



St Philomena's Catholic High School for Girls

Safeguarding & Child Protection Policy 2021-2022

St Philomena's Catholic High School for Girls





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1. INTRODUCTION

St. Philomena's exists as a distinct community because it has Christ as its foundation. His teaching and example are the basis for its daily life, relationships and future hopes. It should be possible to meet Christ in all aspects of the life of the school and the spiritual dimension should underpin all its work. The attitudes and values of the school are those of Christ's radical command to *love one another as I have loved you* (Jn 13:34), where this love means



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putting others first (Mk 9:35), turning the other cheek (Mt 5:39), and going the extra mile (Mt 5:41).

2. PHILOSOPHY

Leadership in the school must reflect its Christian nature by putting the welfare and development of students and staff first and so putting Christ's example into practice".

"At St. Philomena's we recognise the right of every individual to feel safe at all times and accept the responsibility of ensuring that we never cause a person to feel unsafe by our actions or by our failure to act". (St. Philomena's Staff Code of Conduct)

The safety and welfare of our students is of the utmost importance. Because of the day-to-day contact with young people, our staff are well placed to observe the outward signs of abuse. We are committed to safeguarding young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage young people to talk to us about anything that worries them.

Staff will not assume a colleague or another professional will take action and share information that might be critical in keeping students safe. They will be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff will speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of young people

All adults working in the school must protect young people from harm and abuse, including Child Sexual & Child Criminal Exploitation (CSE/CEE), Female Genital Mutilation (FGM), Radicalisation/Extremism (Prevent Duty) and peer-on-peer abuse and be aware that any student may be at risk.

We have a duty to safeguard and promote the welfare of our students under the KCSIE (Sept 2021) which takes into account the relevant legislation through identifying any young person welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

In addition to our child protection policy and procedures, we have policies and procedures to cover the roles of staff, students and parents in respect of health and safety, anti-bullying, e-safety, positive handling, racism and discrimination, FGM and Radicalisation/Extremism (Prevent Duty) and equality duty.

Students are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. We also ensure that issues of safeguarding are raised with students through the Personal, Social and Health Education & Citizenship (PSHEC) curriculum. Students are taught to recognise when they are at risk and how to get help when they need it. Our policy applies to all staff,



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governors and volunteers working in the school and students and parents are informed about this and our other policies in the school prospectus and on our website.

There are a number of elements to our policy:

- Ensuring safe recruitment practice in checking the suitability of all our staff and volunteers to work with young people;
- Raising awareness of child protection/safeguarding issues amongst all staff and volunteers and of what to do if they have concerns;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences and core group meetings;
- Establishing and maintaining a safe environment in which young people feel secure and are encouraged to talk freely about anything that concerns them;
- Ensuring young people know there are adults in the school who they can approach if they are worried about anything;
- Including opportunities in the PSHEC curriculum to develop and equip students with the skills needed to recognise risks and stay safe from abuse;
- Supporting students who have been abused or may be at risk of harm in accordance with any agreed child protection plan;
- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer; and
- Ensuring staff follow accepted "safe practice" principles when working with students.

"'Keeping children safe in education' contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside the statutory guidance 'Working Together to Safeguard Children', which applies to all the schools referred to above, and departmental advice 'What to do if you are worried a child is being abused - Advice for practitioners'."

["Working Together to Safeguard Children"](#) (HM Government, 2018, amended 2020).

["Keeping Children Safe in Education"](#) DfE Sept 2021 (KCSIE)

[What to do if you are Worried a Child is Being Abused - Advice for Practitioners](#)

If lower level concerns or needs (i.e. not child protection) are identified about a particular student the Sutton Common Assessment Framework should be followed.

3. DEFINITION

KCSIE (Sept 2021) defines Safeguarding and promoting the welfare of children as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Safeguarding and promoting the welfare of student relates to any child or young person (i.e. under 18 years of age) who has suffered from, or **may be at risk of** physical injury, neglect, emotional and/or sexual abuse and CSE, CCE, FGM and Radicalisation/Extremism. See



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Appendix 1 Types of Abuse and Neglect

4. RECOGNITION

The first indication of concern about a pupil's welfare is not necessarily the presence of a serious injury. Many other signs, could be an indication of abuse, these may include:

- Students whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn, or they might have difficulty sleeping
- Students with clothes which are ill-fitting and/or dirty
- Students with consistently poor hygiene
- Students who make strong efforts to avoid specific family members or friends, without an obvious reason
- Students who don't want to change clothes in front of others or participate in physical activities
- Students who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- Students who change friendships or have relationships with older individuals or groups
- Students who have a significant decline in performance
- Students who show signs of self-harm or a significant change in wellbeing
- Students who show signs of assault or unexplained injuries
- Students who have unexplained gifts or new possessions
- Students who are regularly missing from school or home
- Students who are missing from education
- Students who are reluctant to go home after school
- Students with poor school attendance and punctuality
- Parents who are dismissive and non-responsive to staff concerns
- Parents who collect their children from school when drunk, or under the influence of drugs
- Students who drink alcohol regularly from an early age
- Students who are concerned for younger siblings without explaining why
- Students who talk about running away
- Students who shy away from being touched or flinch at sudden movements.

See Appendix 1 Types of Abuse and Neglect

5. DESIGNATED SAFEGUARDING LEAD

Our Designated Safeguarding Lead for young people is Miss D O'Reilly and her deputy when she is absent is Miss Rebecca Herran. Other trained safeguarding leads are Ms Noone, all Heads of Year - both Well-being and Learning, Mr L Keane, Miss Lawson and Ms T Hensman.

Any member of staff concerned about a student should inform the Designated Safeguarding Lead or, in her absence, the deputy Designated Safeguarding Lead, immediately. If they are unavailable, another trained safeguarding lead or a senior member of staff should be advised. The nominated Governors with responsibility for Child Protection/Safeguarding are Dr M Howard and Mrs K Flaherty-Payne.

Safeguarding is a standing item on all full governing board meetings. The Designated Safeguarding Lead and designated governor meet termly.



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The Designated Safeguarding Lead has a responsibility for Safeguarding and Child Protection – their key role is:

Manage referrals

The designated safeguarding lead (or deputies) will refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care.
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme.
- where a person is dismissed or left due to risk/harm to a young person to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required.
- [LSCP Sutton Threshold Guidance Oct 2020.pdf \(suttonlsc.org.uk\)](https://www.suttonlsc.org.uk/wp-content/uploads/2020/10/LSCP-Sutton-Threshold-Guidance-Oct-2020.pdf)

Working with others

The designated safeguarding lead (or deputies) will:

- act as a source of support, advice and expertise for all staff.
- act as a point of contact with the safeguarding partners.
- liaise with the Headteacher inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- as required, liaise with the "case manager" and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school. This includes:
 - ensuring that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care



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intervention has ended, there is still a lasting impact on children's educational outcomes.

- o From June 2021, the Virtual Headteacher has a responsibility to promote the education of children who have a social worker and regular conversations should be had to share the relevant information and to enable every opportunity for the child to reach their full potential.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. Concerns and referrals will be kept in a separate child protection file for each child.

Records will include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

The file will only be accessed by those who need to see it.

When students leave the school (including in year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days if possible for an in-year transfer or within the first 5 days of the start of a new term. The child protection file will be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college.

Raising Awareness

The designated safeguarding lead (or deputies) will:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff.
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- ensure the child protection policy is available publicly and parents and carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.



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Training, knowledge and skills

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. The designated safeguarding lead will undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care to safeguard and promote the welfare of children.
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners.
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

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



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Providing support to staff

Training will support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The designated safeguarding lead will be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners.
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.
- **The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**

If the DSL is not available, staff should speak to the Deputy DSL/a member of the SLT/take advice from local children's social care and/or contact a member of the Education Safeguarding Team.

6. THE ROLE OF INDIVIDUAL STAFF

The Teachers' Standards 2012 state that teachers (which includes Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of



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their professional duties.

All school staff have a responsibility to provide a safe environment in which children can learn. All staff should be prepared to identify children who may benefit from early help.

All members of school staff should be aware of systems within the school which support safeguarding and these will be explained to them as part of staff induction. This includes: the school's child protection policy (including the policy and procedures to deal with peer on peer abuse); the behaviour policy (including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying); staff behaviour policy including the Staff Code of Conduct; safeguarding response to children who go missing from education; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All members of school staff will receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All members of school staff should be aware of their local early help process and understand their role in it.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

See Appendix 1 Types of Abuse/Neglect & Other Safeguarding issues

See Appendix 5: Code of Conduct for Staff

7. CONFIDENTIALITY OF RECORDS

Our students and their parents/carers have the right to expect all staff to deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents/carers and, where appropriate, students should be told their right to confidentiality may be breached if information becomes known suggesting possible harm to a child or young person. Child protection issues relating to individual cases **must not** be subject to open discussion in the staff room or elsewhere in the school.

Members of staff should also remember not to promise to students to keep "secrets" (see *procedure below*).

- The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of



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information for the purposes of keeping children safe.' Paragraph 77: 'This includes allowing practitioners to share information without consent' so long as there is a lawful basis to process any personal information required "[Working Together to Safeguard Children](#)" (*HM Government, 2018, amended 2020*). Further advice on [Information Sharing](#) (2018)

8. WORKING WITH CHILDREN

We recognise that young people who are abused, neglected, or who witness abuse or neglect may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and a sense of blame. The school may be the only stable, secure and predictable element in the lives of students at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable students in the school; we will ensure that students know that some behaviours are unacceptable and that the victims of abuse are valued and not to blame;
- liaison with other agencies that support students such as social services, the child and adolescent mental health service, the borough school attendance service and the educational psychology service (including our duty to inform the LA of any private fostering arrangements); and
- ensuring that, where a student with a child protection plan leaves the school, their information is transferred to any new school immediately and that their social worker is informed.

9. TRAINING OPPORTUNITIES

Induction training is mandatory and must also include:

- the Safeguarding and Child Protection policy and procedures.
- the Behaviour Policy.
- the Staff Code of Conduct.
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All staff will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All staff also receive training in data protection matters to ensure that they are kept up to date with their duties and obligations to protect information about the children in the school.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

A record is kept of staff training – type of training and dates which is recorded alongside the single central register (SCR)



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The SCR should be checked regularly by a member of the Senior Leadership Team. Governors must also have assurance that these checks are regularly being carried out and will assist in this process.

10. RECRUITMENT, SELECTION, TRAINING AND SUPERVISION OF ALL STAFF AND VOLUNTEERS

In our recruitment and selection of staff and volunteers we will at all times adhere to the Government guidance contained within “*Working Together to Safeguard Children*” (HM Government 2020), [‘Keeping Children Safe in Education \(DfE Sept 2021\)](#)’.

In particular we will ensure that:

- For good practice, our interview panel includes at least one member who has completed safer recruitment training,
- that we always follow up gaps in previous employment,
- that we always require specific references from employers for the last three years wherever possible
- that for all posts, paid and voluntary, the appropriate Disclosure and Barring Service (DBS) information has been received

We keep a single central record (SCR) of all staff with the date and outcome of their DBS check so at all times staff, students and parents can be assured this has been done.

See Appendix 16 Safer Recruitment for further information

11. CONTRACTORS AND OUTSIDE SERVICES

We expect all contractors providing services within the school whose staff have access to school premises to comply with this policy and the attached procedure. The contractor or individual must agree to this in writing.

In particular, we require any contractor or organisation delivering a service on behalf of the school or using our premises to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS information. Checks are usually only required if a contractor’s member of staff will be left unsupervised.

This policy and procedure will also apply to any organisation using school facilities. They must agree to this in writing.

12. GOVERNORS

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. The named Governors with responsibility for Child Protection/Safeguarding are Dr M Howard and Mrs K Payne.

In particular, the Governing Body must ensure:

- Child protection policy and procedures
- Safe recruitment procedures
- Appointment of a Designated Safeguard Lead who is a senior member of the school leadership team plus a Deputy Designated Safeguard Lead.
- Relevant child protection training for school staff/volunteers is attended
- Safe management of allegations
- Deficiencies or weaknesses in child protection arrangements are remedied without delay



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- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged

13. SITE SECURITY

All people on the site must adhere to the guidelines within this policy. Laxity can cause potential safeguarding issues to arise. Therefore:

- Gates should be locked at playtimes and lunchtimes.
- All Exit Doors should be closed to prevent intrusion.
- The school will not request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example student's relatives or other visitors attending a sports day). The Headteacher will use his/her professional judgment about the need to escort or supervise visitors.
- For visitors who are attend in a professional capacity, their ID will be checked and assurance will be sought that the visitor has had the appropriate DBS check (or that the visitor's employers have confirmed that their staff have appropriate checks).
- Students will only be allowed home with adults with parental responsibility or confirmed permission.
- Students should never be allowed to leave school alone during school hours without permission, and if collected by an adult, signed out.
- Should a student leave the school premises without permission then staff have been informed never to chase after a student, but rather to report immediately to school reception. Then parents and police will be informed of the circumstances.
- All visitors are required to sign in at the main school reception where they will be given a visitor's badge. This will be returned to the main school reception on departure.

14. DATA PROTECTION – Information and Records

The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping students safe. This includes allowing practitioners to share information without consent.

All staff must maintain records and obtain and share information (with parents, carers, other professionals working with the child, police, social services and Ofsted as appropriate) to ensure safe and efficient management of the school, and to help ensure the needs of all students are met. All staff must enable a regular two-way flow of information between parents and school.

Confidential information and records about students are held securely and only accessible and available to those who have a right or professional need to see them. The Head teacher is aware of responsibilities under the latest Data Protection Act in England, including those imposed under the General Data Protection Regulation (GDPR) passed by the European Union. As a school we believe that protecting the data we hold about our students is a fundamental part of our safeguarding process and treats this information with as much importance as protecting the child themselves.



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All staff understand the need to protect the privacy of the students in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way to ensure confidentiality. Parents and carers are given access to all records about their child provided that no relevant exemptions (information which could cause harm to the child or any other individual) apply to their disclosure under the DPA.

The GDPR imposes more stringent requirements on entities that deal with people's personal data. In school, this applies to all personally identifiable information held on staff, students and parents. We are fully committed to ensuring that it upholds the new rights granted to a person under the GDPR. Parents and carers should be aware that there are legal requirements that supersede data protection regulations. The school is required to share data with certain agencies under legal obligations.

15. WHISTLEBLOWING

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the Senior Leadership Team.

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

The NSPCC whistleblowing helpline is available as an alternative route for staff that do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school.

Staff can call 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or email: help@nspcc.org.uk.

16. Foreign Exchange Visits

We will seek the consent of our host families to carry out checks with the appropriate Local Authority to ensure suitability.



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In the event that a host family has been subject of some kind of concern, unless there is satisfactory resolution, the family will be regarded as unsuitable to receive or continue to host a student from overseas. We will take responsible steps to ensure that a comparable approach is taken with our or by our comparison schools abroad.

KCSIE 2021, Annex E explains in full the requirements for schools to follow their statutory duties regarding hosting and exchange visits.

17. Hosting Exchange Visits

When the school is arranging for a visiting young person to be provided with care and accommodation in the UK in a home of a family to which the child/young person is not related, the responsible adults are considered to be in regulated activity for the period of the stay.

In such cases the school is the regulated activity provider; therefore, the school will obtain the necessary information required including a DBS with barred list information to inform its assessment of the suitability of responsible adults.

(Please refer to KCSIE, 2021 for further information)

18. 'Home-stays' in UK

If the school arranges the homestay, they should obtain an enhanced DBS for everyone in the home over 18 years old.

(Please refer to KCSIE, 2021 for further information)

19. Alternative Provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider.

When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

20. Work Experience

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place.

CHILD PROTECTION PROCEDURE

Reporting Concerns

When adults in the school have a concern about a child or young person they should:



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- Complete a Record of Concern Form (Appendix 2) in writing as soon as possible. Record of Concern forms can be found in the staff room and on the Staff Site safeguarding area. Or recording a concern can be done online using CPOMS (Child Protection Online Management System)
- The Designated Safeguarding Lead (DSL) should be informed in person, by telephone, email or CPOMS that a concern has been raised.

Do not delay

- Tell the Designated Safeguarding Lead as soon as you can - it may be necessary to interrupt a lesson to do this - do not leave notes in the Designated Safeguarding Lead's pigeonhole as they may not get back to check their post until the end of the day once the student has gone home;
- Early referral gives more time to offer help to the student and family before the situation becomes severe or serious;
- When the matter is already severe or serious, early referral gives more time for others to protect the student;
- The Designated Safeguarding Lead may consult with the Children's Social Services, and Children's First Contact Service (CFCS) and where appropriate the LADO.

Make written notes

- At the earliest opportunity make a written record of your concerns - record facts accurately and be clear when you are expressing an opinion and the basis for this - these notes will help to ensure accuracy in recalling events later - notes should be legible, signed and dated;
- These notes must be given to the Designated Safeguarding Lead as soon as possible.
- Record of Concern forms are available in the Staff Room and on the Staff Site (Appendix 2 Child Protection Record of Concern)

Concern from something the child says

Listen - do not ask questions or interrogate. Consider interpreting services if English is a second language.

Remain calm - if you are shocked, upset or angry the student will sense this and this could stop them from saying more.

Reassure - the student that s/he has done nothing wrong - tell them it is all right to talk.

Do not promise to keep it secret - tell the student you cannot keep the matter secret and will need to take advice from someone who can help.

REFERRAL PROCESS

If a member of staff wishes to make a referral to Social Services or to the Police they should consult the Designated Safeguarding Lead or deputy about how to do this. However, any referral must not be delayed - if the Designated Safeguarding Lead or deputy is not available the Headteacher should be advised and the referral made to the Sutton Multi Agency Safeguarding Hub (Children's First Contact Service (CFCS)). Guidance on how to make a referral can be found in Appendix 3.

The Children's First Contact Service (CFCS) social care team or the Education Safeguarding Children's Adviser will be happy to discuss concerns even if you are not sure at that stage that a referral needs to be made. They can be contacted on 020 8770 6001.

Remember

- If in doubt, consult;



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- do not ignore concerns, even if these are vague;
- your first responsibility is to the student; and
- if you need help or support to manage your own feelings, this can usually be provided.

Contact with the family

Contact with the family should be discussed with the Designated Safeguarding Lead, who may consult the Children's First Contact Service (CFCS), social care team or the Education Safeguarding Children's Adviser.

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the student from harm), if appropriate the parent or carer should be informed that the matter must be referred to the Children and Family Social Work Service via the Children's First Contact Service (CFCS).

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between school staff and the family about sources of help (e.g. the Children and Family Social Work Service), but if concerns persist, the Designated Safeguarding Lead will need to refer to the Children's First Contact Service (CFCS).

In cases where there are suspicions of sexual abuse, the Designated Safeguarding Lead will seek immediate advice from the Children's First Contact Service (CFCS) before discussing this with the family.

[Sutton_LSCP_CSA_protocol_2020.pdf \(suttonlscp.org.uk\)](https://www.suttonlscp.org.uk/wp-content/uploads/2020/03/Sutton_LSCP_CSA_protocol_2020.pdf)

RECORDING

- All records relating to student welfare concerns will be kept on the student's file and the file will be kept secure - a chronology of concern should be kept;
- The school's online management system (CPOMS) will be used to record the chronology of student concerns;
- Where there are concerns about a student, the student's file indicates this with a gold cover sheet, making the files easily distinguishable from others where there are no concerns and our electronic files have an appropriate "flag" to indicate there are concerns about the student;
- We will keep written records of any concerns about students, even where there is no need to refer the matter immediately;
- Information from records will only be accessed by staff on a "need to know" basis;
- Key staff will need to know when a student is subject to a Child Protection Plan so they can monitor the student's welfare;
- Records relating to the student's welfare will remain on the student's file as long as the student is at the school;
- When the student leaves the school, the new school will be advised in writing that our records contain information about child protection concerns even where these are no longer current. Records should be sent in a way that is lawful in terms of the requirements of the Data Protection Act.

CONCERN ABOUT A STAFF MEMBER, CARER OR VOLUNTEER

- We recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff.



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- Allegations or concerns about any adult must immediately be notified to the Headteacher (or the chair of Governors if the concern is about the Headteacher);
- The Headteacher (or Chair of Governors) will always consult the Local Authority Designated Officer (LADO).
- Following consultation, the Headteacher (or Chair of Governors) in agreement with the LADO will decide on appropriate action:
 - ❖ consider a Senior Strategy meeting
 - ❖ consideration of disciplinary proceedings
- It is important to bear in mind that although the concern may relate to an individual student, other students may also be at risk;
- The procedures are in the [Sutton LADO Protocol](#), Working Together to Safeguard Children 2020, Dealing with allegations of abuse against teachers and other staff and ['Keeping Children Safe in Education'](#) (DfE Sept 2021).
- When appropriate with guidance from the LADO, consideration will be given to referral of a member of staff to the DBS for consideration of the case.
- If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed.
- Further guidance can also be sought from the Children's First Contact Service (CFCS) or the NSPCC Whistleblowing helpline number 0800 028 0285

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

HARM, from or to, other young people

- Abuse or concerns about a risk of abuse or harm by other young people is subject to the same safeguarding procedures as in respect of young people being abused by an adult;
- Professionals responding should be alert to the risk a child/young person may pose to young people other than any "current" victim; and
- Young people who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or committed criminal offences).

In such cases there will usually be a need to refer the alleged perpetrator of harm to the Children and Families Service.

No member of staff should agree to meet a student including Sixth Form students outside of school without permission from the Headteacher. There should be no



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correspondence between staff and students through social media/email unless a staff member has prior approval of the school and corresponds through official school sites in accordance with the social media policy. Communication about work can take place through the school's Google Classroom/Platform and other approved school applications. These are for official communications between staff and students. These communications are not private and can be seen by the school.

Appendix 4 outlines the Procedures for Dealing with Allegations Against Staff.

REQUESTS FOR ASSISTANCE BY OTHER AGENCIES

- All school staff have a legal duty to assist local authority Children and Family Social Care Services or the Police when they are making enquiries about the welfare of students;
- Information about a student must therefore be shared on a "need to know" basis with other agencies;
- When telephone requests for information are received, **always** maintain security by checking the telephone number listing for the caller and calling back to a switchboard number **before** giving information or confirming the student is on the school roll;
- Always advise the designated person about such requests for information;
- Requests for attendance at meetings about individual students (e.g. child protection conferences) should be notified to the designated person, who will arrange preparation of a report and attendance at the meeting;
- Reports should contain information about the child's/young person's:
 - academic progress, attendance, behaviour, relationships with young people and adults, family and any other relevant matters;
- Reports should be objective, distinguishing between fact, observation, allegation and opinion;
- Unless you specify otherwise, reports will normally be made available to the student's family.

STUDENTS SUBJECT TO A CHILD PROTECTION PLAN

- The school will be told by the relevant local authority Children and Family Social Work Service when a student is subject to a Child Protection Plan (previously the Child Protection Register) whether the London Borough of Sutton or another local authority;
- The name of the key social worker must be clearly recorded on the student's record;
- The school will participate fully in the work of Core Groups for these students to assist with the objectives of the Child Protection Plan for the student;
- When a student is subject to a Child Protection Plan, the school will report all unexplained absences even if only of a day;
- When a student is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker; and
- When a student who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.

GENERAL ISSUES

All staff must observe the above policy and procedure at all times. They will be reviewed annually and as required in line with changes in local or national guidance.

SUTTON CONTACT DETAILS

Appendix 14: [Key Contacts](#)



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Links to other guidance

Although this list is not exhaustive, this policy and procedure also accords with:

- Schools Code of Conduct
- Safeguarding Children and Safer Recruitment in Education (DFE April 2011)
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education (May 2019) (Updated in April 2020 to account for online learning during Covid-19)
- Working Together to Safeguard Children (July 2018 – amended 2020)
- Keeping Children Safe in Education (September 2021)
- Ofsted Education Inspection Framework (Updated July 2021)
- Inspecting Safeguarding in Early Years, Education and Skills settings (Updated August 2021)
- Advice for Schools on the Prevent Duty (DfE July 2015 – Updated April 2021)
- Disqualification under the Child Care Act 2006 (August 2018)
- Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers. (DfE July 2018)
- What to do if you think a child is being abused (DfE March 2015)
- Section 26 of the Counter Terrorism and Security Act (2015)
- Section 5B of the Female Genital Mutilation Act (2003) Section 74 of the Serious Crime Act 2015
- Female Genital Mutilation: Resource Pack (Updated Feb, 2021)
- Regulated activity in relation to children (2012)
- Teacher Status Checks – information for employers (Updated June 2021)
- Children Missing Education: Statutory Guidance for Local Authorities (September 2016)
- Child Sexual Exploitation – Definition, Guide and Annexes (DfE February 2017)
- Searching, screening and confiscation (DfE January 2018)
- Sexual violence and sexual harassment between children in schools and colleges (DfE Sept 2021)
- The designated teacher for looked-after and previously looked-after children (DfE February 2018)
- Promoting the education of looked-after and previously looked-after children (DfE February 2018)
- Criminal Exploitation of children and vulnerable adults: County Lines guidance (Home Office, Feb 2020)
- General Data Protection Regulations (GDPR) (May 2018) and the latest Data Protection Act (2018)
- Data Protection Toolkit for Schools (Sept 2018)
- Mental Health and Behaviour in Schools (DfE November 2018)
- Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners (UK Council for Internet Safety, February 2019)
- Safeguarding children and protecting professionals in early years settings: online safety considerations for managers (UK Council for Internet Safety, February 2019)
- Governance Handbook (Updated October 2019)
- Teaching online safety in school' DfE June 2019
- Education for a Connected World (June 2020)
- Reducing the need for restraint and restrictive intervention (June, 2019)



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- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- Public Health England: Rise Above
- Positive environments where children can flourish (2018)
- Safeguarding in schools, colleges and other providers (DfE, May 2020)
- Schools Covid-19 Operational Guidance (Updated August 2021)
- Safeguarding and remote education (Updated March 2021)
- When to call the police – Guidance for Colleges and Schools (NSPCC)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (23rd December, 2020) Department for Digital, Culture, Media and Sport, UK Council for Internet Safety.

The following related policies can be found on the [school website](#):

- Acceptable Use Policy
- Anti-bullying Policy
- Behaviour Policy
- Equality Duty
- Low Level Concerns Policy
- Online Safety Policy
- Procedures for dealing with allegations against staff
- PSHEC Policy
- Whistleblowing Policy

Approved: Autumn 2021
Review Date: Autumn 2022