

THE SACRED HEART LANGUAGE COLLEGE



Safeguarding & Child Protection Policy 2026-2027

***“Confident in God’s love for us,
we commit ourselves to His service”***

Date: September 2026

Author: Deputy Headteacher and DSL

Approved: September 2026

Review: September 2027

Policy Ratified by Governing Body:

October 1st 2026

A handwritten signature in black ink, appearing to be 'Dr. E. Fiorenzo', written over a horizontal line.

Signed:

Dr E. Fiorenzo, Chair of Governors

Review Date:

Autumn 2027

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2. Policy Statement

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.

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 wellbeing 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.

The college has embedded a culture of safeguarding and has robust systems in place (External safeguarding review, June 2025) through:

- Creating an environment where everyone feels safe, valued and listened to
- Staff and student wellbeing is of paramount importance
- All staff understand their responsibilities with regard to safeguarding and child protection and are trained to understand the risk factors for all related concerns.
- Staff are know how to report safeguarding concerns and listen to students
- Robust and timely referrals to external agencies to report and address any safeguarding concerns
- Students know who they can talk to
- Staff and students know 'it could happen here'
- The Tutor programme addresses safeguarding and wellbeing themes and is regularly reviewed and updated in response to college, local and national themes/issues
- Supporting the needs of all students including SEND, CLA and PP
- Maintaining records via CPOMS and sharing appropriately with external agencies
- The College maintains a robust SCR and is committed to safer recruitment
- Clear procedures for reporting concerns against staff in line with KCSIE, Harrow LADO, and legal guidance

3. Legislation and Guidance

This policy is in line with Harrow Council Local Safeguarding Children Board's Child Protection Process Framework and created in response to and referencing the following documents:

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
 - Staffing and employment: guidance for schools 2025
- Safeguarding Children and Safer Recruitment in Education' 2011
 - The Rehabilitation of Offenders Act
- The Counter-Terrorism and Security Act 2015
- HSCP Model Safeguarding Policy for schools

This policy applies to all adults, including volunteers, working in or on behalf of The Sacred Heart Language College.

"Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child."

KCSIE 2026

4. 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
- › Are missing from education
- › Whose parent/carer has expressed an intention to remove them from school to be home educated

Safeguarding Practices

All staff at The Sacred Heart Language College understand that safeguarding covers a wide remit. Staff work together to ensure the wellbeing of our students and raise awareness around child protection and safeguarding themes:

- safeguarding is everyone's responsibility
- work together to protect students from maltreatment
- preventing impairment of mental and physical health and/or development.
- students to be supported and encouraged to be the best version of themselves by securing the best outcomes both personally and academically so they are ready for the transition to sixth form and/or college
- Staff will refer to the DSL and safeguarding team if they have any concerns

Child protection refers to processes and/or activities undertaken to prevent a student suffering, or being likely to suffer, significant harm. The Sacred Heart Language College will identify students who may be suffering from significant harm and make appropriate referrals. The College recognises that poor mental health can indicate wider issues and will share concerns with families and the relevant outside agency.

All staff attend annual safeguarding training during the September INSET day and complete the online KCSIE 2026 assessment and online safety. Prevent training is every two years. All staff sign a declaration form to confirm they have:

- read and understood the college's policies and procedures detailed in the Staff Handbook.
- read and understood part 1 of Keeping Children Safe in Education (KCSIE) 2026
- Read and understood the staff code of conduct and signed its declaration form
- to confirm they will keep their online safeguarding training up to date
- to operate within the law and confirm their circumstances remain the same, and that they will update the Headteacher if there are any changes.

New staff and governors are expected to complete safeguarding training during the initial days of their induction period. Governors also receive annual safeguarding training and are updated on safeguarding issues within the college with regular reports from the DSL.

New staff and governors will receive the College's staff code of conduct, the Safeguarding and Child Protection policy, the absence policy and disciplinary policy.

The DSL and Safeguarding team will receive training every two years but complete additional courses raising awareness and understanding of prevent and mental health issues.

5. Safeguarding Roles and Responsibilities

The Sacred Heart Language College is committed to providing a safe environment for all its young people. The staff and governing body have a duty of care to safeguard all students against potential harm or risk.

All staff must:

- provide a safe environment in which students can learn
- participate in regular safeguarding training and briefings
- understand the role of the DSL and DDSLs,
- understands when and how to contact a member of the safeguarding team
- be vigilant and identify a student in need of early intervention

- recognise signs of abuse
- follow the appropriate referral systems for any concerns including CPOMS

The Designated Safeguarding Lead (DSL):

- Takes overall lead responsibility for safeguarding and child protection in the school.
- Acts as the main point of contact for all safeguarding concerns, ensuring timely and appropriate action.
- Manage cases of suspected abuse to the local authority children's social care and liaises with other agencies.
- Oversee referrals to the outside agencies
- Escalate concerns if not satisfied with social care decisions e.g. 'does not meet threshold'
- Supports staff in recognising and responding to safeguarding concerns, providing advice and guidance.
- Oversee the management and monitoring of CPOMS
- Ensures safeguarding policies and procedures are understood, implemented, and reviewed regularly.
- Keeps accurate, detailed, and secure safeguarding records.
- Coordinates safeguarding training for all staff and ensures induction for new staff includes safeguarding.
- Maintains oversight of vulnerable students and monitors their well-being.
- Represents the school in multi-agency safeguarding meetings
- Liase with the LADO and Community Neighbours Team
- Support the College with its Prevent duty
- Updates the headteacher and governing body on safeguarding matters
- 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 for an 'Appropriate Adult'

The Deputy Designated Safeguarding Lead(s) (DDSLs)

- Supports the DSL in all aspects of safeguarding and child protection
- Acts as the first point of contact when the DSL is unavailable
- Assists with case management, record-keeping, and liaising with external agencies
- Helps deliver safeguarding training and staff updates
- Provides advice and guidance to staff with safeguarding concerns
- Contributes to monitoring and supporting vulnerable pupils
- Ensures consistency in applying safeguarding procedures across the school
- Escalates concerns to the DSL where further action is required
- Maintains confidentiality and accurate safeguarding records in line with policy

The Headteacher:

- Ensures that safeguarding and child protection are central to the school's culture, policies, and practices.
- Promotes a safeguarding-first ethos where staff and students feel safe to raise concerns.
- Ensures the DSL (and DDSLs) are appropriately trained, supported, and given the time/resources to fulfil their role.
- Ensures all staff receive regular safeguarding training and updates in line with statutory requirements.
- Oversees safer recruitment processes, ensuring safeguarding checks are carried out for all staff, governors, and volunteers.

- Ensures appropriate action is taken when safeguarding concerns arise, including liaising with external agencies where needed.
- Maintains oversight of safeguarding records and ensures confidentiality and compliance with data protection.
- Reports safeguarding issues promptly to the governing body while respecting confidentiality.
- Ensures pupils receive safeguarding education (e.g., through PSHE, assemblies, curriculum).
- Leads by example in modelling safeguarding practice.

The Governing Body:

- Ensures the school has effective safeguarding policies and procedures that comply with statutory guidance (e.g. Keeping Children Safe in Education 2026)
- Appoints a senior member of staff as DSL and ensures there is always cover through DDSLs
- Ensures the school contributes to multi-agency working in line with statutory duties.
- Holds the headteacher to account for the effectiveness of safeguarding and child protection in the school
- Ensures safeguarding training for staff, governors, and volunteers is up to date.
- Oversees safer recruitment and ensures at least one governor has safer recruitment training
- Ensures pupils are taught about safeguarding, including online safety
- Monitors safeguarding through regular reports from the headteacher/DSL
- Appoints a **safeguarding governor** (link governor) to provide strategic oversight and challenge
- Ensures the school has procedures to manage allegations against staff and volunteers

6. Child Protection and Safeguarding procedures

All staff must report any safeguarding concerns to the DSL/DDSL(s) in person and then on CPOMs. The DSL will determine if external agencies are needed and if referrals should be made. CPOMS is updated and actions are logged. If the DSL/DDSLs are unavailable, staff should seek support from the Headteacher or Senior Leadership team.

The DSL is responsible for regular and timely reminders to all staff regarding appropriate reporting procedures and safeguarding updates.

Parents, carers and/or guardians, students can report any concerns via the safeguarding email address on the College website safeguarding@tshlc.harrow.sch.uk. This is monitored regularly and can be accessed both during the College day and out of hours. If necessary, the DSL/DDSLs will produce a risk assessment for students being supported by the safeguarding team.

7. Specific Safeguarding concerns (KCSIE 2026)

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. All staff are aware of the range of safeguarding issues that place a student/young person in harm. Staff receive regular training and updates on the following areas:

Abuse, Neglect and exploitation 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

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 in 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 they target young people to become part of organised crime. CCE and CSE '**may involve** an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator'.

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. It is important that **when** staff have any concerns about child-on-child abuse they should speak to the DSL.

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.

Serious violence. All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of selfharm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

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 The Sacred Heart Language College has a number of policies and agreements regarding computer usage and online access. All staff recognise the threats to young people from online activity. The College is committed to student safety and provides an appropriate level of security through Securus; who filter and monitor online student and staff activity.

The College approach to online safety follows KCSIE guidance:

Content – being exposed to illegal, inappropriate or harmful content

Contact – being subjected to harmful online interaction with other users

Conduct – individual behaviour that increases the likelihood of, or causes, harm

Commerce – risks that involve financial and other implications

The Designated Safeguarding Lead (DSL) is responsible for the filtering and monitoring systems in place at the College (Securus) and will receive laerts regarding student conduct online and monthly reports on the themes of abuse, adult content, bullying, criminal activity, radicalisation, substance abuse and suicide.

The DSL will work with the safeguarding team and Heads of Year to intervene where an attempt has been made to access inappropriate or harmful content; where necessary, the appropriate referrals will be made. The College recognises that online safety is essential. Every student has a timetabled tutorial sessions throughout the year and the programme covers all aspects of student safety and wellbeing in an age-appropriate manner.

Female Genital Mutilation (FGM)

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.

8. Students with SEND

Students with special educational needs and disabilities can face additional safeguarding challenges. The Sacred Heart Language College understands that additional barriers can exist when recognising abuse and neglect in this group of young people.

These can include:

- understanding that behaviour, mood and injury may relate to possible abuse outside of their SEN or disability
- higher risk of bullying (in person and online)
- isolation from peer group in lessons and around the college site
- difficulties with communication

The College has a dedicated study space for students with additional needs, overseen by an Assistant Headteacher Inclusion. Students receive personalised support, including individual education plans and access to staff from the Inclusion Department.

9. Children Looked After (CLA)

All students who have previously been, or are currently looked after have an individual and targeted support plan in place. The Assistant Headteacher and Inclusion Department oversee and support this group of young people. They have the knowledge and understanding to monitor and keep the students safe. They are aware that these students may have particular needs and require specific academic, pastoral, emotional and financial support. It is important to understand that this increase in risk is due more to 'societal attitudes and assumptions' and child protection procedures that fail to acknowledge young people's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

10. Children missing in education/Children absent from education

All students, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability and any special educational needs they may have. Local Authorities have a duty to establish, as far as it is possible to do so, the identity of young people not in education, employment or training (NEET). Effective information sharing between Local Authorities and The College is critical to ensuring that all young people are safe and receiving suitable education. A student missing, absent or deliberately missing education is a potential indicator of abuse, neglect and such young people are at risk of

being victims of harm, exploitation or radicalisation. Staff should report emerging patterns promptly to the Attendance Officer and DSL/DDSL.

Staff at The Sacred Heart Language College will follow College procedures regarding unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify risks of abuse and neglect, including sexual exploitation, and to minimise the risk of going missing in future.

The College has a dedicated Attendance Officer who oversees and manages student attendance. All staff must be alert to signs to look out for and any individual triggers to be aware of with regards to safeguarding. Examples of such are: travelling to conflict zones, female genital mutilation and forced marriage. Harrow Local Authority ask for information on enrolments to identify young people who are NEET. The College obtains at least two emergency contact details for each student and this is stored on Arbor

11. Prevent Strategy

The Counter-Terrorism Security Act 2018 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.

All staff should receive regular Prevent Training on the issues that can radicalise young people, and the way that the College can identify and try to support these young people, so that we prevent any signs of radicalisation.

As a college 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 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 assessment:

- 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
- All staff have College ID cards and visitors are required to sign in on the electronic inventory system
- Respond in an appropriate manner in issues of concern, making appropriate referrals to Harrow Channel
- Prohibit extremist speakers within our school.

12. Safer Recruitment and Selection

The Single Central Record and recruitment procedures will reflect current requirements, including the use of the DfE's check a teacher's record service where applicable and the College's duties to refer to DBS where an individual is removed from regulated activity or would have been removed because of risk of harm to children.

The College will ensure that safeguarding responsibilities are clear when using supply staff, contractors, trainee teachers, volunteers and other third-party organisations. Appropriate checks and arrangements will be made in line with KCSIE 2026 and the College's safer recruitment procedures.

From 1st September 2026, the College will apply the revised definition of regulated activity with children. The previous supervision exemption has been removed. The College will assess whether roles involving volunteers and other adults meet the regulated activity criteria and will undertake the appropriate DBS/barred list checks before the individual starts when required.

The Sacred Heart Language College ensures 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 contractors.

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).
- 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, Deputy Headteachers and representatives of the governing body have undertaken Safer Recruitment Training. 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.

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 young person

All staff understand that child protection issues require a high level of confidentiality, not only out of respect for the student and staff involved but also to mitigate the risk of evidence required by the authorities being compromised by unwarranted or premature release into the public domain.

Staff should only discuss concerns with the relevant member of the Safeguarding team, DSL and Headteacher. That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

Keeping Children Safe in Education states that any member of staff can contact children’s social care if they are concerned about a child. This should then be shared with the DSL(s) so that an overview is kept. Child protection information must be stored and handled in line with Data Protection Act 2018 principles.

All information must:

- Be accurate and secure
- Be fairly and lawfully processed
- Be adequate, relevant and not excessive
- Not kept for longer than is necessary
- Not transferred to other countries without adequate protection

‘Every effort will be made to prevent unauthorised access. Sensitive information should not be stored on handheld devices such as phones, ipads, laptops, which could be lost or stolen.

Child protection information will be stored separately from the student’s College file. Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the DSL or Headteacher. The Data Protection Act does not prevent College staff from sharing information with relevant agencies, where that information may help to protect a child.

13. Allegations against members of staff

When an allegation is made against a member of staff (including agency teachers, volunteers and external organisations/individuals), College procedures must be followed. It is rare for a student to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. Even so, we must accept that some professionals do pose a serious risk to students and we must act on every allegation.

The College recognises the distinction between concerns or allegations that may meet the harm threshold and concerns that do not meet that threshold. Low-Level concerns about staff behaviour must be reported and recorded in accordance with the Staff Code of Conduct and safeguarding procedures. A low-level concern may arise where behaviour is

inconsistent with the Code of Conduct or could indicate a boundary issue, even when it does meet the harm threshold.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to protect students. Allegations against staff should be reported to the Headteacher who will act in accordance with Part 4 of the KCSIE guidance.

Allegations against the Headteacher should be reported to the Chair of Governors. Staff may also report their concerns directly to Police or LSCB (Harrow) if they believe direct reporting is necessary to secure action.

The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education 2026. Staff, parents and governors are reminded that publication of material that may lead to the identification of a staff member who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

14. Whistleblowing

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student, belittling a student or discriminating against them in some way. Complaints are managed by appropriate members of the Senior Leadership Team, Headteacher and governors. A copy of the College's complaints procedure is available on the website.

If you have concerns about a colleague:

Staff who are concerned about the conduct of a colleague towards a student undoubtedly find themselves in a difficult situation. They may worry about having misunderstood the situation and fear that reporting a concern might jeopardise their colleague's career. The welfare of students is paramount.

The College's Whistleblowing Policy allows staff to raise a concern or allegation confidentially and provides means for a sensitive enquiry to take place. Any concern of poor practice or possible child abuse by colleagues should be reported to the DSL and Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors. The DSL and Headteacher will determine if there is a need to inform the Local Authority Designated Officer (LADO). The LADO's role is to offer advice and guidance to employers and the College; liaise with the Police and other agencies; and monitor the progress of cases to ascertain that they are managed promptly, thoroughly and fairly. Every agency working with children and young people should have a DSL whose job it is to liaise with and refer to LADO.

The LADO should be informed of all cases in which it is alleged that a person who works with young people has:

- Behaved in a way that has harmed, or may have harmed, a student
- Possibly committed a criminal offence against or related to a student
- Behaved towards a student in a way that indicates they may pose a risk of harm to children.

If a member of staff is faced with an allegation against an employee, volunteer or or providing services to children you must contact the College's DSL and/or Headteacher at the earliest opportunity. Failure to do this could put young people at risk of harm. The DSL should inform the LADO within one working day. If the DSL is unsure if the situation meets the threshold they should contact the LADO for an informal, professional conversation.

15. Safeguarding Training and Professional Development

The DSL and DDSLs will undertake training at least every two years and maintain their knowledge through regular updates. DSL training will include information sharing, online safety, the impact of trauma and adversity, the needs of children with SEND and health conditions, Prevent, Family Help and local referral arrangements.

Training and updates will reflect local and national safeguarding themes, including child-on-child abuse, harmful sexual behaviour, sexual harassment and violence, misogyny/misandry, online harms and AI-generated content, exploitation and modern slavery, serious violence, mental health, SEND, attendance, radicalisation and information sharing.

All staff, including those who do not work directly with children, will be required to read Part 1 of KCSIE 2026. Safeguarding and child protection training, including online safety and filtering and monitoring responsibilities, will be provided at induction, regularly updated and refreshed at least annually.

The Sacred Heart Language Colleges ensures all staff complete safeguarding and child protection training as part of their induction and it is refreshed annually. This is so that staff understand the safeguarding systems in place and their responsibilities within it.

All staff should be able to identify signs of possible abuse, neglect or exploitation and know how to act. All training is in line with and supports Harrow safeguarding partners. It is an aligned and integrated part of the whole College approach to safeguarding, overseen by both DSL and Assistant Headteacher responsible for CPD. It includes training on the issues and expectations in relation to allegations of child on child abuse and is reviewed annually in accordance with governmental guidance. It is also designed to support teachers in fulfilling the requirements of the Teaching Standards, with particular reference to managing behaviour and understanding the needs of the student. In order to achieve this, The Sacred Heart Language College provides all staff with regular and appropriate training. All ECT and ITT colleagues have a reduced timetable, giving time for this commitment to be met.

16. Health and Safety

The Headteacher and School Business Manager implement Health and Safety policies that meet the statutory requirements for the safety of The Sacred Heart Language College community.

Staff are regularly trained and briefed on Health and Safety themes and issues throughout the academic year.

Please refer to the Health and Safety Policy

17. Review of Policy

It will be the responsibility of the DSL and Headteacher to review and monitor the procedures within this policy.

Procedures will be monitored and evaluated by:

- Governing Body (annually)
- Student Voice/focus groups (termly)
- Logs and patterns of incidents reported on CPOMs
- Any safeguarding-related issues raised: by staff, students, local area, nationally