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| **ST ANDREW’S COLLEGE POLICY DOCUMENT** |
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**INTRODUCTION**

St Andrew’s College fully recognises the responsibility it has under section 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

The school is committed above all else to act in the best interests of the children in our care.

This responsibility is more fully explained in the statutory guidance for schools and colleges ‘Keeping Children Safe in Education’ (September 2020). All staff must be made aware of their duties and responsibilities under part one of this document, which are set out below.

Staff should read the above document together with ‘Annex A’ of ‘Keeping Children Safe in Education’ (September 2020) and ‘What to do if you’re worried a child is being abused: Advice for practitioners’ (March 2015).

Staff should also read ‘Working Together to Safeguard Children’ (2018) together with ‘Information Sharing’ (2018).

Finally, staff should read ‘Prevent Duty Guidance: for England and Wales’ (2015) together with ‘The Prevent Duty: Departmental advice for schools and childminders’ (2015) and ‘The use of social media for online radicalisation’ (2015).

Through their day-to-day contact with pupils and direct work with families **all staff** have a responsibility to:

* Identify concerns early to prevent them from escalating;
* Provide a safe environment in which children can learn;
* Identify children who may benefit from early help;
* Know what to do if a child tells them he/she is being abused or neglected;
* Follow the referral process if they have a concern.

This policy sets out how the school’s governors discharge their statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the school. Our policy applies to all staff, paid and unpaid, working in the school including directors. It also applies to homestay hosts. Teaching assistants, social organisers, house managers, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its directors.

It is consistent with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board procedures.

**There are four main elements to our policy:**

**PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;

**PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A);

**SUPPORTING CHILDREN** particularly those who may have been abused or witnessed violence towards others;

**PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN**

Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is available to parents on request and is on the school website.

**1.0 PREVENTION**

1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.2 The school will therefore:

1.2.1 Establish and maintain an environment where children feel safe, including in a digital context, and are encouraged to talk and are listened to.

1.2.2 Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.

1.2.3 All students will receive PSHE lessons which will include education on how to keep themselves safe from abuse in school and beyond, including online. Please refer to the PSHE policy for further details.

**1.3 Prevention of Peer on Peer Abuse**

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), teenage relationship abuse, physical abuse and upskirting (part of the Voyeurism (Offences) Act, April 2019).

We recognise that sexual violence between children is a particularly important issue of which the college must be aware and take steps to prevent. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

**Sexual violence** includes sexual offences under the Sexual Offences Act 2003, which includes:

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

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

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

**Sexual harrassment** is ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to violate a child’s dignity and/or make the feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualized environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

● sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

● sexual “jokes” or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

● online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

● non-consensual sharing of sexual images and videos;

● sexualised online bullying;

● unwanted sexual comments and messages, including, on social media; and

● sexual exploitation; coercion and threats

1.3.1 **All** forms of peer on peer abuse are unacceptable and will be taken seriously.

The school will therefore:

1.3.2 Create a whole school protective ethos in which peer on peer abuse, including sexual violence and sexual harassment will not be tolerated. This includes staff challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

1.3.4 Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.

1.3.5 Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up.

1.3.6 Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online. Students will receive developmentally appropriate Relationship and Sex Education (RSE), through the PSHE syllabus including teaching about consent:

*Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and have the freedom and capacity to make that choice.*

*A child under the age of 13 can never consent to sexual activity (the age of consent is 16), sexual intercourse without consent is rape, creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves.*

1.3.7 Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

1.3.8 Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued. This includes a dedicated phone number for students to contact the Designated Safeguarding Leads about peer-on-peer abuse, which will be published on posters and in the Student Guide.

1.3.9 Developing robust risk assessments and providing targeted work for pupils identified as being at risk from other pupils or a potential risk to other pupils.

**2.0** **PROCEDURES**

2.1 We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board ‘Inter-Agency Procedures’. A copy of these procedures can be found on their website:

<http://www.safeguardingcambspeterborough.org.uk/children-board/>

**2.2.1 The Designated Safeguarding Lead for Child Protection for St Andrew’s College is:**

Wayne Marshall, Principal

Ground floor, 89 Regent Street, Cambridge

Tel: 01223 323718 / 07986 167401

Email: wayne.marshall@standrewscambridge.co.uk

**2.2.2 The following members of staff have also received the Designated Safeguarding Lead training:**

Helen Widdall

Ground Floor, 13 Station Road, Cambridge

Tel: 07756 588763

Email: helen.widdall@standrewscambridge.co.uk

Hanna Claydon

Basement, 13 Station Road, Cambridge

Tel: 01223 300529 / 07917 420139

Email: hanna.claydon@standrewscambridge.co.uk

2.3 The governors will:

2.3.1 Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Lead, DDSL), the lead responsibility for child protection remains with the DSL and cannot be delegated.

2.3.2 Ensure that the role of DSL and DDSL is explicit in the role holder’s job description.

2.3.3 Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See ‘Keeping Children Safe in Education, Annex B’). Ensure that the DSL and deputies have undertaken the two day training provided by the Education Safeguarding Team and that this training is updated **at least every two years.**

2.3.4 Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via bulletins, meetings or further reading **at** **least annually**.

2.3.5 Ensure that every member of staff, paid and unpaid, and the directors know who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns from the **point of induction**.

2.3.6 Ensure that the DSL or DDSL are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DDSL are not available.

2.3.7 Liaise with the three safeguarding partners (Local Authority, clinical commissioning group and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.

2.3.8 Nominate a governor for safeguarding and child protection who has undertaken appropriate training.

2.3.9 Ensure every member of staff and every governor knows:

* the name of the designated safeguarding leads/deputies and their role;
* how to identify the signs of abuse and neglect;
* how to pass on and record concerns about a pupil;
* that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring child protection concerns to the DSL/DDSL;
* that they have a responsibility to provide a safe environment in which children can learn;
* where to find the Inter – Agency Procedures on the Safeguarding Children Partnership Board website;
* their role in the early help process;
* the process for making referrals to children’s social care.

2.3.10 Ensure all staff members undergo safeguarding and child protection training at induction. All new staff must be provided with the following:

* + The school’s safeguarding policy
	+ The staff code of practice, whistleblowing policy and acceptable use policy
	+ The behaviour and sanctions policy
	+ The school’s safeguarding response to children missing education
	+ Information about online safety
	+ Part One and Annex A of ‘Keeping Children Safe in Education’ (2020)

Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required **but at least annually.**

2.3.11 Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies. Further details can be found in the school’s Whistleblowing Policy.

2.3.12 Ensure that homestay hosts understand their responsibilities regarding safeguarding. As a minimum they should be given the name and contact details of the DSL and DDSL, be provided with basic information on recognising abuse, and be made aware of their duty to pass on concerns.

2.3.13 Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties on the school website.

2.3.14 Ensure that this policy is available publicly via the school website: standrewscambridge.co.uk

2.3.15 Promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including children with a social worker) are experiencing/have experienced with teachers and school and leadership staff.

**2.4 Guidance for staff who are concerned about a child or have received a disclosure**

2.4.1 Staff should be alert to any indication that a student may be suffering harm. A list of possible indicators can be found in Appendix A of this policy.

2.4.2 Staff may also receive a disclosure from a student. If a child discloses abuse, staff should act as follows:

* Remain calm and reassuring
* Listen and ask open questions
* Do not stop the child from talking, but stop asking questions when you have enough information – remember that it is not your job to investigate
* Explain that you will need to pass this information to the Designated Safeguarding Lead and you cannot keep it secret
* Record everything clearly and factually
* Pass on to the DSL
* **Act in the best interests of the child**

2.4.3 Concerns must be recorded and referred to the DSL/DDSL without delay. Staff with safeguarding concerns should complete a ‘logging concern form,’ copies of which can be found in the staff rooms of 89 Regent St and 9 Station Road and on the Engage Portal. The completed form should be passed to the DSL/DDSL by hand or by email immediately. If neither the DSL nor DDSL is available, staff should consider speaking to a member of the Senior Management Team. Concerns for the child’s confidentiality should be considered, but their safety must take precedence.

2.4.4 All staff have a responsibility to bring matters of concern to the attention of the DSL/DDSL when they suspect that students’ welfare is at risk. The DSL/DDSL will decide whether to make a referral to children’s social care. However, it is important to note that any staff member can refer their concerns to children’s social care directly. Contact details for Cambridgeshire children’s social care can be found in Appendix B of this policy.

2.4.5 If staff are concerned that a student may be drawn into radicalisation leading to extremism, they should report their concern in the same way as any other safeguarding concern, as above. They can also refer their concern directly to the local Prevent team, contact details for which can be found in Appendix B of this policy. For further details please refer to the school’s Prevent Policy.

2.4.6 In the event of an allegation against a member of staff, this must be reported to the Principal, Wayne Marshall. If the allegation concerns the Principal, it must be reported to the governor, Tim Fish. The local procedure following an allegation against a member of staff can be found in Appendix C of this policy. Further details can be found in the school’s Allegations of Abuse Against Staff Policy.

**2.5 Liaison with Other Agencies**

The school will:

2.5.1 Work to develop effective links with relevant services to promote the safety and welfare of all pupils.

2.5.2 Co-operate as required, in line with ‘Working Together to Safeguard Children,’ (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

2.5.3 Notify the relevant Social Care Team immediately if:

* it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
* there is an unexplained absence of a pupil who is subject to a Child Protection Plan;
* there is any change in circumstances to a pupil who is subject to a Child Protection Plan.

2.5.4 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Team will also be informed.

Please also refer to the Covid guidance attached as an Appendix to this policy for the actions schools should take to safeguard vulnerable children in liaison with children’s social care.

**2.6** **Record Keeping**

The school will:

2.6.1 Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.

2.6.2 Ensure electronic records are stored securely on the school server in a location only accessible to the DSL/DDSLs.

2.6.3 Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with ‘Keeping Children Safe in Education’ (September 2020) and the Education Safeguarding Team’s Guidance on Keeping and Managing Child Safeguarding Records.

 The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.

2.6.4 Make parents aware that such records exist except where to do so would place the child at risk of harm.

2.6.5 Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

**2.7 Confidentiality and information sharing**

2.7.1 The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school will:

2.7.2 Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.

2.7.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in ‘Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,’ DfE, July 2018).

2.7.4 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL.

2.7.5 Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputies will:

2.7.6 Disclose information about a pupil to other members of staff on a ‘need to know’ basis. Parental consent may be required.

2.7.7 Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

2.7.8 Record when decisions are made to share or withhold information, who information has been shared with and why. (See ‘Working Together to Safeguard Children,’ July 2018)

2.7.9 In cases where the ‘serious harm test’ is met, schools must not withhold providing the data

in compliance with schools’ obligations under the Data Protection Act 2018 and the GDPR.

Where in doubt schools should seek independent legal advice.

2.7.10 Seek advice about confidentiality from outside agencies if required. (See ‘Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,’ DfE, July 2018).

**2.8** **Communication with Parents/Carers**

The school will:

2.8.1 Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties on the school website.

2.8.2 Undertake appropriate discussion with parents/carers prior to involvement of another agency, unless the circumstances preclude this action.

2.8.3 Seek advice from Social Care if the school believes that notifying parents could increase the risk of harm to the child.Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury or where it may lead to the loss of evidence.

2.8.4 Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, record the reasons why. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence, (see 2.6.1)

**2.9 Dealing with Sexual Violence and Sexual Harassment between children**

The school recognise that sexual violence and sexual harassment can occur between two children of any age and sex. Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to ‘unwanted conduct of a sexual nature’, such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

The school will:

2.9.1 Be clear that sexual violence and sexual harassment will not be tolerated.

2.9.2 Provide training for staff on how to manage a report of sexual violence or sexual harassment. Any concern or disclosure regarding peer-on-peer sexual violence or harassment should be recorded and referred to the DSL/DDSL in the usual way for any safeguarding concern, as above. **If the concern or disclosure relates to sexual imagery of a child, staff should not under any circumstances view or forward such imagery.**

2.9.3 Make decisions on a case-by-case basis.

2.9.4 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.

2.9.5 Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.

2.9.6 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.

2.9.7 Liaise closely with external agencies, including police and social care, when required.

2.9.8 Further guidance can be found in ‘Keeping Children Safe in Education - Part Five’ (September 2020), ‘Sexual violence and sexual harassment between children in schools and colleges,’ (DfE, May 2018) and ‘Sexting in schools and colleges: Responding to incidents and safeguarding young people’ published by the UK Council for Child Internet Safety (UKCCIS)

**2.10 Safeguarding arrangements for one-to-one teaching or activities**

2.10.1 The school may provide teaching or other activities (such as pastoral support) on a one-to-one basis. It is important that procedures are in place to protect both the child and adult concerned.

2.10.2 If providing one-to-one teaching or support, the staff member should keep the door to the room they are using open, so that other staff can see and hear what is happening in the room. If they are engaging in a sensitive conversation with requires privacy (such as discussion of mental health issues during a pastoral support session), they can close the door but must inform a nearby colleague of what they are doing. As soon as discussion of said sensitive topic has finished, the door should be re-opened.

2.10.3 At all times, but particularly in a one-to-one situation, staff should remain mindful of their body language, proximity to and physical contact with the student, and not perform any action which could be misconstrued or which could cause the student to feel uncomfortable. Further guidance can be found in the school’s Staff Behaviour Policy.

**3.0 SUPPORTING CHILDREN**

The school recognises that **any** child may be subject to abuse and neglect and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and as such will support all children by:

3.1 Providing curricular opportunities to encourage self-esteem and self-motivation.

3.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.

3.3 Applying the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

3.4 Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.

3.5 Developing productive and supportive relationships with parents/carers.

3.6 Ensuring that there are systems and opportunities within the school for students to talk to staff and have their concerns listened to and taken seriously, and that students are made aware of these systems and opportunities.

**3.7 Children in need and children suffering or likely to suffer significant harm**

3.7.1 The school recognises that there is a statutory differentiation between children in need (Section 17 of the Children Act 1989), and children for whom there is reasonable cause to suspect that they are suffering, or likely to suffer, significant harm (Section 47 of the Children Act 1989) and that the procedures to support and protect such children are different.

3.7.2 The DSL/DDSL are aware of their duties in referring children to social care under the Children Act 1989, how to assess the level of need and how to make a referral. They will at all times have regard to the processes set out on the Cambridgeshire and Peterborough Safeguarding Children Partnership Board website, the link for which can be found in Appendix B of this policy.

3.7.3 The school also recognises the importance of early help – and that in many cases, support can be provided at an early stage to the child and/or family at a universal level, and particularly within the school, and this possibility should be explored before a referral is made. If emerging needs are identified, and assessed as requiring help beyond the universal level, the DSL/DDSL will follow the Cambridgeshire and Peterborough Safeguarding Children Partnership Board procedures for obtaining an Early Help Assessment.

3.8 The school recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child’s life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for those:

**3.8.1 Children with Disabilities, Additional Needs or Special Educational Needs**

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse*.*

The school may have pupils with emotional and behavioural difficulties and/or challenging behaviours. Where this is the case, the school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self–esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the St Andrew’s College PSHE curriculum staff will teach pupils personal safety skills commensurate with their age, ability and needs.

The majority of the school’s pupils speak English as a second language and we are aware that they may be more vulnerable to abuse because they are less able to express themselves to others. Staff understand that they should be particularly aware of changes in behaviours or signs and indicators of abuse amongst these pupils.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

**3.8.2 Young Carers**

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

**3.8.3 Children at Risk of Criminal Exploitation**

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board’s [Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool](http://www.safeguardingcambspeterborough.org.uk/wp-content/uploads/2018/05/Exploitation-CSECCE-Risk-Assessment-Tool.docx) and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions – (see 3.6.4).

**3.8.4 Children Frequently Missing Education**

The school recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavours to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.

When a child is missing from education, the school follows the procedure as set out in Cambridgeshire’s Children Missing Education guidance. The school will inform the Education Welfare Officer and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

Please refer to the school’s Children Missing Education Policy.

**3.8.5 Children Misusing Drugs or Alcohol**

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

* To believe the young person’s substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
* To believe the pupil’s substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
* Where the misuse is suspected of being linked to parent/carer substance misuse.
* Where the misuse indicates an urgent health or safeguarding concern
* Where the child is perceived to be at risk of harm through any substance associated criminality

**3.8.6 Children at Risk of Child Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Sexual exploitation can take many different forms from the seemingly ‘consensual’ relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board’s [Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool](http://www.safeguardingcambspeterborough.org.uk/wp-content/uploads/2018/05/Exploitation-CSECCE-Risk-Assessment-Tool.docx) and refer to Social Care if there is a concern that a young person may be at risk of CSE.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions (see 3.6.4).

**3.8.7 Children Living with Substance Misusing Parents/Carers**

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child’s parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

* Use of the family resources to finance the parent’s dependency, characterised by inadequate food, heat and clothing for the children
* Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
* The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
* Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
* Disturbed moods as a result of withdrawal symptoms or dependency
* Unsafe storage of drugs and/or alcohol or injecting equipment
* Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

**3.8.8 Children Living with Domestic Abuse**

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

**3.8.9 Children at risk of ‘Honour- Based’ Violence including Female Genital Mutilation**

So called ‘honour-based’ violence encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil’s wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report ‘known’ cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

**3.8.10 Children who have returned home to their family from care**

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board ‘Inter - Agency Procedures.’

**3.8.11 Children showing signs of Abuse and/or Neglect**

The school recognise that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

**3.8.12 Children at Risk of Radicalisation**

The school recognises that children are vulnerable to extremist ideology and radicalisation and that protecting children from this risk forms part of the school’s safeguarding response.

The governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

Staff are required to be alert to changes in children’s behaviour which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral.

See also ‘The Prevent Duty, Departmental advice for schools and childcare providers’, DfE (June 2015), and ‘Revised Prevent Duty Guidance: for England and Wales,’ HM Government, (July 2015).

**3.8.13 Privately Fostered Children**

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

 St Andrew’s College arranges residential or homestay accommodation for many of our students. We will not arrange private fostering for our pupils. If parents wish to have their children privately fostered while studying at St Andrew’s College, it is likely that we will not allow the pupil to study with us, however, this will be assessed on a case by case basis and in consultation with directors.

The school will follow the mandatory duty to inform the local authority of any ‘Private Fostering’ arrangements and refer to the Specialist Fostering Team.

**3.8.14 Children who have Family Members in Prison**

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a ‘need to know’ basis.

The school will work with the family and the child to minimise the risk of the child not achieving their full potential.

**4.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

4.1 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of ‘Keeping Children Safe in Education’ (2019). This section should be read in conjunction with the school’s Recruitment Policy and Homestay Recruitment Policy.

4.2 The governing body will ensure that those persons who conduct interviews have a comprehensive knowledge of the school’s recruitment processes and how these relate to safeguarding, either through Safer Recruitment Training, Designated Safeguarding Lead training, or training from another staff member who has received such training.

4.3 Any allegation of abuse made against a member of staff, volunteer or homestay host will be reported straight away to the Principal. In cases where the Principal is the subject of an allegation, it will be reported to the chair of governors. (See Allegations table Appendix C). The school will follow the procedures set out in Part four of ‘Keeping Children Safe in Education’ (2020). See also the Allegations of Abuse Against Staff Policy.

4.4 The school will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff, volunteer or homestay host and adhere to the relevant procedures set out in ‘Keeping Children Safe in Education’ (2020)

4.5The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Principal or school owner should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

4.6 The school will ensure that any disciplinary proceedings against staff or volunteers relating to child protection matters are concluded in full even when the member of staff or volunteer is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies (including DBS and TRA where applicable) and included in references where applicable.

4.7 Staff or volunteers who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

4.8 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

4.9 The school will ensure that all staff, paid and unpaid, and homestay hosts, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers. As part of the Induction process, all staff, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children. Homestay hosts will read and sign the homestay code of conduct, which emphasises the importance of appropriate boundaries, as a condition of hosting students.

4.10 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

4.11 The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

**5.0** **OTHER RELATED POLICIES AND PROCEDURES**

5.1 This policy links to our:

Allegations of Abuse Against Staff

Anti-bullying and harassment policy

Attendance policy

Disciplinary policy

Care of Students with Medical Conditions policy

Children Missing Education

Complaints procedure

Data Protection

Education of Students with Health Needs

Emergency Action Plan

Enabling Students to Take Problems to Staff

Equality policy

First Aid policy

Health and Safety policy

Homestay Recruitment policy

Independent Listener

Mental Health

Online Acceptable Use Policy (Staff)

Online Acceptance Use Policy (Students)

Online Safety Policy

Prevent Policy

PSHE Policy

Recruitment policy

SEN Policy

Sex and Relationships Education

Staff Code of Practice

Staff Discipline and Grievance procedures

Whistleblowing policy

**6.0** **GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

6.1 The governors fully recognise their responsibilities with regard to child protection and safeguarding and promoting the welfare of children. They aim to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

The governors will:

* Nominate a governor for safeguarding and child protection who will take leadership responsibility for the school’s safeguarding arrangements and practice and champion child protection issues. **The named Governor for Safeguarding is: Tim Fish.**
* Ensure an annual report is made to the full governing body. Any weaknesses will be rectified without delay.
* Ensure that this Safeguarding policy is annually reviewed and updated and shared with staff. It will be made available on the school website.
* Ensure that children’s exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
* Ensure children’s wishes and feelings are taken into account where there are safeguarding concerns.

**7.0** **Pandemic safeguarding arrangements**

In response to the 2020 COVID 19 pandemic schools were required to take measures to ensure the health and wellbeing of both children and staff. This included children spending significant amount of time at home and away from the school environment.

An addendum document was issued that applied to the educational provision of the schools during the pandemic relating to Covid-19. This document will be reviewed, and updated according to developments and advice from government and the local authority. Unless otherwise communicated, normal safeguarding and child protection policy and procedures continue to apply.

This policy was ratified on 26th February 2021 and will be reviewed in August 2021.

Signed by the Principal  Wayne Marshall 15/02/2021

Signed by the Named Governor for Safeguarding  Tim Fish 26/02/2021

**Appendix A**

**Four categories of abuse**

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

**Neglect** - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child’s basic emotional needs.

It also includes parents or carers 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
* Ensure access to appropriate medical care or treatment

**Emotional Abuse** - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child’s emotional development.

It may involve conveying to a child that they are:

* Worthless
* Unloved
* Inadequate
* Valued only insofar as they meet another persons needs

It may include:

* not giving the child opportunities to express their views
* deliberately silencing them
* ‘making fun’ of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

* interactions that are beyond the child’s developmental capability
* overprotection and limitation of exploration and learning
* preventing participation in normal social interaction.

It may involve:

* Seeing or hearing the ill-treatment of another
* Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
* The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may

occur alone.

**Sexual Abuse** – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

* physical contact including assault by penetration (e.g. rape or oral sex)
* non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
* non-contact activities involving:
* children in looking at, or in the production of, sexual images,
* children in watching sexual activities
* or encouraging children to behave in sexually inappropriate ways
* 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.

**Appendix B**

**Useful Contacts – the School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Name** | **Contact number**  | **Email** |
| Designated Safeguarding Lead | Wayne Marshall | 07986167401 | wayne.marshall@standrewscambridge.co.uk |
| Deputy Designated Safeguarding Lead | Helen Widdall | 07756588763 | Helen.widdall@standrewscambridge.co.uk |
| Deputy Designated Safeguarding Lead  | Hanna Claydon | 07917420139 | Hanna.claydon@standrewscambridge.co.uk |
| Named Governor for Safeguarding | Tim Fish | 07803 935385 | tim.fish@dukeseducation.com |

**Useful Contacts - Cambridgeshire and Peterborough**

Cambridgeshire and Peterborough Safeguarding Children Partnership Board – Safeguarding Inter-Agency Procedures <http://www.safeguardingcambspeterborough.org.uk/children-board/>

Education Safeguarding Team ECPSGeneral@cambridgeshire.gov.uk

Police Child Abuse Investigation Unit Tel: 101

**Useful Contacts - Cambridgeshire**

Early Help Hub (EHH) Tel: 01480 376666

Customer Service Centre – social care referrals Tel: 0345 045 5203

Emergency Duty Team (out of hours) Tel: 01733 234724

Local Authority Designated Officer (LADO)

LADO@cambridgeshire.gov.uk Tel: 01223 727967

Named Senior Officer for allegations

Senior Education Adviser – Diane Stygal Tel: 01223 507115

Prevent Engagement Team

prevent@cambs.pnn.police.uk Tel: 01480 42 2596

**Relevant Documents**

“Guidance for Safer Working Practice for those working with children and young people in education settings” (May 2019)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)

“Keeping children safe in education: Statutory guidance for schools and colleges” (Sep 2020)

COVID-19: safeguarding in schools, colleges and other providers (May 2020)

“The Prevent Duty, Departmental advice for schools and childcare providers” (June 2015)

“Revised Prevent Duty Guidance: for England and Wales” (July 2015)

“Sexting in schools and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Child Internet Safety (UKCCIS) – (September 2016)

“Sexual violence and sexual harassment between children in schools and colleges” (May 2018)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)

**Appendix C**

**Managing an Allegation Against a Member of Staff, Volunteer or Homestay Host in Your Establishment**

|  |
| --- |
| **ALLEGATION IS MADE** |
| *All staff must know how to recognise an allegation and who to report to.* | *Might arise as a complaint, grievance, suspicion, concern, during discussions from child, parent, member of staff or member of the public.* |
| **REPORT TO:****PRINCIPAL** |
| *If an allegation concerns the Principal, you must report to the Chair of Governors.* | *Principal/Chair of Governors must:**· Not tell anyone, particularly the staff involved* *· Take advice from the Named Senior Officer (NSO) for Education before taking action* *· Make initial enquiries only* *· Not investigate or interview* *· Usual principles of confidentiality apply* *· Deal objectively with everything* *· Existing loyalties must be put to one side* *· Think the unthinkable, believe the unbelievable* |
| **PRINCIPAL OR GOVERNOR DISCUSSES WITH:****NAMED SENIOR OFFICER (NSO) FOR EDUCATION** |
| *Keep detailed records of actions and statements at all stages* |
| **NSO FOR EDUCATION DISCUSSES WITH:****LOCAL AUTHORITY DESIGNATED OFFICER (LADO)****THEY WILL EITHER:** |
| **Refer back to school***Record and date your assessments of known facts.* | **Allegation Management Meeting (AMM)***The next course of action and timescales are agreed at this point.* *School should consider also:* *· information for the adult, witnesses, child/young person and parents/carers* *· on-going support for the member of staff, pupil and parents/carers* *· statements, if needed, for the whole staff, community and press* |