorism and Security Act 2015 places a statutory duty on specified authorities to have *'due regards to the need to Prevent People from being drawn into terrorism'*. Specified authorities identified as part of this duty apply to bodies which have significant interaction with children, young people and adults who could be vulnerable to radicalisation and extremism.

In order to fulfil our statutory duty we are mindful of the following key points;

Risk assessments

- Assess the risk of children and young people being drawn into extremist ideologies within their institution

- Demonstrate an understanding of risks affecting children in our local area
- Have clear safeguarding procedures in place via their Designated Safeguarding Lead (DSL) – including appropriate recording keeping
- Respond in an appropriate manner in issues of concern, making appropriate referrals to Harrow Channel
- Prohibit extremist speakers within our school.

Staff training

- Assess the individual training needs of staff within our school (including governors)
- Ensure key staff are trained using the Workshop to Raise Awareness of Prevent (WRAP) via the Harrow Prevent Coordinator.
- Ensure that the Designated Safeguarding Lead within institutions cascades appropriate Prevent related information and guidance to staff.

The National Prevent Strategy defines extremism as;

"the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect of different faiths and beliefs. We also include in our definition of extremism calls for death of members of our armed forces".

Young people growing up will experience risk associated with the transition from childhood to adulthood and this can involve exploring alternative ideologies and engaging in risky behaviours therefore it is vital that the focus of Prevent work is targeted at preventing people exposing themselves to risk and providing early support to prevent further escalation of risk. We are committed to maintaining a strong curriculum, including our Pastoral Curriculum Framework, that enables our young people to think critically and build resilience.

Online Safety

We ensure that we have effective mechanisms to identify, intervene in, and escalate any online safety incident where appropriate. Online safety is included in our curriculum at all levels and information is also provided to parents/carers. Where students are being asked to learn online at home, the school follows government advice to support schools to so safely.

Staff are made aware of the school approach to online safety, including:

- Creating a safer online environment – including training requirements, filters and monitoring;
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on-line (Teaching online safety in schools July, 2019);
- Inspiring safe and responsible use and behaviour;
- Acceptable and safe use of mobile phones both within school and on school trips/outings;
- Safe use of camera equipment, including camera phones; and
- What steps to take if you have concerns and where to go for further help.

All staff must agree to the Acceptable use of ICT Policy in conjunction with our Code of Conduct in relation to personal online behaviour.

9. Taking action to ensure that children are safe at school & at home

All staff will follow the Harrow Safeguarding Children Procedures 'Keeping Children Safe in Education 2020' and staff are expected to read and become familiar with the short version of tis document when a revised version comes out each September

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

9.1 Reporting concerns

It is important to make a distinction between the action to be taken where a member of staff has a concern about a child and the action to be taken where a child is in danger or at risk of harm. The following guidance must be followed by all staff:

- Where a staff member has a concern about a child, he/she will need to decide what action to take. He/she should discuss this with the DSL. Possible courses of action include referral to social services, referral to other agencies, or an early help assessment

- Where a child is in immediate danger or at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral.

- Where a referral is made by someone other than the DSL in either case, the DSL should be informed as soon as possible afterwards

- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one

- Staff should take action on any mental health concerns that are also safeguarding concerns, following the school's child protection policy and speaking to the DSL or deputy

- If a teacher, in the course of their work in the profession, discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

9.2 Staff will immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

9.3 Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

9.4. Teaching pupils about safeguarding

As part of the Pastoral Curriculum Framework and Computing curriculum pupils are taught about safeguarding, including staying safe online.

This is covered through our PCT programme, personal, social, health education, assemblies and sex and relationship education.

See Appendix 6: PCT / PHSE Overview

10. Principles for investigation

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information if necessary
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did X hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

10.1 Action by the Designated Senior Person (or other senior person in their absence)

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons, e.g. Children's Services, Early Intervention Services and local safeguarding board
- the child's wishes

10.2 Contextual Safeguarding may well be necessary at this stage

- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment

- All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence)

10.3 Then the DSL/Deputy DSL decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children's Services will be accompanied by a standard referral form.

10.4 Action following a child protection referral

The designated senior person or other appropriate member of staff will:

- make regular contact with Children's Services and the LSCB
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where a child who is the subject of a child protection plan moves from the school or goes missing, immediately inform the key worker in Social Care

10.5 Recording and Monitoring

Accurate records will be made as soon as practicable and will clearly distinguish, between observation, fact, opinion and hypothesis. All records will be signed and dated, and information given will be recorded and a note made of the location and description of the injuries seen.

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked way and only accessible to the headteacher and senior designated person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' Original copies will be retained until the child's 25th birthday.

10.6 Supporting the Child and Partnership with Parents

- The school recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

11. Safer workforce

11.1 Safer Recruitment
The Sacred Heart Language College has a separate *Safer Recruitment Policy* which specifies how all staff and volunteers must be recruited, following robust recruitment and selection process, including DBS and thorough reference checks.

The aims of the Safer Recruitment Policy are to help appoint the most suitable people to work with our pupils and to deter, reject or identify people who might harm pupils or are otherwise unsuitable to work or volunteer in our school.

11.2 Safer working practice
All school staff and volunteers should take care not to place themselves in a vulnerable position with a child. THE SACRED HEART LANGUAGE COLLEGE's Staff Code of Conduct and forms part of our School's compulsory training for all staff and volunteers. Click here for further guidance Professional and Personnel Relationships(saferrecruitmentconsortium.org)

11.3 Managing allegations against staff and volunteers - Any allegation against a member of staff or volunteer, as described below, must be reported to the **Headteacher** without delay.

This part of the guidance relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Where an allegation is made against the Headteacher, the matter must be reported immediately to the Chair of Governors, or the Vice-Chair in his/her absence, without notifying the Headteacher first.

Where a member of staff or volunteer may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates that they may not be suitable to work with children.

In addition, we ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003.

Our school will also ensure that any member of staff facing an allegation will be provided with support, including a named contact if they are suspended. We will work effectively with the LADO to help ensure that the matter is dealt with as quickly, fairly and consistently as possible in the interests of all concerned.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification. Confidentiality should not be promised and information should be shared on a 'need to know' basis only.

An immediate written record of the allegations should be made, including time, date and place where the alleged incident took place, with brief details of what was said to have happened. This record should be signed and immediately passed on to the Headteacher (or Chair of Governors if the allegation is made against the Headteacher).

The Headteacher or Chair of Governors will not investigate the matter but will consult the LADO via MASH.

Whilst recognising our duty to support staff, the welfare of our pupils remains our paramount consideration.

Our school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school. We recognise our legal duty to refer to the Disclosure Barring Service (DBS) and any other relevant professional body details of anyone who has harmed or poses a risk of harm to a child. For further details on the management of allegations against staff, please see THE SACRED HEART LANGUAGE COLLEGE's Safer Recruitment Policy.

12. Physical intervention / Positive intervention

The school's approach to physical intervention and positive handling by staff complies with the DfE's guidance on use of reasonable force. *S*taff may only use reasonable force, meaning no more force than is needed to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

Headteachers and other authorised trained staff can use such force/restraint as is reasonable in the circumstances to conduct a search for the following prohibited items: knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, mobile phones or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

Where the use of force is necessary, plans and reasonable adjustments should be made for disabled children and children with special educational needs.

Any use of force or restraint must be recorded on the school's Physical Intervention Report Form and the parent/carer should be informed of the incident.

13. Public Interest Disclosure Whistleblowing Policy

Allegations made against / concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

All staff and volunteers at our school should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by our senior leadership team, this includes both allegations and low level concerns (Appendix 5).

All staff and volunteers are to be made aware of their Whistleblowing responsibilities promptly report any concerns in the interests of protecting children and staff from poor practice and or unsuitable behaviour. This includes the requirement to self-disclose any personal information which may impact on their suitability to work in an education setting.

Where internal reporting arrangements are viewed not to have been taken seriously or with sufficient rigour, any member of staff can raise concerns externally if the matter is not resolved by the Headteacher or Chair of Governors e.g. via the Local Authority's Designated Officer for Managing Allegations; the HSCB or the Government's Whistle-blowing report line: **0800 028 0285 or** help@nspcc.org.uk

14. Supporting vulnerable children

We recognise that without appropriate intervention and support, abuse or witnessing violence may have an adverse impact on children which may last into adulthood.

Our school will support pupils through:

- Curricular opportunities to encourage self-esteem and self-motivation;
- An ethos that actively promotes a positive, supportive and safe environment and values the whole community;
- Liaison with other agencies which support the pupil such as Social Care and Child and Adolescent Mental Health Services (CAMHS);
- Our school's behaviour policy will support vulnerable pupils in the school. Our staff will agree a consistent approach that focuses on the behaviour of the child but does not damage the pupil's sense of worth.

14.1 Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. We will ensure that our staff have the skills, knowledge and understanding necessary to keep looked after children safe, including children who were previously looked after.

In particular, we will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with Parental Responsibility. Our staff will obtain information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. Our **Designated Teacher for Children Looked After** will obtain details of the child's social worker and the name of the virtual school head in the authorities that looks after the child.

The DSL for CLA will work with the virtual school head and the Personal Adviser to promote the educational achievement and welfare of existing and previously Looked After Children. For further information see The Role and Responsibilities of the Designated Teacher and Promoting the Education of Looked After Children.

14.2 Children potentially at greater risk of harm

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Local authorities should share the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

15. Child on child abuse

15.1 Child on child abuse

Our school's policy on the prevention and management of abuse is set out in a separate document and is reviewed annually by the governing body. This policy includes reference to all types of abuse (including cyberbullying, prejudice-based abuse and discriminatory abuse). We acknowledge that to allow or condone bullying may lead to considerations under child protection procedures.

We recognise that children can also be vulnerable to: abuse in intimate relationships between peers, physical abuse, sexual violence and harassment, consensual and non-consensual sharing of nudes and semi-nude images and/or videos, engaging in sexual activity without consent, upskirting and initiation/hazing type violence and rituals. Such abuse may occur online and offline. Children may also be the perpetrator of such behaviour. The school has a zero-tolerance approach to abuse and will always address incidents of abuse seriously, involving partner agencies where required. Staff also understand that if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not reported.

Staff should not dismiss abusive behaviour as 'normal' between young people. Staff should not develop high thresholds before taking action and abusive behaviour should never be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys', as it can lead to a culture of unacceptable behaviours and an unsafe environment for children. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence and rituals.

15.2 Child on child sexual violence and sexual harassment

At The Sacred Heart Language College, we recognise that sexual violence and sexual harassment can occur between children of **any age and sex.**

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. In referencing sexual harassment, it is in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

We also recognise the criminal offence of 'Upskirting' (where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

Some children, whilst at school, sexually harass their peers via their mobile phone and smart technology and share indecent images: consensually and non-consensually (often via large chat groups).

In response to such a report our school will act in accordance with Part 5 of KCSIE (2021):

- reassure the victim that they will be taken seriously, and they will be supported;
- respond in line with our safeguarding procedures outlined in section 5 of this document which have been shared with all staff and students;
- where a concern includes an online element, follow DfE guidance: Searching, screening and confiscation at school and UKCCIS advice Sexting in schools and colleges. Adults should not view sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery. See Guidance on Suspected Indecent Imagery for Staff.
- if possible, manage any such reports with two members of staff present (preferably the DSL being one of them).

Where there has been a report of sexual violence, our DSL will make and record an immediate risk and needs assessment.

Where there has been a report of sexual harassment, the DSL will consider the need for a risk assessment on a case-by-case basis.

The risk and needs assessment will consider and keep under review:

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

Our DSL will engage with children's social care, the police and specialist services as required. Any risk assessments undertaken by the other agencies/services will be used to inform our school/college's own risk assessment.

Important considerations:

- the wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible;
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages and developmental stages of the children involved;
- any power imbalance between the children e.g. age differential, disability or learning difficulty
- if the alleged incident is a one-off or a sustained pattern of abuse;
- any ongoing risks to the victim, other children, adult students or staff; and
- other related, contextual issues e.g. in the community/local environment
- if both the alleged perpetrator and victim are still attending the same school/college, how best to keep them at a reasonable distance apart (including on transport).

15.3 Management of sexual violence/harassment cases

Where appropriate, the management of such cases will be agreed in consultation with children's social care and/or the police or other specialist service. There are four possible routes – **all** underpinned by the principle that such behaviour is **never acceptable and will not be tolerated:**

Manage internally - In some case of sexual harassment, e.g. one-off incidents, it might be appropriate to handle the incident internally, perhaps through utilising our behaviour and bullying policies and by providing pastoral support.

Early Help – Providing early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Referrals to children's social care – Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to children's social care, who will determine whether any of the children involved are in need of protection or other services. Referring to children's social care should not delay our school from taking immediate action to protect the victim and other children. However, we will ensure that any such actions do not jeopardise a statutory investigation.

Reporting to the Police – Any report to the police will generally be in parallel with a referral to children's social care. Where a report of rape, assault by penetration or sexual assault is made, the matter should be passed on to the police. If the alleged perpetrator is under ten (below the age of criminal responsibility), the principle of reporting to the police remains. The police will take a welfare approach, rather than a criminal justice approach.

The school will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents/carers. They should also discuss the best way to protect the victim and their anonymity.

With all routes outlined above, it is vital that all concerns, decisions and reasons for decisions are recorded (written or electronic).

Bail conditions – The term 'Released Under Investigation' (RUI) will apply where circumstances do not warrant the application of bail to either re-attend on a particular date or to include conditions preventing activity in or in some cases ensuring compliance with an administrative process.

In all cases, our school will work with children's social care and the police to manage any implications and to safeguard children. An important consideration will be to ensure that the victim can continue in their normal routine, including continuing to receive a suitable education.

The end of the criminal process – if a child is convicted or cautioned for a sexual offence and remains in school, expectations regarding their future behaviour and any restrictions must be made clear.

Safeguarding and supporting the victim – victims may not disclose the whole picture immediately. They should be asked if they would find it helpful to have a designated trusted adult to talk to about their needs and have choice about who this is. In response to any stress they may experience, flexible or alternative arrangements for their education may need to be considered. We will do everything we reasonably can to protect the victim from bullying and harassment to ensure that they continue to receive a suitable education.

Safeguarding and supporting the alleged perpetrator – Any child will likely experience stress as a result of being subject of allegations and any associated negative reactions by their

peers. We will respond proportionately, recognising that the alleged perpetrator may have unmet needs as well as potentially posing a risk of harm to other children. These behaviours may be a symptom of either their own abuse or exposure to abusive practices and or materials. We will seek advice as appropriate from children's social care, specialist sexual violence services and the police.

If the alleged perpetrator moves to another educational provision, our DSL will ensure that relevant staff at the new provision are made aware of any ongoing support needs and any potential risks to other children and the staff.

16. Further information – safeguarding children in specific circumstances

16.1 Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. There may also be community safety incidents within the vicinity of the school which can raise concerns amongst children and parents.
Opportunities for students to develop their confidence and abilities around keeping themselves are embedded into the school curriculum.

16.2. Children and the court system

Guidance is available for when children are required to give evidence in **criminal courts** 5-11 year olds and 12-17 year olds.

Making arrangements for children via the **family courts** following separation can be stressful and entrench conflict in families. The Ministry of Justice has launched useful online guidance Get help with child arrangements (also known as contact, access or custody).

16.3 Children with Disabilities or Special Educational Needs

Our school is committed to ensure that children with disabilities or special educational needs have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the same outcomes as non-disabled children. We recognise children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. This is because they can experience greater vulnerability as a result of negative attitudes and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairments.

This understanding is incorporated into our staff training, so that we all remain vigilant to identifying the additional vulnerabilities for these children in our care and provide the appropriate level and type of pastoral support.

Staff should bear in mind that additional barriers can exist when recognising abuse and neglect in children with special educational needs and/or disabilities. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration; these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children; the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and communication barriers and difficulties in managing or reporting these challenges.

16.4 Children missing from education
A child going missing from education, particularly repeatedly, is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. The school will fulfil its statutory duty in notifying the local authority when removing a pupil's name from the admission's register outside of the normal transition points. We will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority before deleting their name from the register. We will also notify the local authority within five days of adding a pupil's name at a non-standard transition point.

When one of our pupils goes missing from home or care we will contribute to the police and local authority's efforts to identify and locate the child by completing the Grab Pack for a Missing Children. For further guidance see Children missing education

16.5 Children with a family member in prison
These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO (National Information Centre on Children of Offenders) provides information to support professionals working with offenders and their children, to help mitigate negative consequence for those children.

16.6 Child Sexual Exploitation and Child Criminal Exploitation
Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual or criminal activity. In some cases, the abuse will be in exchange for something the victim needs or wants, and/or will be to the financial benefit or increased status of the perpetrator or facilitator.

Child Sexual Exploitation and Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Like all forms of abuse exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;

- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posting on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of Child Criminal Exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

The above Child Criminal Exploitation indicators can also be indicators of Child Sexual Exploitation, as can:

- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;

Our school will support the multi-agency activity to combat these crimes and help to divert and support any young pupils affected by CSE and CCE. We will follow the HSCB protocol for identifying and managing cases of CSE and/or CCE and promote the use of the HSCB's SAFEGUARD Identification Tool Identification tool in our child protection training. Also see section 'Child on Child Sexual Violence and Sexual Harassment.

16.7 Serious violence
Schools are increasingly recognised as places where early warning signs can be spotted that younger children may be at risk of getting involved in serious violent crime. Crucial preventive work can be done at this stage to prevent negative behaviour from escalating and becoming entrenched. We recognise that even low levels of youth violence can have a disproportionate impact on a pupil or the wider school/community environment. We will therefore, support children in developing safeguarding skills to prevent involvement in risky behaviours, and where serious concerns arise we will work collaboratively with our partner agencies to help prevent escalation of harm.

For further information refer to government guidance advice to schools on gangs and youth violence and Preventing serious violence: a multi-agency approach.

Support for young people affected by gang association can be obtained via London gang exit

16.8 County Lines
This is a geographically widespread form of criminal activity involving drug networks or gangs that groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural or seaside areas. Missing episodes can be an important identifying factor, where the victim may have been trafficked for these purposes. In close working relationship with our local MASH a referral to the National Referral Mechanism will be considered for any such concerns.

Further advice can be obtained from Home Office guidance Criminal exploitation of children and vulnerable adults - county lines

16.9 Cybercrime
Cybercrime is a criminal activity committed using computers and/or the internet. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cybercrime.

If there are concerns about a student in this area then the DSL will consider referring them to the Cyber Choices programme.

16.10 Domestic Abuse
The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Our school recognises the immediate and long-term impact of domestic abuse on a child's development and emotional wellbeing. All staff will remain vigilant to identifying the signs so that early help and protective action can be instigated where appropriate. We endeavour to provide the child with a safe and caring environment at school to help mitigate the impact of home-life stresses.

Any notifications received from the police/MASH of domestic abuse incidents, will be promptly reviewed by our DSL. This will enable our school to respond appropriately to the impact on the child/young person and to share any additional information with MASH to assist in the overall identification and assessment of risk

16.11 So-called 'honour-based' abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

16.12 Female Genital Mutilation (FGM)

FGM comprises all non- medical procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

In our school we recognise that whilst there is not necessarily an intention to harm a girl through FGM, the practice has serious short and long term medical and psychological implications. We are committed to work with families, partner agencies to promote understanding and safeguard pupils who may be at risk of this practice.

We aim to work sensitively with community groups where this may be a cultural belief and practice, however we will act to safeguard and promote our pupils welfare where required and will fulfil our duties under the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015). This places a statutory duty upon teachers to personally report to the police cases where they discover that an act of FGM appears to have been carried out on a girl under 18.

Where it is suspected that a girl is at risk of FGM being undertaken then child protection procedures must be followed.

Further information can be found in: Multi-agency statutory guidance on female genital mutilation and Mandatory reporting of female genital mutilation - procedural information

16.13 Forced Marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. A lack of consent can be where a person does not consent or where they cannot consent e.g. if they have learning disabilities. There can also be links to so-called 'honour based' abuse. The Forced Marriage Unit can be contacted for advice or information on 020 7008 0151 or email: fmu@fco.gov.uk. Our school recognises that it has an important role in safeguarding children from forced marriage by educating pupils about the law and their rights and in identifying signs of risk. Further information can be found in Government Guidance on Forced Marriage.

16.14 Homelessness

Our staff will alert the DSL of families becoming or at risk of becoming homeless, so that the DSL can refer to housing services at the earliest opportunity. Indicators for the risk of homelessness can include debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Duties introduced under The Homelessness Reduction Act 2017 shift focus to early intervention. For further information refer to Homeless Reduction Act Factsheets.

16.15 Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. It can happen in many different ways and settings. The School and its staff have a duty to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty). Protecting children from radicalisation: the Prevent Duty provides guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

All staff are encouraged to familiarise themselves with the government's website www.educateagainsthate.com. The website is designed to equip school leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people.

The School has a risk assessment process in place for considering and protecting children at risk of radicalisation and extremism. The risk assessment takes into consideration that the

internet and use of social media have become major factors in the radicalisation of young people and our school's E-safety policy and curriculum embeds understanding of these particular risks.

Our school will help to identify young people at risk and work with local partnership arrangements including the **Channel Programme** to help support and divert any young people from associated harm: Click here for further guidance Channel Duty Guidance

16.16 Private Fostering

We recognise the importance of identifying children in Private Fostering arrangements so that their needs can be fully assessed by the local authority. At THE SACRED HEART LANGUAGE COLLEGE we will confirm the status of every pupil's care arrangements on admission (or when a pupil's care arrangements change) and notify the local authority of any known or suspected Private Fostering arrangement. We will support any subsequent assessment and remain alert to any additional needs that children placed away from their immediate families might face. See links for information on what constitutes private fostering and details of The Children's Act 1989: private fostering.

16.17 Substance Misuse

a) Student substance misuse

We recognise the clear role our school has to play in preventing drug misuse as part of our pastoral responsibilities. We will provide age appropriate information on drugs and alcohol and tackle problem behaviour, working with local partners to prevent drug or alcohol misuse. For further guidance refer to DfE and ACPO Drug Advice for schools. (ACPO has changed to the National Police Chiefs' Council).

b) Parental Substance Misuse

Substance misuse (drugs or alcohol) may impact on parental capacity and can significantly exacerbate other concerns such as domestic violence or mental health issues. We will remain vigilant in identifying and supporting pupils and their families facing such issues, and work in collaboration with other agencies where necessary to prevent significant harm.

16.18 Mental Health

a) Student Mental Health:

Our school seeks to promote positive mental health in our pupils and to identify and address those with less severe problems at an early stage and build their resilience. We are also committed to identifying and supporting pupils with more severe needs and to help make appropriate referrals to specialist agencies such as Child and Adolescent Mental Health Services (CAMHS) where necessary.

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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe pupils day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, they must immediately speak to the DSL or a deputy DSL.

b) Parental Mental Health:

We recognise that some parents with mental health issues may experience difficulties at times with their parenting responsibilities. We are committed to supporting such families and will endeavour to identify those who would benefit from early help from local services and work with them to avoid any adverse impact on their children. For further guidance refer to Parental mental health.

16.19 Trafficking and Modern Day Slavery

Our school will remain alert for children trafficked into the country who may be registered at our school for a term or longer, before being moved to another part of the UK or abroad. We will bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, Traveller or migrant families – who collectively go missing from school. For further government guidance refer to Safeguarding Children who may have been trafficked practice guidance.

16.20 Young carers

With so many adult responsibilities, young carers often miss out on opportunities that other children and young people have to play and learn. We in THE SACRED HEART LANGUAGE COLLEGE are uniquely placed to identify and respond to concerns and 'triggers' where children and young people may require additional help as carers. We will aim to respond early with our own pastoral support and where appropriate seeking help from local authority support services for young carers.

Policy Reviewed & Ratified by Governors: Spring 2013

Signed: James Coyle (Chair of Governors)

To be reviewed: Annually

Policy Reviewed: Spring 2015

Signed: James Coyle (Chair of Governors)

To be reviewed: Annually

Policy Reviewed and Updated: Autumn 2015

Signed: James Coyle (Chair of Governors)

Policy Reviewed and Updated: Autumn 2016

Signed:

James Coyle (Chair of Governors)

Policy Reviewed and Updated: Summer 2018

Signed:

James Coyle (Chair of Governors)

Policy Reviewed and Updated: Summer 2020 (09-07-2020)

Signed:

James Coyle (Chair of Governors)

Policy Reviewed and Updated: Autumn 2021

Signed:

James Coyle (Chair of Governors)

Policy Reviewed and Updated: Autumn 2022

Signed:

Maria Barrett
(Chair of Governors)

Appendix 1 – Role Description for Designated Safeguarding Lead

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead.

These people should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions, inter-agency meetings, contribute to the assessments of children – and/or to support other staff to do so.

Any deputy should be trained to the same standard as the DSL, but the ultimate lead responsibility for child protection remains with the DSL.

Managing referrals

The designated safeguarding leads 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 person is dismissed or has 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.

Working with others

The designated safeguarding leads are expected to:

- act as a point of contact with the three safeguarding partners (Local Authority, Police and Clinical Commissioning Group (CCG);
- 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;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) 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 staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- 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 or college's safeguarding and 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;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation (GDPR);
- understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioner's;
- are 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 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 or college;
- 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; and
- 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.

Raising Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's safeguarding 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 safeguarding and 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; and
- link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- 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. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might

face and the additional academic support and adjustments that they could make to best support these children.

Transfer of child protection files

Where children leave the school or college (including for in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be 101 obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives

Guidance on the transfer of a child protection file to another educational setting.

Availability

During term time the DSL or deputy should always be available (during school hours) for staff to discuss any safeguarding concerns either directly or by phone or email. In exceptional circumstances where they are unavailable, a Level 3 Safeguarding trained senior leader will be available.

Appendix 2

Types of abuse and neglect

All school and college staff should be aware that 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 known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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 is a specific safeguarding issue in education (see paragraph 29).

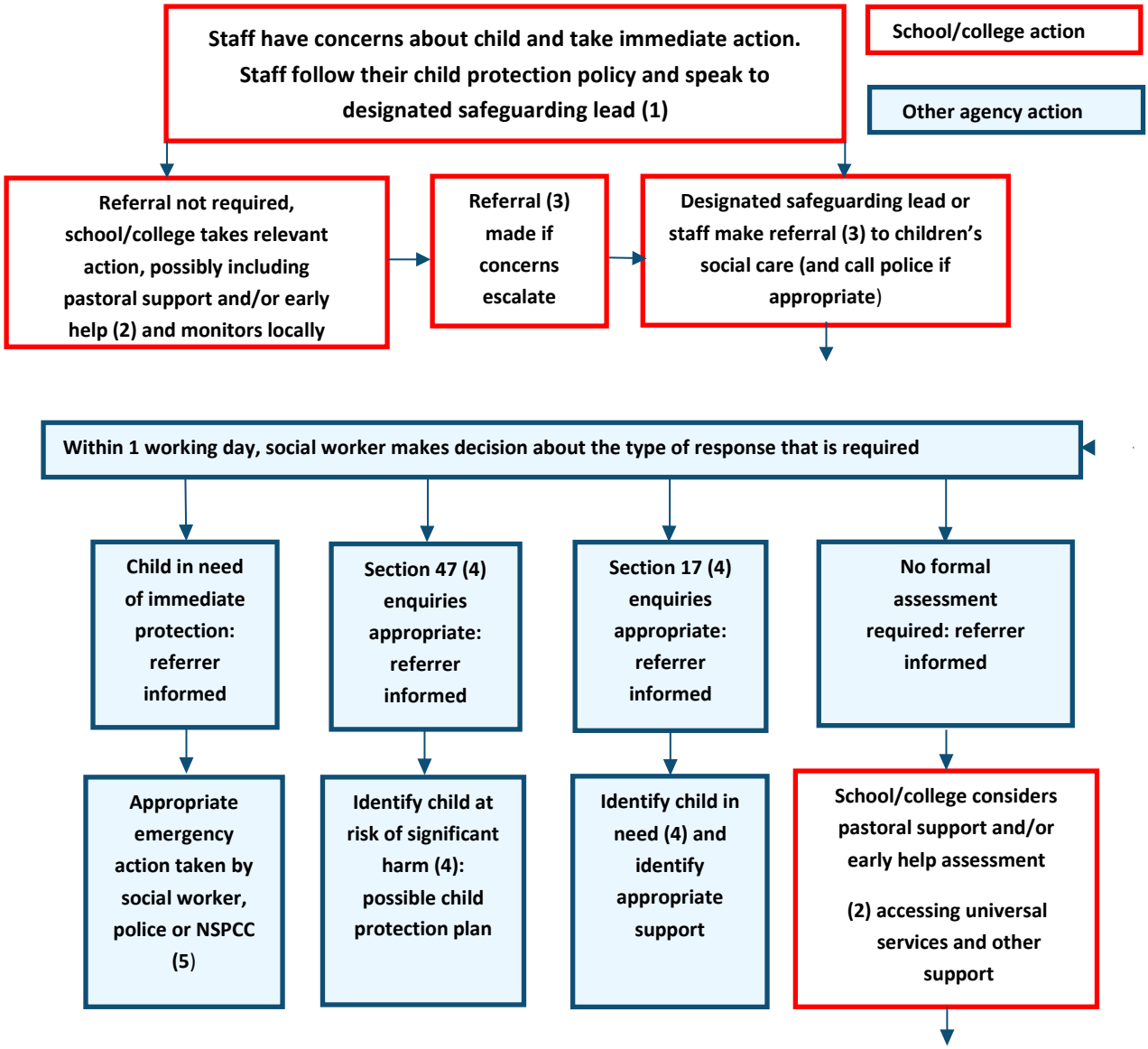
Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing 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.

Domestic Abuse: Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Appendix 3

Actions where there are concerns about a child



Staff should do everything they can to support social workers.

At all stages, staff should keep the child's circumstaces under review (involving the designated safeguarding lead (or deputies) as required), and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always come first.

Appendix 4

Low-level concerns

The School strives to embed a culture of openness and transparency in which the School's values and expected behaviour, as set out in the Code of Conduct for Staff, are constantly reinforced by all staff.

All staff should feel enabled to share any concerns about their own or another member of staff's behaviour, with the appropriate member of staff as set out below.

The distinction between an allegation and a low-level concern

The term 'allegation' (in this context) means that it is alleged that an adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (this includes behaviour that may have happened outside of School that might make an individual unsuitable to work with children)

A low-level concern is any concern about an adult's behaviour towards a child that does not meet the allegation threshold set out above, or is not otherwise serious enough to consider a referral to the LADO.

A low-level concern is any concern, no matter how small, and even if no more than a 'nagging doubt' that an adult may have acted in a manner which:

- is not consistent with the Code of Conduct for Staff, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

Examples of such behaviour could include, but are not limited to, being over friendly with children, having favourites, taking photographs of children on their personal devices, engaging with a child on a one-to-one basis in a secluded area or behind a closed door, using inappropriate sexualised, intimidating or offensive language etc.

Staff are not expected to determine whether their concern is a low-level concern, serious enough to consider a referral to the LADO, or meets the threshold of an allegation. Once staff share what they believe to be a low-level concern, that determination will be made by the Headteacher.

How to share low-level concerns

It is important that low-level concerns are shared with the Headteacher as soon as reasonably possible and, in any event, within 24 hours of becoming aware of the concern and relevant incident(s).

Concerns can be shared verbally in the first instance, or in writing. The context in which the low-level concern arose and details which are chronological, precise and accurate as possible of the concern and relevant incident(s) must be provided.

Where details of the low-level concern is provided verbally, the Headteacher will make an appropriate record of the conversation, either contemporaneously or immediately following the discussion. The Headteacher will check the accuracy of the record with the member of staff who raised the concern.

Low-level concerns will be treated in confidence as far as possible, but the School may in certain circumstances be subject to legal reporting requirements or other legal obligations to share information with appropriate persons, including legal claims and formal investigations.

Self-reporting

Staff who find themself in a situation which could be misinterpreted, might appear compromising to others, have behaved in a manner which on reflection they consider falls below the standard set out in the Code of Conduct for Staff are encouraged to self-report. Self-reporting can be positive for a number of reasons: it is self-protective in that it enables a potentially difficult issue to be addressed at the earliest opportunity; it demonstrates awareness of the expected behavioural standards and self-awareness of the individual's own actions or how they could be perceived; and is an important means of maintaining a culture where all staff aspire to the highest standards of conduct and behaviour.

Recording and reviewing low-level concerns

All low-level concerns will be recorded in writing by the Headteacher. The record will include details of the context in which the concern arose and the action taken. The name of the member of staff sharing the concern will be noted however, where the member of staff wishes to remain anonymous this will be respected as far as possible.

Records will be reviewed at regular intervals to identify potential patterns of concerning, problematic or inappropriate behaviour.

Retention of records

Records will be kept confidential, held securely and in compliance with the Data Protection Act 2018 and UK GDPR.

When the member of staff leaves and/or takes up new employment the records will be reviewed to ensure it still has value either as a safeguarding measure or because of its possible relevance to future claims and is therefore necessary to retain, or whether it can be securely destroyed.

References

Low-level concerns will not be included in references unless they relate to issues which would normally be included in a reference, e.g., misconduct or poor performance. Low-level concerns which relate exclusively to safeguarding (and not to misconduct or poor performance) will not be referred to in a reference. Where a low-level concern has met the threshold for referral to the LADO and found to be substantiated will be included in a reference.

Appendix 5

Useful Contacts

NSPCC	**0800 800 5000**
Childline	**0800 1111**
Government's Service for reporting allegations against staff via NSPCC Report Line	**0800 028 0285**

Appendix 6

An example of our PCT / PSHE Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Human Dignity**	**Solidarity and Peace**	**Care for Creation**	**Preferential Option for the Poor**	**Dignity for and of Work**	**Community and Participation**
Liturgical Calendar	Education Sunday	All Saints (1/11) - Mass	Epiphany of the Lord (6/1) Ash Wednesday (17/2) half term	Lent and Holy Week	Mary	St Peter and St Paul (29/6)
Awareness	Black History Month International literacy day 8/9 International day of peace 21/9	Remembrance Sunday Human Rights Day 12/12 Anti-bullying week 16/12	Holocaust Memorial Day 27/1 Mental Health week (Feb) Safer Internet Day (7/2) Bakhita Day (8/2)	Careers Week 1-6 Book Week 8/2 International Women's Day 8/3 World Maths Days 7/3 Commonwealth Day 12/3 Science Week 11-20/3	St Georges Day 23/4 Neuro Diversity Celebration Week 22/4 Stephen Lawrence day	Mental Health Awareness Week Bastille Day 14/7 (MFL)
All year groups	• Pupil Voice Forum Elections • Wellbeing • Reflection – setting targets • Health Check • Pupil Voice lesson • Weekly maths – year 7/8 • University Challenge	• Online safety – Police Assembly • Remembrance Activity • Anti Bullying Week & Activity (peer on peer) • Christmas Hamper PPR • Human Rights lesson • Health Check PVL • University Challenge • MFL KS3 1/11	• HYP and PV lessons • Pride Month - February – LGBTQ History Month • Holocaust Memorial Day lesson - KG • Safer Internet lesson • Mental Health Week • Health Check • University Challenge	• Reading – Literacy Activity • Commonwealth Activity • International Women's Day • Careers Week & Science Week • Health Check • MFL Easter & shrove Tues assembly • Pupil Voice lesson • University Challenge	• St George's Day 23/4 • Neuro Diversity lesson • Health Check • Pupil Voice lesson • University Challenge	• Pride Month • Sacred Heart Day 25/6 • Sports day 5/7 • Activities Week 13-16 July • Health Check • Bastille Day Assembly – MFL • Pupil Voice lesson • University Challenge
Year 7	PSHE - Transition to Secondary School	PSHE – Friendships, Healthy Lifestyles (WAM)	PSHE – Wellbeing – Mindfulness (WAM)	PSHE – Careers (Stereotypes and raising aspirations)	PSHE - Prevent and online safety	PSHE - Smoking and drinking
	Consent & Sexual Offence Assembly and follow up lesson MFL – European Day of Lang	Mary Meals – Charity 10:10 – living responsibly 10:10 appreciating difference	Values Oracy Pupil Progress 1 10:10 My life on screen 10:10 healthy inside and out	Oracy Careers Pupil Progress 2	How to revise Exams (WAM) Lloyds Fraud lesson	Oracy Task, Exams Pupil Progress 3 10:10 family and Friends
Year 8	PSHE - Watch over me	PSHE - Criminal Justice	PSHE - Drugs	PSHE - Value of money	PSHE - Wellbeing (media)	PSHE - Democracy
	Charity Launch MFL – European Day of Lang	How to debate &debate prep Oracy Values 10:10 Trouble with Max P1	Debates Round 1 10:10 appreciating difference 10:10 Think before you share	Debates Round 2 How to revise Pupil Progress 2 Types-abuse: peer, domestic, online	Exams (WAM) Careers 10:10 Tough relationships	Debates – Final Pupil Progress 3 10:10 wider world (prejudices)
Year 9	PSHE - Mindset and Independent learning	PSHE - Mental health (Stigma)	PSHE – Careers: your future	PSHE - Peer Pressure	PSHE- Discrimination, Tolerance, Extremism	PSHE - Health and Role Models (WAM)
	Charity Launch Assembly and follow up lesson MFL – European Day of Lang	First Give, Oracy French Play, Values RSE Days & Retreat PP1	First Give Oracy 10:10 In control of my choices	First Give Oracy How to revise 10:10 In control of my choices	Exams (WAM) 10:10 knowing my rights and responsibilities	Form Debates Money CCE, CSE lesson, DV
Year 10	PSHE – Transition, Mental Health (WAM)	PSHE - Healthy Relationships	PSHE - Revision skills (WAM)	PSHE - Debt and Gambling	PSHE – BV: Government, Politics, (Extremism)	PSHE - Careers (employment and enterprise skills)
	Values Year 10 MFL Launch Assembly Sexual Offence & Rumours Assembly and follow up lesson	Charity French Play PP1 How to debate, prep & R1 10:10 abuse, 10:10 self image 10:10 solidarity	Debates Round 2 Financial and Fraud lessons - LTSB MFL Results Assembly (13/1)	Exams (WAM) Pupil Progress 2	Leadership development Oracy development Pupil Progress 3	Debates – Final WAM St Dominic's 10:10 Parenthood
Year 11	PSHE - Future Steps, St Dominic's	PSHE - Relationships	PSHE - Promoting Self-Esteem and healthy choice (WAM)	PSHE - Money	PSHE - Revision	
	Leadership, Charity, PP 1 Exploitation & modern day slavery - Bahkita	PPE Letter Writing Activity West Herts, NCS Assembly PPEs CES, CCE lesson 10:10 Abuse, STI's	10:10 – self worth, addiction, eating disorders, 10:10 truth and lies	10:10 coercive control Post 16 Readiness Pupil Progress 3		

PSHE

National Curriculum documents

- PSHE Association KS3/4: Physical health and mental wellbeing & Relationships and sex education (Mapped NC Health Education and Relationships and Sex Education). Physical health and mental wellbeing **(H),** Relationships and sex education **(R)**
- Citizenship KS3 & 4 (**C)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	**Transition to secondary school**	**1. Friendships** **2. Healthy Lifestyles** **1 – H1.1, H1.2 (Self esteem), R2.1, R2.2, R2.3** **2 – H1.6, H3.1, H4.1, H6.6**	**Mindfulness** **H1.1, H1.2**	**Careers (Stereotypes and raising aspirations)**	**Safety including online safety** **H2.1, H2.2, H6.1** **R1.7 (relationships), R2.1, R3.1, R3.2, R3.3, R3.4, R3.7**	**Smoking and drinking** **H5.3, H5.4, H5.6**
8	**Watch over me**	**Criminal Justice** **C3, C4 (KS3)**	**Drugs** **H5.1, H5.2, H5.4, H5.5, R5.11**	**Value of money** **C6 (KS3)**	**Wellbeing (media)**	**Democracy** **C1, C2, C3 (KS3)**
9	**Mindset and Independent learning** **H1.5 (coping with feedback), H6.6 (sleep)**	**Mental Stigma** **H1.3, H1.4**	**Careers your future**	**Peer Pressure** **H1.1, R2.1** **R5.1, R5.2, R5.4 (sexual)**	**Discrimination, Tolerance and Extremism** **R2.3, R2.4, R2.5** **R2.8**	**Health and Role Models** **H1.3, H2.1 (body image), H4.1 H6.1, H6.2 (Taking responsibility for our health)**
10	**1. Transition to KS4** **2. Mental Health** **2 – H1.5, H1.6, H4.1, H6.6**	**Healthy Relationships** **H1.2, H1.7, R2.1, R2.2, R2.3, R5.1** **R4.1 – grooming, rape, DV, SE, consent** **Online - H2.2, R3.5, R3.6, R3.8**	**Revision skills**	**Debt and Gambling** **H2.1 (internet)** **C9 (KS4)**	**British Values – Government, Politics, (Extremism)** **R4.1 - honour based violence, FGM** **C1, C2, C3, C4, C6, C7 (KS4)**	**Careers (Skills for employment, and enterprise skills)**
11	**Future Steps**	**Relationships** **R1.1, R1.4, R1.5, R1.7, R2.6, R2.7, R5.2, R5.4, R5.5, R5.12**	**Promoting Self-Esteem and healthy choice** **H1.1, H1.2, H1.6, H3.1, H3.2, H4.1, R5.11**	**Money** **C9 (KS4)**	**Revision**	

Note: Strands H1.1, H1.2, H1.6, R2.4 developed throughout every unit where possible.

Other subjects which support teaching of this see appendix 7 and mapping of RSE.

Appendix 7 – National Curriculum Covered in other curriculum Areas.

Curriculum Area	National Curriculum covered
PE	H3.1, H3.2, H7.1, H7.2, H7. 3
Science	H3.3, H6.1, H6.4, H8.1, H8.2 R5.3, R5.7, R5.9, R5.10
RE	R1.1, R1.2, R1.3, R.1.4, R1.5, R1.6, R2.1, R2.8, R3.6, R5.1, R5.4, R5.6, R5.8 (Year 8 and Year 11 Marriage Unit)
RSE Day (Year 8 & 9)	H8.1, H8.2, R1.1, R1.2, R2.1, R2.7, R3.1, R3.2, R3.3, R3.7, R4.1, R4.2, R5.3, R5.4, R5.6, R5.7, R5.8, R5.9, R5.10, R5.12

RSE Resources from TenTen

	RE, PSHE or Tutor Time							Whole Year
Sessions per programme	**Session 1** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 2** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 3** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 4** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 5** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 6** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Session 7** 50 minutes or 2 x 25-minutes or 2 x 50-minutes	**Cinema** Whole or half-year groups
Main Themes	**All**	**Created and Loved by God**			**Created to Love Others**		**Created to Live in Community**	**All**
Sub-themes	**Religious Understanding**	**Me, My Body, My Health**	**Emotional Well-Being**	**Life Cycles**	**Personal Relationships**	**Keeping Safe**	**Living in the Wider World**	**Cinema-in-Education**
Year 7	Who Am I?	Changing Bodies	Healthy Inside and Out	Where We Come From	Family & Friends	My Life on Screen	Living in the Wider World	Facts of Life
Year 8	Created and Chosen	Appreciating Differences	Feelings	Before I Was Born	Tough Relationships	Think Before You Share	Wider World	The Trouble With Max
Year 9	The Search for Love	Love People, Use Things	In Control of My Choices	Fertility & Contraception	Marriage	One Hundred Percent	Knowing My Rights and Responsibilities	Love, Honour, Cherish
Year 10	Authentic Freedom	Self-Image	Beliefs, Values, & Attitudes	Parenthood (Personal Relationships)	Pregnancy & Abortion (Life Cycles)	Abuse	Solidarity	Babies
Year 11	Self-worth	Addiction	Eating Disorders	Birth Control	Pornography	STIs	Coercive Control	Truth & Lies