



Safeguarding and Student/Pupil Protection Policy

“If any of you put a stumbling-block before one of these little ones who believe in me, it would be better for you if a great millstone were hung around your neck and you were thrown into the sea”.

Mark 9: 42

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Links with other school policies

- Anti Bullying policy
- Behaviour Management policy
- Bringing Your Own Device to School Acceptable User Policy
- Rewards and Sanctions policy
- Drugs and Substance Misuse policy
- Educational Visits policy
- Equal Opportunities policy
- First Aid Provision policy
- Health & Safety policy
- Internet Usage policy
- Recruiting policy
- Relationships and Sex Education policy
- SEN and Disabilities policy
- Staff Handbook (guidance on staff conduct)
- Visitors, Guests and Enquiries Policy
- Prevent policy
- PSHCEE policy
- Student/Pupil Welfare policy
- Staff Electronic Devices policy
- Whistleblowing policy

We will ensure that these policies are updated on a regular basis to reflect the changing needs of our students and pupils.

We will consult with our students/pupils to ensure their voice is heard.

The Governing Body will undertake an annual review of the Safeguarding and Child Protection policies and scrutinise any relevant records in respect of the efficiency in which the related duties have been discharged.

This policy is available on the school website. Parents may also obtain printed copied from the school office.

Legal Framework

This policy will have consideration for and be in compliance with the following legislation and statutory guidance:

- Children's Act 1989
- Education Act 2002
- Every Child Matters, 2003
- Sexual Offences Act, 2003
- Education (Health Standards) (England) Regulations 2003
- Children's Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education (Pupil Referral Units) (Application of Enactment) (England) Regulations 2007
- School Staffing (England) Regulations 2009

- Education (Independent School Standards) (England) Regulations 2014
- Equality Act 2010
- Education (Non-Maintained Special Schools) (England) Regulations 2011
- Protection of Freedoms Act 2012
- Working Together to Safeguard Children 2015
- The Prevent Duty Departmental advice for Schools and Childcare Providers June 2015
- Counter-Terrorism and Security Act 2015
- Behaviour and Discipline in Schools, Advice for Headteachers and School staff, January 2016
- Multi-agency Statutory Guidance on Female Genital Mutilation, April 2016
- Keeping Children Safe in Education, DFE, September 2016

Background

St Martha's School is a Catholic foundation under the direction of the Sisters of St Martha. It exists in order to promote the spiritual, aesthetic, intellectual and physical wellbeing of every student/pupil put into its care, in the spirit of the gospel,

“Anyone who welcomes the least of these little ones welcomes me” (Luke 9:48)

The student/pupil is at the centre of any school and the protection of the child is everyone's responsibility. In a Catholic school the student/pupil is the measurement for entry into the Kingdom, “Unless you become a little student/pupil you will not enter the Kingdom of Heaven” (Matthew 18:3) It is essential, therefore, that every student/pupil who enters a Catholic school does so knowing that they will be treated as a gift to the school, given freely by God through the parents or guardians.

Each person is made in the image and likeness of God, and therefore is endowed with immense dignity, and has the right for that dignity to be recognised and respected at all times. Any offence against the dignity and rights of the human person is an offence against God. The violation of the human person is always wrong; the violation of the dignity of a student/pupil by any abuse is wrong, but in particular sexual abuse is especially evil.

In the Old Testament, both the Law and the prophets challenge God's People to respect and safeguard the rights of the most vulnerable. In the New Testament, Jesus shows a special tenderness and regard for the rights and wellbeing of the student/pupil.

The Church is called to be a community that gives witness to the love of God by valuing and caring for the most vulnerable, especially students and pupils. The Church therefore, proclaims the dignity of all student and pupils and strives to ensure the safety and wellbeing of every student/pupil in its care and to protect them from abuse by whomsoever it is perpetrated.

St Martha's is committed to safeguarding and promoting the welfare, both physical and emotional, of every student/pupil, inside and outside of the school premises.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

This policy will be achieved by:

- The staff at St Martha's forming part of a wider safeguarding system, whilst working together to protect children.
- Creating a culture of safe recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to students/pupils.
- Educating students/pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any student/pupil that is in need, at risk or has been subject to abuse.
- Ensuring that members of the Governing Body, the Headmaster and staff members understand their responsibilities, under safeguarding legislation and statutory guidance, to be alert to the signs that a student/ pupil may be in need, at risk or abused and to refer to concerns immediately to the Designated Safeguarding Lead (DSL) who will implement procedure in line with The London Borough of Barnet LSCB.
- Ensuring that the Headmaster, any new staff members, governors, volunteers and contractors are only appointed when all the appropriate checks have been satisfactorily completed.
- Ensuring that those visiting the school where the required checks are not in place are signed in and out, wear a visitor's badge, are briefed on safety and child protection and always accompanied.

The schools DSL is: Mrs Charlotte Carpenter, Senior Housemistress & Head of Art.

In the absence of the DSL, student/pupil protection matters will be dealt with by: Sr Teresa Roseingrave, Deputy Head and Head of Pastoral/Mr Matthew Burke, Headmaster.

The Designated Safeguarding Governor is Sr Irene Brogan.

Safeguarding definition

For the purposes of this policy, St Martha's will define safeguarding and protecting the welfare of students and pupils as: protecting students/pupils from maltreatment; preventing impairment of their health or development; ensuring that students/pupils grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all students/pupils to have the best outcomes.

Roles and responsibilities

Safeguarding and promoting the welfare of children at St Martha's is everyone's responsibility. Everyone who comes into contact with our children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff should make sure their approach is child-centred. This means that they must consider, at all times, what is in the best interests of the child when shaping and implementing our school policies and procedures.

The Governing body has a duty to:

- Ensure that the school complies with its duties under the above student/pupil protection and safeguarding legislation.

- Ensure that the policies, procedures and training in the school are effective and comply with the law at all times. Including all staff reading and implementing KCSiE part 1.
- Ensure that the school contributes to inter-agency working in line with the statutory guidance '*Working Together to Safeguard Children 2015*'.
- Ensure that the school's safeguarding arrangements is in line with the procedures and practice of the local authority as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board London Borough of Barnet (LSCB).
- Comply with its obligations under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the Governing Body is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headmaster or other Governor.
- Ensure that there is an effective Safeguarding and Student/Pupil Protection policy in place together with a Staff Behaviour policy/Code of Conduct.
- Appoint a member of staff from the Senior Leadership Team (SLT) to the role of DSL as an explicit part of the role-holder's job description. There should always be cover for the DSL.
- Consider how students/pupils may be taught about safeguarding, including online, and through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Prevent people who pose a risk of harm from working with students/pupils by adhering to statutory responsibilities to check staff who work with them, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that there are procedures in place to handle allegations against the head, DSL, members of staff or volunteers.
- Ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) and NCTL (National College for Teaching and Leadership) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty.
- Ensure that there are procedures in place to handle allegations against other students/pupils.
- Ensure that students/pupils wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual students/pupils through ensuring there are systems in place for students/pupils to express their views and give feedback.
- Put in place appropriate safeguarding responses to students/pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including FGM, radicalisation, sexual abuse or exploitation and prevent the risks of their disappearance in future.

The Headmaster has a duty to:

- Safeguard students/pupil wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Ensure that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

The DSL has a duty to: (asper KSIE 2016)

- Refer without delay all cases of suspected abuse to the Local Authority Children's Social Care, the Local Authority Designated Officer (LADO) for student/pupil protection concerns, the DBS, and the Police in cases where a crime has been committed.
- Liaise with the Headmaster to inform him of safeguarding issues, especially on going enquiries under section 47 of the Children's Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how the local authority, London Borough of Barnet, conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Safeguarding and Protection policy and procedures, especially new and part-time staff members.
- Be alert to the specific needs of students/pupils in need, including those with special educational needs and/or disabilities and young guardians.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage among all staff members, a culture of listening to students/pupils and taking account of their wishes and feelings; in any measures the school may put in place to protect them.
- Ensure the school's Child Safeguarding and Protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this duty.
- Ensure the school's Child Safeguarding and Protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this duty. Immediate updates must be implemented.
- Ensure the school's Child Safeguarding and Protection Policy is available publically and parents are aware of the fact that referrals regarding suspected abuse or neglect may be made and the role of the school in this. This is published on school website.
- Link with the local London Borough of Barnet LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that the student/pupil protection file is copied when transferring to a new school. Ensuring information is passed on securely.

Other staff members should:

- Implement school policy and ensure that any concerns are passed on to the DSL without delay.
- Safeguard student's/pupil's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which students and pupils can learn.
- Identify students/pupils who may be in need of extra help or who are suffering, or likely to be in need or at risk of suffering significant harm and refer to the DSL without delay.
- Take appropriate action, working with other services as required.
- Support social workers to take decisions about individual students/pupils, in collaboration with the DSL.
- Attend annual staff training in Safeguarding and Child Protection organised by the DSL.
- Maintain an up to date knowledge of key documents including Keeping Children Safe in Education, DFE, September 2016.

Safer recruitment

An enhanced DBS check with barred list information, prohibition order and from the Safer Recruitment policy will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Will be responsible on a daily basis, for the care or supervision of students/pupils. Regularly work in the school at times when students/pupils are on school premises. Regularly means the same person once a week or more, 4 or more days in 30 or overnight.
- Regularly come into contact with students/pupils under 18 years of age. Regularly means the same person once a week or more, 4 or more days in 30 or overnight.
- Giving advice/guidance relating to a student/pupil's physical, emotional or educational well-being.

The Governing Body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from current photographic ID, passport and proof of address.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity. Request for prohibition from management where this applies.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Ensuring that all other checks are in place and that a risk assessment and supervision are in place.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State for Education, using the Employer Access Online service.
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.

- Verifying the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then the school will follow the advice set out on the GOV.UK website.
- If the person has lived or worked outside the UK they will be subject to the same checks as all other staff as well as any further checks that the school considers appropriate so that any relevant events that occurred outside the UK can be considered.
- These further checks should include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the NCTL Teacher Services' system.
- When employing overseas teachers we will follow guidance provided by the Home Office in relation to criminal record checks.
- Verifying professional experience and qualifications, as appropriate.
- A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment.
- An online update check may be undertaken through the DBS Update Service if the applicant has subscribed to it and gives their permission.
- An enhanced DBS check with barred list information may be requested if there are concerns about an applicant even if he/she has worked in regulated activity in the three months prior to appointment.
- An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.
- Written information about previous employment history will be obtained from the candidate and the appropriate checks undertaken to ensure information is not contradictory or incomplete.
- References will be obtained directly from the referee and scrutinised with all concerns satisfactorily resolved, prior to confirmation of employment.
- References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.
- Written notification will be obtained from any agency or third-party organisation contracted by the school, confirming that the organisation has carried out the same checks on an individual who will be working at the school that the school would otherwise perform.
- Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.
- An enhanced DBS certificate and barred list check must be obtained for all trainee teachers.
- The school will refer to the DBS and NCTL anyone who has harmed a, poses a risk of harm to a student/pupil, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.
- A supervised volunteer who regularly teaches or looks after students/pupils is not in regulated activity. Regularly means the same person once a week or more, 4 or more days in 30, overnight

- No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.
- An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after students/pupils on an unsupervised basis or provide personal care on a one-off basis.
- An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.
- The school will obtain an enhanced DBS certificate with barred list check for existing volunteers, including unsupervised volunteers that provide pastoral care.
- A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.
- Governors that are volunteers shall be treated on the same basis as other volunteers.
- The school will ensure that any contractor or employee of the contractor, working at the school has been subject to the appropriate level of DBS check.
- Contractors without a DBS check will be supervised if they will have contact with students/pupils.
- The identity of the contractor will be checked upon their arrival at the school.
- The school will ensure that policies and procedures are in place to protect students/pupils from harm during work experience placements. A full work experience pack will be provided.
- The school will set up and maintain a single central record of whether or not the following checks have been carried out or certificates obtained from members of the governing body and all staff members, volunteers and other individuals working with students/pupils in school:
 - An identity check.
 - A barred list check.
 - An enhanced DBS check.
 - Verification of physical and mental fitness.
 - A prohibition from teaching check.
 - Prohibition from Management check.
 - Further checks on people living or working outside the UK.
 - A check of professional qualifications.
 - A check to establish the person's right to work in the UK.
 - Two references (1 from previous employer).
- DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 1998.
- A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. These will be signed and dated by the checker.

Training

- Staff members will be made aware of systems and policies within our school which support safeguarding during their inductions, annual training and regular updates.

- The DSL and deputy DSL should undergo updated student/pupil protection training every two years.
- The Headmaster, all staff members and governors will undergo student/pupil protection training annually, which is updated regularly, in line with LSCB advice.
- All staff will be provided with updates when these occur through emails and staff meetings, etc.

Induction training will include:

- The school's child protection policy;
- Risks of radicalisation and actions to be taken;
- The staff code of conduct/behaviour policy;
- Whistle-blowing procedures/policy;
- The identity of the DSL;
- Reading Part 1 of KCSiE and Annex A for those engaged in teaching
- Appropriate and inappropriate methods of communication e.g. banter

Curriculum

St Martha's acknowledges the important role that the curriculum can play maintaining welfare and safeguarding as well as the prevention of abuse and in the preparation of our students/pupils for the responsibilities of adult life and citizenship. It is expected that all teachers will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of students/pupils. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly.
- to judge what kinds of physical contact are acceptable and unacceptable.
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help.
- to use assertiveness techniques to resist unhelpful pressure.
- emotional literacy.
- All computer equipment and internet access within the School will be subject to appropriate "parental controls" and Internet safety rules in line with our Internet Usage policy. See '*Filtering*' below.

Early Intervention

- All staff at St Martha's are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
- All staff should be prepared to identify children who may benefit from early help. This means providing support as soon as a problem emerges at any point in a child's life.
- In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

Reporting

- Staff members should immediately raise any concerns that they may have about a student/pupil, in person, with the school's DSL, including situations of abuse, which may involve other staff members.
- The DSL will contact child social care and make a referral as advised without delay, but any staff member can refer their concerns to child social care directly - following the approved legal threshold.
- The referrer shall press child social care for re-consideration if the decision was taken not to undergo an early help assessment and the student/pupil's situation does not improve. Allegations against anyone working for the school must be made to the LADO. If a crime may have been committed, the matter must be reported to the police. Allegations against the Head to the Chair of governors who refers immediately to the LADO.
- Allegations against anyone working for the school, must be made to the LADO. If a crime may have been committed, the matter must be reported to the police.
- If the Headmaster is the subject of the allegation, the case must be referred to the Chair of Governors, without informing the Headmaster first, who will refer it to the BSCB.
- The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator (SENCO), general practitioner (GP), family support worker, and/or health visitor.
- An inter-agency assessment will be undertaken where a student/pupil and family could benefit from co-ordinated support from more than one agency. These assessments should identify what help the student/pupil and family require in preventing needs escalating to a point where intervention would be needed.
- A student/pupil will immediately be referred to children's social care if there is a risk of immediate serious harm to a student/pupil.

Student/pupil Protection Procedures

Aim

To safeguard and promote the welfare of the student/pupil and to work with outside agencies as required.

Rationale

- The DSL will keep the Headmaster fully informed of any cases.
- The named persons will attend student/pupil protection training sessions at least every two years.
- Compulsory whole staff training takes place annually prior to the start of the school year or as part of the induction process for staff joining at other times. Staff will have regular safeguarding updates throughout the year when necessary.
- Staff are made aware of the procedures and informed of the DSL and deputy.
- Staff are aware of the forms used for reporting cases of abuse. See Appendix 2 and standard forms, located on the K Drive.
- Records and reports related to student/pupil abuse are kept in a secure file in the DSL's office marked 'Confidential Records of Abuse'.
- The school will be working under the guidelines and procedures as set out in the Diocese of Westminster.
- In all cases guidance is sought from the Barnet Safeguarding Children Board.

The details in this policy are aimed at adult abuse of students/pupils. For a situation of abuse by one or more student/pupil against another, the DSL will be advised and the procedures of both the anti-bullying and behaviour policies will be followed. A referral will still be made.

Harm can take a number of forms: emotional, physical, sexual and harm by neglect. We understand that sexual abuse can damage all aspects of a person's life: their personal relationships, their spiritual growth and their ability to function in the world.

The following student/pupil protection procedures are to be used in school to ensure:

- the protection of all students and pupils from actual or possible harm.
- that criminal or inappropriate behaviour by those working formally or informally within the school context can be identified and properly dealt with.
- that as a consequence of these procedures, all those who work with student and pupils are also protected.
- that all staff are alert to signs of abuse both in the school and from outside.
- that those who have suffered abuse in the past are helped and protected.
- that all those working with student/pupils are formally vetted by the appropriate authorities prior to appointment.
- that we carry out all necessary checks on the suitability of people who serve on the School's governing body in accordance with the regulations and guidance given in Safeguarding student and pupils and Safer Recruitment in Education.
- that safeguards are established for those working with student and pupils by identifying good practice.
- that every suspicion or complaint of abuse is referred and dealt with appropriately.
- that all student and pupils who have been abused are supported in accordance with the Child Protection Procedures.

The school unhesitatingly accepts and will maintain the principle that the student/pupil is of paramount consideration when dealing with any matter of alleged abuse of minors: that is, that all other considerations are secondary to the protection of minors from actual or possible abuse.

If any member of staff has any concerns about a student/pupil he/she must inform the DSL.

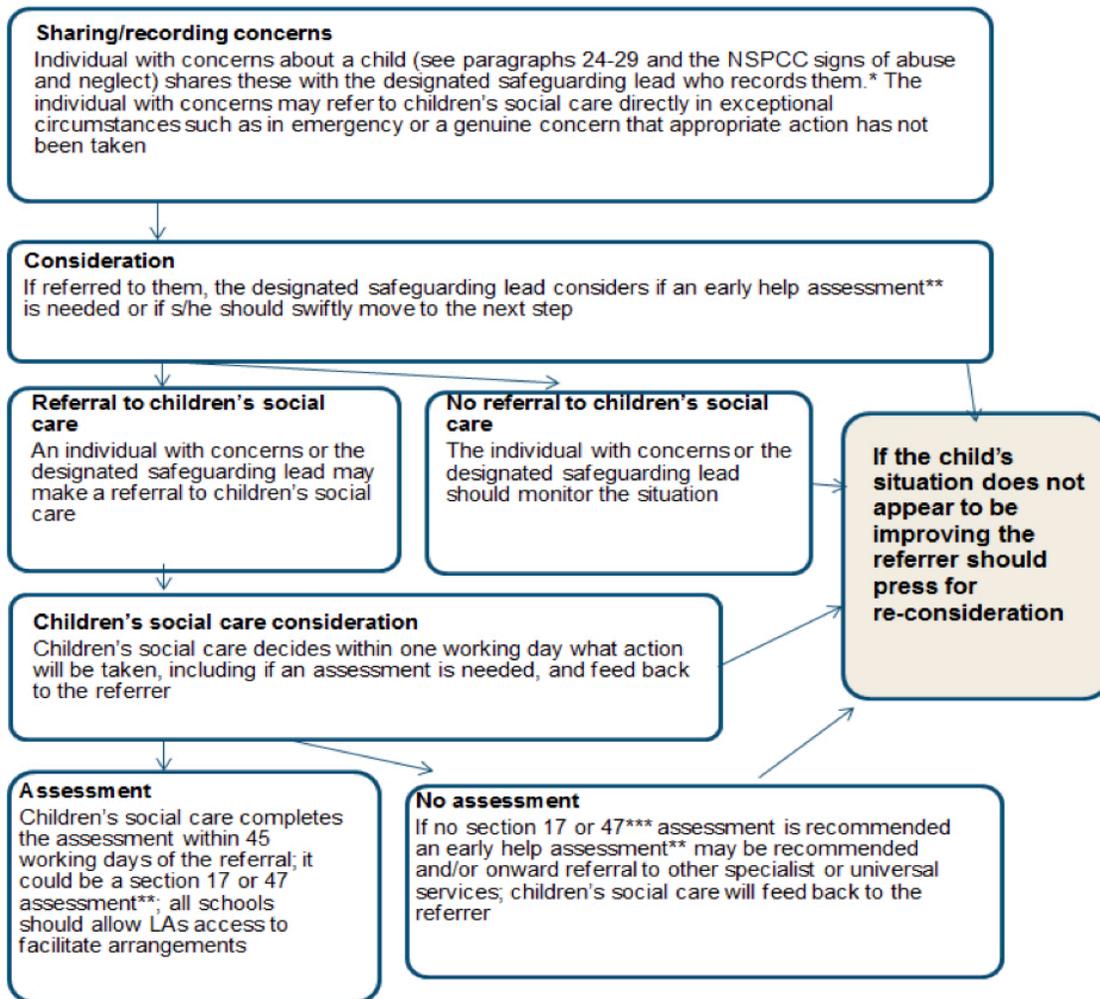
Information regarding his/her concerns should be recorded by the member of staff in writing on the same day and given to the DSL. The message must be a clear, precise and factual account of the observation. Staff should include any information about visible injuries, signs of neglect and explanations on how the injuries have been caused. Staff should report accurately what the student/pupil has said, the time, date and names of any other person present.

The DSL will advise the Headmaster and following consultation will decide if the concerns should be reported to Social Services department. If a referral is made to the Social Services the DSL will ensure that a written report of the concern is sent to the Social Worker within 48 hours.

Students/pupils identified as being 'At Risk' or who have been placed on the student/pupil protection register will be monitored closely.

If a student/pupil known to be on the student/pupil Protection Register changes school the DSL will inform the Social Worker responsible for the case and transfer appropriate records to the receiving school.

Action when a child has suffered or is likely to suffer harm



Students/Pupils in Need

At St Martha's our effective pastoral systems allow us to recognise, monitor and assess the possible risks, which students/pupils in need may face. Students and pupils in need may include:

- Those suffering from physical disabilities
- Those suffering from mental illness
- Those who have learning difficulties
- Those who are in care
- Those who are living in complicated family environments

- Those with language and communication difficulties
- Those potentially vulnerable to gangs

In order to protect our students and pupils who are in need, our robust safeguarding procedures will apply. Supporting these students/pupils is likely to also include:

- Working closely with parents/guardians
- Offering in school counselling
- Working closely with specialist agencies and professionals outside of school, e.g, doctors or psychiatrists
- Working closely with social workers

Types of Abuse and Neglect

The welfare of the student/pupil is a paramount consideration. When a member of staff is concerned that a student/pupil may be suffering any form of abuse the DSL should be consulted as soon as possible. The student/pupil need not be questioned first.

The following information has been taken from **KCSiE May 2016** and may help you to recognise signs of abuse.

Physical abuse

Definition: 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 guardian fabricates the symptoms of, or deliberately induces, illness in a child.

Possible signs of physical abuse:

- unexplained injuries or refusal to discuss them
- cigarette burns
- long bruises – possibly made by a belt
- teeth marks
- fingertip/slap marks or bruises
- history of bruises/injuries with inconsistent explanations
- bilateral black eyes
- untreated injuries

Typical behaviours associated with physical abuse:

- wary of physical contact
- self destructive tendencies
- aggression towards others
- fear of medical treatment

- unexplained patterns of absence that could be in order to hide injuries
- does not expect to be comforted
- seems less afraid than other students/pupils
- seeks to know what is going to happen to them

Neglect

Definition: 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 guardian 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.

Typical signs and behaviours associated with neglect:

- poor hygiene
- dirty clothes
- poor skin conditions
- dirty teeth/infested hair/underwear
- inadequately clothed
- failures to provide glasses
- ill-fitting shoes
- anaemia
- Typical behaviours associated with neglect:
- Preoccupied with food – steals food
- Gains weight when away from home
- Overly tired
- Unable to concentrate on school work
- Poor language skills
- Poor co-ordination development
- Frequently absent

Sexual abuse:

Definition: 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Typical signs and behaviours associated with sexual abuse:

- Detailed sexual knowledge for age
- Promiscuity
- Excessively affectionate or sexual
- Awkwardness in sitting down or walking
- Constipation or soiling

Emotional abuse:

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

Typical signs and behaviours associated with emotional abuse:

- Being introverted
- Withdrawn – in extreme cases
- Thumb-sucking / biting /rocking
- Depressed
- Antisocial
- Destructive

Further information on a Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude 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 children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. In such cases our staff should follow the school's procedures for dealing with students/pupils that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We have in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and an attendance register. All pupils must be placed on both registers.

We must inform the local authority of any student/pupil who is being deleted from the admission register where they:

- have been taken out of school by their parents/guardians and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither she nor her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a student/pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the student's/pupil's name from the register. It is essential that we comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Further information on Child Sexual Exploitation (CSE)

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 is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Signs and Symptoms of CSE

- going missing for periods of time or regularly returning home late
- skipping school or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- experiencing health problems that may indicate a sexually transmitted infection
- having mood swings and changes in temperament
- using drugs and/or alcohol
- displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")
- unexplained physical harm, such as bruising and cigarette burns

Further information on Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all 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.

As a school we need to be alert to the possibility of our students/pupils being at risk of FGM, or already having suffered FGM.

Types of FGM

FGM has been classified by the World Health Organisation (WHO) into four types:

- Type 1 – Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris);
- Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the ‘lips’ that surround the vagina);
- Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris; and
- Type 4 – Other: all other harmful procedures to the female genitalia for non- medical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area.

Signs and symptoms of FGM

- Difficulty walking, sitting or standing
- Longer than normal in the bathroom or toilet
- Unusual behaviour after an absence from school or college
- Changes in eating habits
- Depression

Actions

If staff have a concern they should activate our school safeguarding procedures. Where a teacher discovers that an act of FGM appears to have been carried out on a student/pupil who is aged under 18, there is a statutory duty upon that individual to report this to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) has placed a statutory duty upon teachers, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students/pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Staff should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of our wider safeguarding duty, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable students/pupils from being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in students/pupils behaviour, which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

As of 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- As a school we are expected to assess the risk of students/pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting students/pupils and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Our procedures are set out in this existing safeguarding policy as well as our Prevent policy and also link to the policies and procedures of our LSCB.
- To ensure appropriate policies and procedures are put into action, the DSL will complete specialised Prevent training and staff within our school will also complete inset sessions on the Prevent duty.
- As a school we will ensure that our students and pupils are safe from terrorist and extremist material when accessing the internet through suitable filtering. Students and pupils will also be taught about online safety more generally.

Channel

Channel is a programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Domestic Violence (including HBV)

This is defined by the Home Office (2013) as:

'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 or emotional abuse'.

Domestic violence is a major safeguarding risk for children and the Adoption and Children Act 2002 extended the definition of significant harm to include harm caused by witnessing or overhearing the ill treatment of another.

Peer on Peer Abuse including Bullying and Cyber Bullying

- All staff must be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.
- Bullying, in all forms it may take, is unacceptable at St Martha's and all examples of bullying will be dealt with using our robust procedures at the earliest point of intervention.
- Pupils and students will be educated about bullying and in particular, cyber bullying through school programmes including anti bullying week and assemblies linked to the Child Exploitation and Online Protection Centre (CEOP).
- Where abuse is suspected the DSL must be informed and this may lead to a referral being made and the police informed.

Online Safety

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other users; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Online safety relates directly to the following safeguarding issues:

- Radicalisation
- Child sexual exploitation (CSE) - the Internet predator
- Online bullying
- Sexting

Online safety or e-safety involves:

- Educating and empowering our pupils and students to enjoy the safe use of digital technologies.
- Raising the awareness of risks and issues amongst our staff and community so that they can talk to our pupils and students about these. This will include providing our staff with regular training and online safety related updates.
- Monitoring usage in school and utilising effective filtering.

Filtering

- The school will work in partnership with parents, DfES and the Internet Service Provider to ensure systems to protect students/pupils. These are reviewed by SLT, minuted and improved regularly.
- If staff, students or pupils discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the ICT co-ordinator.
- Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
- Any material that the school believes is illegal must be referred to the Internet Watch Foundation.
- Filtering strategies will be selected by the school, in discussion with the filtering provider where appropriate. The filtering strategy will be selected to suit the age and curriculum requirements of the student/pupil.

Use of mobile devices:

It is our school policy that no pupil or student should be using or carrying a mobile phone around school. If mobile phones are brought into school they must be kept in a locked locker at all times. 6th Form students are permitted to use their phones within the designated 6th Form common room. The use of any other personal electronic device such as a computer or ipad is subject to a contractual agreement between the student, parents and our Headmaster.

If a pupil or student is found to be using their phone, this will be confiscated immediately. In school we will support pupils or students who we feel are developing a fixation in relation to social media through a peer on peer social media self-help focus group.

Child Protection – What do staff have to do?

(The following guidelines are also supported by the Staff INSET held every September, with notes available on the K Drive/Pastoral Dropbox/Inset)

Who is there to help?

Students and pupils are provided with strong pastoral support. They are given advice in their handbook (p14) and on the school Intranet and on the RE notice board, where they can go to if they are troubled or in need of help or support. The services of Childline are publicised for all.

Any member of staff who is told of an incident or who has a strong suspicion of physical or sexual abuse happening to a student/pupil at school, at home, or outside the school, **must** report this to the DSL in person and must record verbal discussions in writing promptly, so no important details are forgotten. The DSL is Mrs Charlotte Carpenter, or, if she is absent, the deputy is Sr Teresa Roseingrave.

School staff should **not** investigate reports of physical or sexual abuse themselves. Alleged victims, perpetrators, those reporting abuse and others involved should **not** be interviewed by staff if it is clear that there is an allegation of abuse.

Similarly, if staff observe injuries that appear to be non-accidental, they must discuss their concerns with the DSL. Any concerns about emotional abuse or neglect must also be discussed with the DSL.

It is important to note that staff **must not** promise total confidentiality to student/pupils who make allegations or disclosures because of their duty of care to those student/pupils and pupils. (see below)

Staff should make a written record of any disclosure or serious allegation and give a copy to the DSL immediately.

The DSL must report any disclosure or serious allegation to BSCB Office within 24 hours and follow this up with a written report within 48 hours.

What staff should do if they have concerns about our safeguarding practises:

- Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in our Whistleblowing policy should apply.
- As above, initial concerns should be raised with the nominated governor. If the employee believes that this governor is implicated then the employee should approach the Chair of Governors if they are not the nominated governor. If the Chair of governors is the nominated governor then they should approach the school Trustee.
- If staff are not happy with the action taken by the DSL, they should refer the matter themselves directly to BSCB.

Abuse and neglect continue because of the secrecy and silence which surround them. Don't think "What if I'm wrong?" think "What if I'm right?" and make sure that your report any suspicions of abuse.

Practical Advice for staff regarding student/pupil protection Issues

If a student/pupil makes a disclosure of abuse it is important to:

- listen attentively
- be calm and reassuring
- be non-judgemental
- avoid condemning the alleged abuser

- allow the student/pupil to express her feelings – do not make assumptions about them

- give the student/pupil as much time as she needs to talk – if necessary contact Reception to arrange emergency cover for lessons
- always use open questions such as ‘is there anything else you need to tell me?’ – avoid leading questions such as ‘did they ...’
- tell the student/pupil that she was right to tell someone
- reassure her that it is not her fault
- explain what will happen next
- carefully record the discussion as soon as possible after the event – try to write ‘verbatim’ what the student/pupil has said.
- sign and date this record recording the time, setting and any staff involved in the discussion.

Guidance for staff on recognising signs of possible abuse are also available in the staff handbook. Any suspected deficiencies or weakness in the student/pupil protection arrangements must be reported to the DSL who will remedy the procedures without delay.

What to do if a student/pupil discloses information

Basic check: Listen; Stop; Reassure; affirm; Report

Listen to the student/pupil but do not jump to conclusions, ask leading questions or put words into their mouth. If a student/pupil makes a disclosure to a member of staff, she/he must write a record of the conversation, distinguishing between fact, observation allegation and opinion. They should not take any action but must sign and date the note. This information should be passed on to the DSL. If the allegation is made against the DSL, the information should be passed to the Headmaster. If the allegation is against the Headmaster it must be passed to the designated Governor for student/pupil protection.

Confidentiality

- A student/pupil may feel more confident giving information to a member of staff if they feel it will not be divulged. Staff have a professional responsibility to share relevant information with the designated agencies. The member of staff must explain to the student/pupil that they must inform the appropriate people who can help. They must reassure the student/pupil that their situation will not become widely known within the school and that the information will only be shared with those who need to know.
- In general professionals should seek to discuss any concerns about a student/pupil with the family and where possible seek their agreement to make a referral. This should only be done where it will not place the student/pupil at risk of harm. Where there are reservations about involving the family, this should be clarified with outside agencies and a decision made about whether, when and by whom the parents should be told about the referral.
- In circumstances of suspected abuse parents should not be contacted as a matter of course.

Record Keeping:

When a student/pupil has made a disclosure the member of staff should:

- Make brief notes immediately after the conversation
- Not destroy the original notes in case they are needed
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the student/pupil
- Draw a diagram to indicate the position of any bruising or other injury
- Record statements and observations rather than interpretations or aspirations

Support:

- As it is a stressful experience to deal with a disclosure it is important that the member of staff seeks support for his/herself and discusses this with the DSL.

Allegations Involving School Staff: Including the Headmaster, DSL and Volunteers

This part of the policy is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) at our school has:

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

If a student/pupil or parent makes a complaint against a member of staff, the person receiving the complaint must take it seriously and inform the DSL.

Any member of staff who suspects that a student/pupil may have been abused by another member of staff, either at School or elsewhere, must immediately inform the DSL or the Headmaster in the case of the DSL being the subject of the complaint. A record should be made of the concerns or allegation. If further action is necessary the DSL will make a referral direct to the Local Authority acting under the guidance of the BSCB. If the Headmaster considers an internal investigation is necessary this will be carried out by the DSL and case manager.

Following an allegation of abuse, the DSL and the Headmaster should not make their own decisions over what appear to be borderline cases. In such cases the local authority must be contacted for initial informal advice. This should be done through the BSCB from whom advice can be obtained and jeopardising any police investigation will therefore be avoided.

When informed the Headmaster must contact the DSL (unless the DSL is the object of the allegation) who will have higher level of training than the Headmaster. If the Headmaster is absent the matter must be referred immediately to the Chair of Governors. If the concerns are about the Headmaster, the matter should be reported to the Chair of Governors. The Headmaster of student/pupil protection for the Diocese of Westminster must also be informed.

The procedure for dealing with allegations against staff should not compromise student/pupil protection but should be consistent with the principles of natural justice.

Procedure

- Allegations of abuse against another member of staff **must** be reported immediately to the DSL unless she is the person against whom the allegation is made. In this case, it must be reported to the Headmaster who will refer to the BSCB. If the Headmaster is the subject of the allegation, the case must be referred to the Chair of Governors, without informing the Headmaster first, who will refer it to the BSCB.
- An investigation will be carried out urgently to assess the substance of the allegation. If there are sufficient grounds for further investigation, there may be a need to remove the member of staff from the situation whilst an investigation is undertaken. Suspension is understandably very distressing for the accused person and disruptive for the school, and therefore is a decision that merits very careful consideration.
- Suspension is most likely to occur when it is necessary for the conduct of the investigation to proceed unimpeded, or where student/pupils, or others are at risk or likely to be at risk. Suspension may or may not be appropriate and should not be undertaken without good reason. Where suspension is a possible outcome, the teacher will be called to an interview with the Headmaster, informed of the accusation and advised to seek the help of his or her teacher organisation. The teacher will be given opportunity to make representation concerning the suspension.
- Any suspension on full pay is a neutral act in law designed to safeguard the interests of all concerned and does not imply either blame or punishment.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation.

Full details of **Barnet Safeguarding Children Board** procedures can be found at www.barnet.gov.uk/safeguarding-student/pupils and [pupils-board](http://www.barnet.gov.uk/safeguarding-student/pupils-board)

Avoidance of compromising Circumstances

All staff are vulnerable to accusations by students/pupils and must avoid circumstances which might lead them to be alone with a student's/pupil's in circumstances where they cannot be observed or overlooked.

- Avoid interviewing in rooms without windows in doors, or leave the door open.
- Use a room where someone else is likely to enter at any time or pass by.

- Be wary of the risk of allegation in one-to-one tuition, sports coaching, conveying students/pupils by car, social networking with students/pupils and so on.

Safety in School

- No internal doors to classrooms will be locked whilst students/pupils are present in these areas.
- Our site manager will ensure that necessary risk assessments are regularly carried out and that all areas of the school are safe with the support of other school staff.
- Entry to the school premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance.
- Authorised visitors to the school will be logged into and out of the premises and will be asked to wear their identity badges or be issued with school visitor badges. Headmaster or school office. Carelessness in closing any controlled entrance will be challenged.
- The presence of intruders and suspicious strangers seen loitering near the school or approaching students/pupils, will be reported to the Police by calling 101 or 999, depending on the circumstances and the urgency of the case so that if police stops these individuals they can be spoken to about what they were doing and dealt with accordingly. Brief information about the incident will be sent to the Barnet Children's Safeguarding Board with a view to alerting other local schools in liaison with the police and through appropriate systems.
- Parents, guardians or relatives may only take still or video photographic images of students/pupils in school or on school-organised activities with the prior consent of the school and then only in designated areas. Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of the other parents/guardians whose children may be captured on film. Without this consent the Data Protection legislation would be breached. If parents/guardians do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

Private Fostering and Children Staying with Host Families

Definition

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a guardian, for 28 days or more.

Where the student/pupil is under the age of 18 and the person who provides the care and accommodation is paid to provide that arrangement, or the arrangement is not made by the child's family, the private fostering arrangement could amount to regulated activity for the purposes of the Safeguarding Vulnerable Groups Act 2006 regardless of the duration of the arrangement.

In specific cases whereby we act as the regulated activity provider, during recruiting possible guardians our robust safer recruitment procedures will apply.

Similarly, in cases whereby we outsource this role to other agencies we will ensure that they also comply with our procedures and meet all relevant regulations.

Working in Partnership with Parents and Guardians

Guardians for the International Students are coordinated by Mrs A Swynnerton on behalf of St Martha's School.

It is our policy to work in partnership with parents or guardians to secure the best outcomes for our students/pupils. We will therefore communicate as clearly as possible about the aims of this school.

- We will use clear statements in our correspondence.
- We will liaise with agencies in the statutory, voluntary and community sectors and local teams that are active in supporting families.
- We will be alert to the needs of parents/guardians who do not have English as their first language.
- We will keep parents/guardians informed as and when appropriate.

Reporting unsuitable staff ISA requirements

The Headmaster must inform the Independent Safeguarding Authority (ISA), within one month of leaving the school, any person (whether employed, contracted, a volunteer or a student/pupil) whose services are no longer used because he or she is considered unsuitable to work with students/pupils.

There is also a legal duty to refer to the NCTL anyone who has harmed, or poses a risk of harm.....and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

The school will follow the relevant legislation as found in The Education (Provision of Information by Independent Schools)(England) Regulations 2003

All recruitment procedures conform to the requirements of the ISA.

CONFIRMATION OF A STUDENT/PUPIL PROTECTION REFERRAL

Student/pupil's Name.....

.....D.O.B.....

Address:.....

.....

Telephone No: Home.....Work:.....

Parents' Names:.....

.....

Date of Referral:.....Time of Referral:.....

Referred To:.....

Referrer's Name:

Name of School:Telephone No:

Concerns Referred/Raised:

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Upon completion by the DSL for student/pupil protection, this form should be sent to the relevant social services team.