

# SAFEGUARDING AND CHILD PROTECTION POLICY

NOTRE  
DAME  
SCHOOL



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## 1. INTRODUCTION

### 1.1. Purpose

Notre Dame School's Governing body and Notre Dame School (the "School") are committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. At all times the Governing Body and the School will consider the best interests of the child and take a 'whole school' approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and under all relevant aspects of process and policy development.

Safeguarding is everyone's responsibility and everyone has a role to play in identifying concerns, sharing information and taking prompt action. Staff and Governors are trained to raise any concerns about a pupil with the DSL or deputy.

### 1.2 Legislation and Guidance

The School's Safeguarding and Child Protection policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, the Education and Inspections Act 2006, the Education Act 2011, Human Rights Act 1998 and Equality Act 2010 as well as Surrey Guidance.

In producing this policy regard has been paid to:

- Review of sexual abuse in schools and colleges (June 2021)
- Keeping Children Safe in Education (September 2025) (KCSIE)
- Working Together to Safeguard Children (December 2023) (WT)
- The Prevent Duty: Departmental advice for Schools and childminders (June 2015)
- Prevent Duty Guidance: for England and Wales (December 2023) (Prevent)
- Disqualification under the childcare Act (August 2018)
- Information Sharing (July 2018)
- The use of social media for on-line radicalisation (July 2015)
- Mental Health and Behaviour in Schools' (November 2018)
- Counselling in Schools: a blueprint for the future (February 2016)
- Preventing and Tackling Bullying (July 2017)
- Surrey Effective Family Resilience Levels of Need Document (March 2019)
- Education and Training (Welfare of Children) (Act 2021)
- Safeguarding and protecting people for charities and trustees (October 2019)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 2021)
- Human Rights Act 1998: in particular being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to schools under the European Convention on Human Rights (ECHR) (paragraph 85)
- Equality Act 2010: with regards to protected characteristics (including disability, sex, sexual orientation, gender reassignment and race) under the Equality Act (paragraph 88)
- Providing Remote Education (March 2022)
- Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Keeping children safe in out-of-school settings
- Domestic Abuse Act (2021)
- National Framework statutory guidance

The Policy is also in accordance with locally agreed inter-agency procedures set out by Surrey Children's Safeguarding Partnership (SCSP). **Surrey procedures and contact details are contained within their website: <http://www.surreyscb.org.uk>**

### **1.3 Review**

This policy is reviewed by the Senior Leadership Team and the Governors at least annually.

### **1.4 Circulation**

This policy has been adopted by the Governors, is addressed to and applies to all members of staff and volunteers, is available to parents on request and is published on the school's website. It applies wherever staff or volunteers are working with pupils, including when this is away from the school, for example on an educational visit. Wherever the word "staff" is used in this document, it covers ALL persons working within the school including employed staff, governors, supply and self-employed staff, contractors and volunteers, students or those on work experience.

### **1.5 EYFS**

**This policy is also to be used in regard to pupils in the School's Early Years Foundation School (EYFS) setting (nursery and reception classes) with extra items pertaining to EYFS settings printed in BLUE.**

## **2. RESPONSIBILITIES**

### **2.1 The Governing Body and the Safeguarding Governor**

The Governing Body has overall responsibility for ensuring that there are effective safeguarding policies and procedures in place which meet legal and regulatory requirements and that pupils are suitably safeguarded at all times. The Governing Body will monitor the discharge of all statutory responsibilities regularly and robustly. The nominated safeguarding Governor is David Gair ([safeguardinggovernor@notredame.co.uk](mailto:safeguardinggovernor@notredame.co.uk)).

The Governing Body will ensure that:

1. Child protection policy and procedures are in place.
2. The Governing Body have read KCSIE 2025.
3. The school follows safe recruitment procedures (see Recruitment, Selection & Disclosures Policies and Procedures) and holds an up to date single central register of staff, ensuring the school meets statutory requirements and advice.
4. The School's safeguarding policies are up to date, risks are assessed at regular intervals and any areas requiring action are dealt with immediately.
5. The Designated Safeguarding Lead (DSL) for the Prep and Senior Schools are of suitable 'status and authority' to take responsibility and carry out that role, and are members of the SLT and that they have approved the job description. In addition the DSL for the Prep and Senior Schools should have sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
6. All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. Training is regularly updated.
7. Staff /volunteers attend relevant regular formal child protection training.
8. Allegations are addressed swiftly, correctly and safely.
9. Any deficiencies or weaknesses in the safeguarding and child protection arrangements are remedied without delay.

10. A member of the Governing Body is nominated as a Safeguarding Governor to be responsible in the event of an allegation of abuse being made against one of the Head Teachers.
11. Safeguarding matters are placed on the Governing Body's meeting agendas to ensure it is regularly informed of changes and concerns by one of the Heads, either of the DSLs and the nominated Safeguarding Governor.
12. The efficiency with which safeguarding policies and procedures are discharged is reviewed at least annually. Any information required by the local authority regarding safeguarding is passed to them swiftly plus any information to contribute to inter-agency working.
13. The Safeguarding Governor meets regularly with the DSLs, at least once a term and conducts an annual review of staff knowledge and implementation of safeguarding procedures, reporting findings back to the Governing Body
14. That pupils are taught about Safeguarding
15. Staff follow requirements of the Code of Conduct
16. There are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
17. Through review, monitoring, visits, inspections of evidence, evidence gathering and termly reporting to governors by DSLs the School can demonstrate staff are trained and that the policy fully covers child on child abuse
18. Support is in place for victims and alleged perpetrators.

The role of the Safeguarding Governor is attached as an **Appendix** to this Safeguarding Policy.

## **2.2 Responsibilities of all staff**

### **2.2.1 General responsibilities**

All adults working in this School (including visiting staff, volunteers and students on placement) are required to read and understand the safeguarding policy and Part 1 of KCSIE (September 2025) and to read and abide by the Staff Code of Conduct, and to report instances of actual or suspected child abuse or neglect to the Designated Persons with responsibility for child protection. In exceptional circumstances staff may report directly to children's social care however staff are expected to raise concerns with the schools' Designated Safeguarding Lead in the first instance.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

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.

The School recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in School or pupils travelling to and from School and will take all reasonable steps to lessen such risks.

All staff working with children are advised to maintain an attitude of 'it could happen here'.

An urgent matter where a child may be at immediate harm needs to be reported straight away – if a DSL is not on site and cannot be reached by phone then an immediate call to Children's Services 0300 470 9100 or after 5.00pm the Emergency Duty Team is available: Phone: 01483 517898.

### **2.2.2 Staff responsibilities in relation to the sharing of images and videos**

- **All staff report any knowledge of this to Designated Safeguarding Lead (DSL) immediately.**
- Staff are trained to **never** view, copy, print, share, store or save the imagery themselves, or ask a child to share or download – **this is illegal**.
- If staff have already viewed the imagery by accident (e.g. if a young person has showed it to them before they could ask them not to), they will report this to the DSL and seek support.
- **Staff will not** delete the imagery or ask the young person to delete it.
- **Staff will not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- **Staff will not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Staff will not** say or do anything to blame or shame any young people involved.
- **Staff will** explain to the child that they need to report it and reassure them that they will receive support and help from the DSL.
- If a student is found to have shared an image, sanctions will be applied as per the behaviour policy, it will be recorded on the serious behaviour log and the Safeguarding Governor will be informed
- The School will risk assess as to the potential of other victims
- Where relevant the School will notify Police and take their advice

For more information staff can consult the [government guidance](#).

### **2.2.3 Extra-familial harms**

All staff, but especially the DSL (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 abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

## **2.3 The Designated Safeguarding Lead and other safeguarding staff**

The Senior Designated Safeguarding Leads (DSL) are Mrs Amanda Windibank in the Senior School and Miss Rebecca Coppins (Golding) in the Preparatory School [including the role as designated person for safeguarding children within the EYFS](#). Senior DSLs and DSLs can all be contacted via email and also via telephone using the school telephone list.

Each Senior DSL and DSL will undertake training every two years at an interagency approved course run by the Surrey Children's Safeguarding Partnership (SCSP). Each Senior DSL and DSL will read KCSIE 2025.

Staff wishing to report or discuss any matter should contact the Senior DSL. In their absence, any of the Designated Persons may be approached. In addition, any concern should be recorded via the CPOMS Platform. The roles of the Senior DSL and the DSL are attached as an Appendix to this safeguarding policy and is noted in their job descriptions.

The Heads and DSLs will put on their out-of-office notifications in holiday periods and planned absences, an alternative contact for anyone reporting safeguarding concerns about children or about adults working with children, so that action can be taken immediately during holiday periods.

Role	Senior School	Prep School
Senior Designated Safeguarding Lead (DSL) and Prevent Leads	Amanda Windibank <a href="mailto:awindibank@notredame.co.uk">awindibank@notredame.co.uk</a> 01932 869990  ext 205  Assistant Head Pastoral Senior School	Rebecca Coppins (Golding) <a href="mailto:rgolding@notredame.co.uk">rgolding@notredame.co.uk</a> 01932 869990
Designated Safeguarding Leads (DSL)	Head of Year 7 Luke Routley <a href="mailto:lroutley@notredame.co.uk">lroutley@notredame.co.uk</a>	
	Head of Year 8 Mounira Lane <a href="mailto:mlane@notredame.co.uk">mlane@notredame.co.uk</a>	Assistant Head Prep Clare Barber <a href="mailto:cbarber@notredame.co.uk">cbarber@notredame.co.uk</a>
	Head of Year 9 Lucy Rowe <a href="mailto:lrowe@notredame.co.uk">lrowe@notredame.co.uk</a>	Head of Early Years Melanie Lehmann <a href="mailto:mlehmann@notredame.co.uk">mlehmann@notredame.co.uk</a>
	Head of Year 10 Imogen Willis <a href="mailto:iwillis@notredame.co.uk">iwillis@notredame.co.uk</a>	Nursery Holiday Provision Manager Virginia Martin <a href="mailto:vmartin@notredame.co.uk">vmartin@notredame.co.uk</a>
	Head of Year 11 Lucy Evans <a href="mailto:levans@notredame.co.uk">levans@notredame.co.uk</a>	
	Head of Year 12 Emma Carlstedt-Duke <a href="mailto:ecarlstedtduke@notredame.co.uk">ecarlstedtduke@notredame.co.uk</a>	
Safeguarding and Prevent Governor	David Gair <a href="mailto:safeguardinggovernor@notredame.co.uk">safeguardinggovernor@notredame.co.uk</a>	

The school, usually the DSL, will share information readily with relevant agencies, including the police, social care and health services. The DSL is also the first point of contact for external agencies which are pursuing Child Protection investigations and co-ordinates the School's representation at CP conferences and Core Group meetings (including the submission of written reports for

conferences). When an individual concern/incident is brought to the notice of the DSL, they will be responsible for deciding upon whether or not this should be reported as a safeguarding issue, referring to the flow chart in KCSIE September 2025 and to the SSCB referral thresholds and the Surrey Continuum of Support document. Where there is any doubt advice will be sought from the Child Protection Consultation Line (**0300 470 9100**). **For more information see Appendix 2.**

All parents applying for places for their child at this School will be informed of its safeguarding responsibilities and the existence of this policy, which is available to all on the school's website.

In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the School, parents will be notified of this as soon as possible.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

### **3. VULNERABLE PUPILS**

Particular vigilance will be exercised in respect of pupils who are the subject of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing).

If a pupil discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family abuse, this will be referred to the DSL as a safeguarding issue. As part of Operation Encompass, the local police will contact the relevant DSL (or in their absence the Head) on the designated email to notify the school of any domestic abuse issue which has come to their attention.

The School acknowledges the additional needs for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those with a record of truancy, those who are young carers, mid-year admissions and pupils who are excluded from school.

Students with SEND may be more vulnerable and care will be taken to consider barriers to communication and difficulty in managing or reporting challenges resulting from a disability. These children may be more prone to peer group isolation or bullying (including prejudice-based bullying). There may also be challenges in SEND children being unable to understand the difference between fact and fiction in online content and/or repeating content in school. Consideration will also be given to whether indications of abuse may be misinterpreted as resulting from a disability.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

Notre Dame School acknowledges that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. This is set out in more detail in the Curriculum section of this policy. The School has a strong commitment to an anti-bullying policy and will consider all coercive acts, inappropriate child on child behaviour and sexual activity within a Child Protection context.

Where it comes to the School's notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the Surrey Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.

Pupils who are in need of additional support such as counselling or assessment from outside agencies will be referred by the Assistant Head (Pastoral). In-school support for students experiencing anxiety or distress is available from Heads of Year (HoY), the Chaplain, the Wellbeing leads, Assistant Heads (Pastoral) the School nurse and, by referral only the school counsellor –all of whom have extra non-contact time provided so that they can offer this support.

The school must also look for signs that pupils are being sexually exploited, have undergone or may undergo female genital mutilation (FGM), or radicalisation, so- called honour-based abuse, children missing education and forced marriage and to report concerns to the relevant authorities.

Whilst all children should be protected, the Governors and School recognise (and reflect in our policies and procedures) that some groups of children, are potentially at greater risk of harm than others (both online and offline) such as;

- children who need a social worker,
- children who are absent from education,
- elective home educated children,
- children requiring mental health support,
- looked after and previously looked after children,
- care leavers
- and children with special educational needs, disabilities and/or health issues.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. The School's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

## **4. PREVENT**

### **4.1 The Prevent Duty**

Prevent is one part of the government's overall counter-terrorism strategy, CONTEST. The aim of Prevent is to tackle the ideological causes of terrorism, intervene early to support people susceptible to radicalisation, and to enable people who have already engaged in terrorism to disengage and rehabilitate. All staff should look out for concerning changes in behaviour and report them to the DSL.

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be susceptible to being drawn into radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting

children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. The assessment of the risks of radicalisation at Notre Dame is updated annually and is covered in the School's safeguarding training.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. Email filters and website blocking are in place and are monitored by the IT support department who will pass on any concerns to the DSL immediately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern. Effective engagement with the family can be helpful as they are in a key position to spot signs of radicalisation. It is important to advise and assist families who raise concerns. The school will discuss radicalisation concerns with the family unless there is a specific reason to believe this will put the child at risk.

All visiting speakers to the School are checked for suitability and are supervised while on site.

#### **4.2 Referral**

The school will refer any cases where there is deemed to be a risk of radicalisation to the Prevent Office at Elmbridge council. The school also would liaise with our School Liaison Officer:

Surrey Police Youth Engagement Team  
Youth Intervention/School Liaison  
Elmbridge Borough Community Safe Team  
Surrey Police  
01483 637046

If necessary, the school will complete the 'National Prevent referral form'. Staff can also contact the police via the non-emergency number 101. The school will fully support the work of the local Channel Panel in working with any family where there is a risk of radicalisation. It is understood that any referral needs the individual's consent. Non-emergency advice is also available from the DFE via 020 7340 7264 and from Surrey [Prevent@surrey.police.uk](mailto:Prevent@surrey.police.uk).

All staff are required to undertake online Prevent training module on joining the School and Prevent forms part of regular safeguarding updates.

All visiting speakers to the school are checked for suitability and are supervised while on site.

#### **5. TRAINING**

Whole-School in-service training on safeguarding issues, including the Prevent duty, will be updated and undertaken regularly, in line with advice from the Safeguarding Partners. All staff (including the Heads) are expected to attend relevant training and are trained to manage disclosures of child on child sexual violence. Informal updates are given by the DSLs usually via the resources section on CPOMS, by email or in minuted staff briefings as required, for instance by changes

in regulations or best practice, and at least annually. All staff (including the Heads) are trained in online safety via whole school INSET sessions.

All staff, including Governors and volunteers are aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This will includes:

- The Safeguarding and child protection policy
- The code of conduct, managing allegations against staff and whistleblowing policies
- The Behaviour policy
- safeguarding response to children who are persistently and children missing education
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)
- online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Additional one-to-one training from the Senior DSLs or DSLs will be given if necessary to ensure full understanding of these. New staff will be made aware of the identity of the DSL's, and given electronic copies of the Whistleblowing policy, the Attendance policy (covering Children Missing Education and persistent absence), E-safety policy (which includes the acceptable use of technologies), Wellbeing & Mental Health policy and Behaviour policies. The DSLs will attend Surrey Child Protection Service's dedicated induction course and then refresher training at least every two years as recommended by SSCB.

DSLs will be expected to attend appropriate network meetings and to participate in the multi-agency training programme organised by the Surrey Safeguarding Children's Board. The role of the Senior DSL and the DSL is set out in the Appendix attached to this policy

All staff as part of their induction will be required to read and understand KCSIE 2025 Part 1 and the School's Safeguarding Policy, Anti-Bullying Policy and Staff Code of Conduct. Staff must confirm via a Microsoft Form sent from HR to state that they have read and understood these policies. Existing staff are updated appropriately. A register of training undertaken will be kept by the HR Officer.

## **6. RECRUITMENT**

### **6.1 Staff**

Notre Dame School follows **all safer recruitment procedures outlined on the School's Recruitment, Selection & Disclosures Policy and Procedures**. All staff recruited to the School will be subject to appropriate identity, qualification and health checks and asked to supply a complete employment history. References will be verified and Disclosure and Barring Service Checks (DBS) and TRA checks obtained, including any additional checks the school considers appropriate such as overseas criminal record checks and a letter of professional standing. At least one reference must be from the current or more recent employer, including reason for leaving. References must be from a senior person with the proper authority to provide the reference. Information given by the candidate must be verified. This also applies to volunteers. Notre Dame Parents hosting students from overseas on short exchange programme will also have enhanced DBS checks undertaken. The school complies with Independent School Standards Regulations.

A curriculum vitae (CV) will only be accepted alongside a full application form. As part of the shortlisting process, the School will consider carrying out an online search as part of our due diligence

on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the School may want to explore with the applicant at interview.

Applicants for senior posts i.e. Head of Departments and upwards, including any non-teaching staff who may be part of SLT will also be required to go through a Prohibition from Management check.

For Agency and Supply Staff, the School will obtain written notification from any agency, or third-party organisation, that they have carried out the same checks as the School would otherwise perform on any individual. In respect of the enhanced DBS check, the School will ensure that written notification confirms the certificate has been obtained by either the employment business or another such business.

This School will only use employment agencies which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the School on a permanent or temporary basis will be given a copy of this safeguarding policy. Additionally, the Staff Handbook confirms the Child Protection procedures followed in the School and names the persons who should be contacted with any issues concerning Child Protection. Written assurance, policies and risk assessments are gained from organisations outside school whose staff work with pupils off site, for trips such as PGL Adventure Holidays and field trips.

Personnel who are not directly employed by the School, such as peripatetic music teachers and sports coaches as well as volunteers and Governors are all subject to the same principles of safer recruitment and will be required to undergo the same checks as listed above, albeit that persons who are not engaged in “regulated activity” will not be subject to check against the “Barred” list.

A Data Sheet for Non-employed Staff and appropriate checks must be completed as part of the process.

Personnel employed on the School site by contractors will also be subject to the same level of pre-appointment checks and the contractor will be responsible for carrying out, recording and confirming these.

## **6.2 Disqualification**

In accordance with the 2018 update on ‘Disqualification By Association’ issued by the DfE, Notre Dame is no longer required to establish whether a member of staff employed to work in the school is disqualified by association. Following this updated guidance, we will no longer ask questions about cautions or convictions of someone living or working in their household.

## **6.3 Volunteers**

Any parent or other person/organisation engaged by the School to work in a voluntary capacity with pupils will be subjected to all reasonable vetting procedures and Criminal Records, Disclosure and Barring Checks (DBS), including DBS registration from September 2009 where applicable and be subject to a risk assessment for their work in the school. Volunteers will always work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of the School. Volunteers will at no time be given responsibility for the personal care of pupils. Voluntary sector groups that operate within this School, provide off-site services for our pupils or use School facilities, will be expected to adhere to this policy or operate a policy which is compliant with the procedures adopted by the Surrey Safeguarding Children’s

Board. Premises lettings and loans are subject to acceptance of this requirement. All volunteers are inducted in Child safeguarding protocols.

#### **6.4 Contractors and Employees from other organisations**

All contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this safeguarding policy and the reasons for it and are subject to clear safeguarding requirements. Where contractors work regularly in the school, they will be subject to the required safer recruitment checks. An authorising person from the company completes a contractor form and attests the checks have been taken.

If any other contractor or self-employed person does not complete the contractor form and has not undergone the correct safer recruitment checks, they will be classed as a visitor. All contractors report any safeguarding concerns to the front office, who assist them in reporting their concerns on CPOMS.

During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential risks and mitigation steps taken if contractors or their employees could potentially have direct access to pupils. All contractors and sub-contractors will be subject to the school's code of conduct for such staff and whilst on site, their adherence to this policy will be monitored by the Estates Manager or relevant line manager.

Individuals and organisations that are contracted by the School to work with, or provide services to, pupils will be expected to adhere to this policy and their compliance will be monitored.

When pupils are educated offsite assurance will be obtained as part of school visits planning (see school Educational Visits policy) that appropriate child protection checks and procedures apply.

### **7. STAFF CODE OF CONDUCT**

All staff (paid and voluntary) are expected to adhere to a reasonable code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the School's Behaviour Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation, for example, in one-to-one tuition, sports coaching, conveying of pupils by car, and engaging in electronic communication. Staff will not touch a child who has clearly indicated that he/she is or would be, uncomfortable with such contact – unless of course, to protect the child from harm. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary physically to restrain a pupil for their own protection or others' safety, this will be appropriately recorded and reported to the Head and parents. Any physical restraint used will comply with DfE and SSCB guidance.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. The door to any room in which there is 1:1 teaching, including musical instrument tuition, counselling or where any meeting is taking place should be in a room with a clear and unobstructed glass panel. All teaching rooms as far as practicable will have clear and unobstructed glass panels in the doors.

For code of conduct on residential trips see 'Educational Visits Policy.'

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the School. Unsupervised home visits to pupils or private tuition must not take place at all. Visits/telephone calls by pupils to the homes of staff members must only occur in appropriate circumstances where their own children attend the school and it is their friends who are calling or visiting the staff member's child. Any unplanned contact of this nature or suspected infatuations or "crushes" should be reported to or discussed with the Head. Staff must not disclose their personal telephone numbers and home email addresses to pupils or parents, and may only email pupils or parents using the school email address. Staff supervising off-site activities or school journeys will be provided with a school mobile telephone as a point of contact for parents and carers.

All staff must keep social media accounts separate from school, and deny unsolicited requests for internet contact from any pupils or parents (in order to protect themselves). The School's Board of Governors require that no teacher should use personal email addresses or allow existing pupils onto their social media accounts. The school's name, and/or any identifying names or features of school personnel or pupils must not be used beyond the proper professional context. All staff should be aware that social or internet contact with pupils may be placing them at risk of allegations of professional misconduct, or safeguarding issues, which will be dealt with formally. Proper and careful judgment should therefore be used at all times.

It is an offence for a person aged 18 or over to have a sexual relationship with a child under 18, including in the case of a child aged over 16 and under 18. Staff must remember that they are in a position of trust and must not breach that trust.

The staff handbook also contains this advice. **Please also see the section on whistleblowing.**

## **8. FIRST AID AND MEDICAL PLANS**

Except in cases of emergency, first aid will only be administered by the school nurses or qualified First Aiders. All first aid treatment will be recorded and where significant will be shared with parents/carers at the earliest opportunity.

Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a medical plan that has been agreed with the parents.

## **9. EYFS SAFETY OF MEDICINES**

In the EYFS setting all medicines and drugs are to be kept out of the reach of children. Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored at all times. Handbags etc. may not be used for the carriage or storage of any drugs or medicines unless they are locked away from the children.

## **10. COMPLAINTS/ALLEGATIONS MADE AGAINST STAFF/VOLUNTEERS/DSL/HEAD TEACHERS/CONTRACTORS**

Notre Dame School takes all complaints made against members of staff seriously. Procedures are in place for pupils, parents and staff to share any concern that they may have about the actions of any member of staff (including supply staff, contractors or volunteer as well as organisations or individuals using the school premises.

### **10.1 Concerns that meet the harms threshold.**

Concerns that meet the harms threshold include an allegation that a member of staff/volunteer/contractor who has contact with a child in the personal, professional or community life may have:

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

If the above is alleged, the following process will be followed:

- The person to whom the allegation is first reported must inform the Head
- If the Head and DSL are absent, the allegation should be passed to the Chair of Governors.
- The Chair of Governors for Notre Dame School is Simon Frost.
- The recipient of the allegation must take the matter seriously and keep an open mind.
- They must not investigate nor ask leading questions if seeking clarification.
- They must not make assumptions.
- Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.
- The recipient should make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present.
- The record should be signed and dated and, in the case of an allegation against a member of staff, passed immediately to the Head.
- The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.
- The Head may decide to involve the DSL
- The Head will not investigate the allegation themselves, or take written or detailed statements but will immediately report the matter to the LADO/designated officer and in consultation with the LADO/designated officer (**0300 123 1650**) will discuss the appropriate course of action including whether it is necessary to refer the matter to the police. In case of serious harm, the police will be contacted straight away. A written record should be kept of these discussions by the DSL or Head.
- The Head will, as soon as possible, and following briefing from the LADO/designated officer, inform the subject of the allegation, providing as much information as possible at the time.
- If the allegation relates to a member of supply staff provided by an agency, the agency should be fully involved.

If the concerns are about the Head, then the person receiving the allegation should immediately inform the Chair of Governors without notifying the Head. Staff can write to the Chair of Governors via post (addressed to Simon Frost with the School's address) or email [chairofgovernors@notredame.co.uk](mailto:chairofgovernors@notredame.co.uk). It is advised that emails from staff should include a 'read receipt'.

The School may receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular

activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

### **10.2 Concerns that do not meet the harm threshold**

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out 10.1 above.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- humiliating children
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Low level concerns should be reported to the same persons as set out above in 10.1. The School's Managing Allegations and Concerns policy sets out how the School will deal with these concerns and allegations and how and where the information will be stored. The policy can be found on the School's intranet site.

Where a pattern of behaviour is identified, the School will decide the course of action. This may be an internal disciplinary procedure, or referral to the LADO if the harms threshold is met. The School will consider if any wider cultural issues in the School have enabled the behaviour to occur and if appropriate, policies could be revised or extra training delivered to minimise the risk of recurrence.

**If staff have any anxiety about another member of staff they may also seek advice from the Surrey Local Authority Designated Officer, LADO, on 0300 123 1650**

### **10.3 Managing and responding to allegations**

In all allegations the school will decide upon whether the allegation is;

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation.

DSLs should liaise with the Head to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the

requirement for children to have an Appropriate Adult. [The Home Office PACE Code C 2019](#) guidance provides further detail.

In the case of the allegation being against the Head, the Chair of Governors, together with the LADO/designated officer, will inform the Head of the allegation and of the actions to be taken, the time scales involved and the persons involved.

#### **10.3.1 All allegations**

For all allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. Every effort is made to maintain confidentiality and guard against unwanted publicity unless and until a charge is made against the accused person or the DFE / TRA publish information. Clear guidance is given in the DfE document on dealing with allegations.

<http://www.education.gov.uk/aboutdfe/statutory/g0076914/dealing-with-allegations-of-abuse-against-teachers-and-other-staff>

The School's Managing Allegations and Concerns policy sets out how the School will deal with these concerns and allegations and how and where the information will be stored. The policy can be found on the School's intranet site.

#### **10.3.2 Unsubstantiated allegations**

If it is decided that the allegation is unsubstantiated and does not meet the threshold for further referral, the DSL, Head and the LADO/designated officer will consider the appropriate course of action e.g. a joint evaluation meeting or an internal investigation. The Head will as soon as possible, following briefing from the LADO/designated officer, inform the subject of the allegation. The Chair of Governors will be kept informed at each stage.

#### **10.3.3 Substantiated allegations**

If it is decided that the allegation against a member of staff is substantiated and meets the threshold for further action the Head must follow the guidance given by the LADO. In response to an allegation staff suspension will not be the default option. Staff against whom an allegation is made are not automatically suspended, except in the case of an immediate referral to the child protection agencies or police. However, the Head may, after discussion with the Chair of Governors, find it necessary to suspend the member of staff at any stage during an investigation until the matter has been investigated. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual. The School will follow, as appropriate, the Disciplinary Rules and Procedures. A report of this matter will also be made to the Charity Commission.

If the allegation is substantiated and the member of staff is dismissed or the school no longer uses their services (including if a member of staff resigns before dismissal occurs), then the Disclosure and Barring Service (DBS) must be informed and must consider making a referral to the Teacher Regulation Agency (TRA). The school has a requirement to report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children; the email address for referrals is [TRA.Casework@education.gov.uk](mailto:TRA.Casework@education.gov.uk) Referrals to the TRA will also be made if the school believes there has been unacceptable professional conduct, conduct that may bring the profession into dispute, or a conviction for a relevant offence.

#### **10.3.4 Managing false, malicious or unsubstantiated allegations**

If an allegation is found to be malicious or false, every effort will be made to restore the good name of the member of staff. Allegations found to be unsubstantiated, malicious or false will be removed from personnel records. Unsubstantiated, malicious and false allegations will not be referred to in employer references.

Recognising that a false allegation may be a strong indicator of a pupil's problems elsewhere, further exploration may be required. If an allegation is determined to be unsubstantiated, false or malicious the safeguarding lead may, in liaison with the LADO / designated officer, refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In extreme cases the Head, again in consultation with the Chair of Governors, may be required to take action in line with the School's Behaviour Policy. A referral to the police may be necessary if there are grounds for believing a criminal offence has been committed. The child's parents will be informed in writing of the false allegation and the outcome. Appropriate counselling and support will be considered for the child who has made the false allegation.

The member of staff who is the subject of the allegation will be informed orally and in writing that no further action is necessary and will be offered support which may take the form of counselling and/or professional advice.

#### **10.3.5 EYFS allegations**

For children in the Early Years Foundation Stage the school will also inform Ofsted, as soon as is reasonably practicable, but at the latest within 14 days, of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

### **11. ABUSE**

#### **11.1 What is child abuse and neglect?**

Abuse is a form of maltreatment of a child and can be:

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Abuse can be inflicted or knowingly not prevented, usually by adults towards children but can also include sex abuse of children by children.

In the majority of cases the adult is somebody known and trusted by the child, for example, a relative or close friend of the family. Abuse can take place wholly online or technology may be used to facilitate offline abuse. Some individuals seek to use voluntary and community organisations to gain access to children. It is necessary to have an open mind when the possibility arises that a member of the school is suspected of abuse or inappropriate activity.

### **11.2 Staff responsibilities and expectations regarding abuse**

All Governors are required to read and understand KCSIE. Staff and volunteers are required to read and understand KCSIE Part 1 and sign to confirm that they have done so. Types and indicators of abuse, including child sexual exploitation, so called honour-based violence and forced marriage, sexual violence and sexual harassment and child on child abuse are described in KCSIE. Staff training includes information on reporting child on child sexual violence and sexual harassment.

Abuse and neglect and safeguarding issues are rarely standalone events, often multiple issues will overlap. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Child abuse can and does occur both within a child's family and in institutional or community settings, or by others e.g. via the internet. Schools should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school, including intimate personal relationships. School staff are in contact with children all day and are in a strong position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures. The criteria should be that they have '*reasonable suspicion*' concerning child abuse and under the Children Act 1989, this definition has been extended to include '*or may suffer [child abuse] in future*'.

All staff need to note that generally, in an abusive relationship the child may begin to:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home.
- Act in a way that is inappropriate to their age and development  
(Full account needs to be taken of different patterns of development and different ethnic groups).
- Display insufficient sense of "boundaries", lack stranger awareness.
- Appear wary of adults and display 'frozen watchfulness'.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

## **12. CHILD ON CHILD ABUSE**

### **12.1 The School's approach to Child on Child Abuse**

The School has a zero tolerance approach to child on child abuse and any reports will be thoroughly investigated; it is never passed off as 'banter', 'just having a laugh' or 'part of growing up' as this could lead to unacceptable behaviours and unsafe environments. All staff should recognise that children

are capable of abusing their peers and must be aware of the School's policy and procedures regarding child on child abuse.

Child on child abuse can include, but is not limited to,

- bullying (including cyber bullying, prejudice-based and discriminatory bullying),
- sexual violence,
- sexual harassment and upskirting;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- consensual and non-consensual sharing of nude or semi-nude images and/or videos;
- initiating/hazing type violence and rituals, gender-based violence or assault;
- abuse in intimate personal relationships between peers;
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse');
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

There is recognition that it is more likely that girls will be victims and boys perpetrators, but all child on child abuse is unacceptable and will be taken seriously. Support is provided to the victim of the allegation and the perpetrator.

Child on child abuse risk is minimised by clear supervision requirements for staff at break and lunchtimes as well as careful attention to the ethos of kindness and tolerance in the school throughout all lessons and extra-curricular activities, especially in PSHE, assemblies and reflection days. Staff are trained on the importance of challenging abusive behaviours between peers.

Child on child sexual violence or harassment can happen outside the School. As with all forms of abuse, the School's duty is to protect a child who has been harmed or is at risk of harm wherever the abuse may have taken place. Staff and Governors are trained to report any concerns they have and to be aware that child on child abuse can sometimes be a hidden abuse where no report has been made. Staff and Governors are trained to identify online child on child abuse.

The School will ensure that the victims of child on child abuse, any informants and the alleged perpetrator(s) will be fully supported through the pastoral care system and by the Assistant Head Pastoral and relevant Head of Year or Pastoral Director. The School will ensure staff are aware of the arrangements in place to support the victim, any informant and the alleged perpetrator(s). The Chaplain and school counsellor may also be involved as an additional support. Allegations will be recorded using the CPOMS platform. Investigations are to be thorough, including interviews and witness statements. Any risks and needs assessment should consider whether there may have been other victims. The School understands that the victim will likely find the experience stressful and distressing which is likely to affect their educational attainment. This will be exacerbated if the perpetrator(s) attend(s) the same School.

Where there is an online element to a report, effective safeguarding practice includes being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. **The key consideration is for staff not to view or forward illegal images of a child.**

In the event that:

- The allegation or event is one of actual bodily harm – i.e. an injury has necessitated first aid

or medical treatment.

- The allegation has been reported to the Police or Children's Services by the child or parent.
- The child is looked after in public care.
- The child is the subject of a Child Protection Plan.
- The child has a disability or Statement of Special Educational Needs.
- The pupil concerned has been subject to previous complaints.
- The allegation is one of sexual abuse.

The parents of the victim and the alleged perpetrators(s) will immediately be informed by the DSL or the Head of the action or allegation if the child is not deemed to be at risk upon this disclosure to parents.

Advice will be sought from the Surrey Lead Officer for education services (or the social services Child Protection Duty Manager) with a view to a Strategy Meeting or Discussion being held in accordance with the SSCB procedures within 24 hours. This process will agree upon the appropriate course of action and the time-scale for investigations.

In considering whether or not a referral to Children's Services is appropriate, the Head may seek advice from the either of the Chair of Governors and the LA's Lead Officer and advisers. Parents should also be advised of their independent right to make a formal complaint to the Police.

A bullying incident will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm. This includes cyber-bullying. Consideration is given to the fact that pupils with SEN/D may be more vulnerable to bullying and child on child abuse.

If reports are believed to be unsubstantiated, unfounded, false or malicious, the School manages these in accordance with the Notre Dame Behaviour policy. These reports are logged separately with the pastoral team and cover allegations of bullying, sexual violence, sexual harassment and serious behaviour.

Prejudice-based bullying is not tolerated and is covered in the Anti-bullying policy. Students with protected characteristics may be more vulnerable to this form of bullying and so staff must be very aware and observant in these cases. The protected characteristics are:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation.

Allegations of child on child sexual abuse or sexual harassment will be thoroughly investigated and all staff are trained in how to manage an allegation of this type. Allegations of any form of bullying or child on child abuse involving mobile phones and/or social media will be thoroughly investigated and dealt with in line with the anti-bullying and behaviour polices, and the DSL will seek the advice of and liaise with relevant agencies.

The Anti-bullying policy and procedures are available as a separate policy on the school website or on request from the school office.

## **12.2 Sexual Violence and Sexual harassment between children in School**

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. The School will respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened **outside the school** and/or **online**. Sexual harassment and online sexual abuse are not tolerated. In order to create such a culture, the School must assume that abuse is happening in the setting. Notre Dame has a whole school approach to address sexual harassment and online sexual abuse.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- 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.
- understanding intra familial harms and any necessary support for siblings following incidents.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. Any risks and needs assessment should consider whether there may have been other victims. The School understands that the victim will likely find the experience stressful and distressing which is likely to affect their educational attainment. This will be exacerbated if the perpetrator(s) attend(s) the same School.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should speak to the DSL (or a deputy in their absence).

The immediate response to an allegation by the DSL will be to ensure the student is safe, including contacting police and/or external agencies. The ongoing response will be to support the victim, work with external agencies and if the alleged perpetrator is a student in our school to also work with them from a safeguarding perspective. The School follows the DfE's Searching Screening and Confiscation Advice for schools when investigating allegations.

## **12.3 The School's processes for Child on child Abuse**

### **Victim**

- Inform parents, if they are not already aware, that an investigation will take place without delay
- Listen to the victim, make them feel safe and reassured – parents will have the choice to be present
- Give victim access to the most appropriate pastoral support – e.g HOY, Wellbeing Mentor, Counsellor

- Risk assess if it is likely there are other victims and if there are, act accordingly (see 'Others' below)
- If images are involved staff should not share or ask to see them
- After the incident HOY will check in regularly
- Share relevant information in Staff Briefing under 'Causes for Concern'
- Report to Safeguarding Governor and log on CPOMs

#### **Perpetrator**

- Inform parents, if they are not already aware, that an investigation will take place.
- Listen to the alleged perpetrator. Parents will have the choice to be present
- Give perpetrator access to the most appropriate pastoral support – e.g. HOY, Wellbeing Mentor, Counsellor
- Apply sanctions as per the Behaviour policy
- Risk assess if it is likely there are other perpetrators and if so, act accordingly
- If images are involved staff must not share or ask to see them
- After the incident HOY will check in regularly with student(s)
- Share relevant information in Staff Briefing under 'Causes for Concern'
- Report to Safeguarding Governor and log on CPOMs/Serious behaviour log
- Liaise with external agencies as necessary (such as children's services, police)

#### **Others**

- As with victim / perpetrator above
- Continue to build a culture of sharing in the School to enable students to feel able to talk and share concerns
- Pupils have a number of support functions such as the 'help button' on Firefly, pages in the planner about where to get help and support, Assemblies and PSHE lessons.

### **13. FEMALE GENITAL MUTILATION (FGM)**

#### **13.1 Reporting Concerns**

If a member of staff suspects that a student has been removed from, or prevented from, attending school as a result of FGM, this must be reported to the DSL and a referral must be made to the local authority children's social care and the police, 'If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher MUST report this to the police' (KCSIE 2025) after consultation with the Head and DSL.

#### **13.2 FGM Indicators**

- a girl confides in a member of staff/other student that FGM has taken place;
- a mother/family member discloses that female child has had FGM;
- a girl has difficulty walking, sitting or standing or looks uncomfortable;
- a girl finds it hard to sit still for long periods of time, and this was not a problem previously;
- a girl spends longer than normal in the bathroom or toilet due to difficulties urinating;
- a girl spends long periods of time away from a classroom during the day with bladder or menstrual problems.
- a girl has frequent urinary, menstrual or stomach problems;
- a girl avoids physical exercise or requires to be excused from physical education (PE) lessons
- there are prolonged or repeated absences from school.
- increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;

- a girl talks about pain or discomfort between her legs.

Remember: this is not an exhaustive list of indicators.

### 13.3 Risk Factors

The most significant factor to consider when deciding whether a girl may be at risk of FGM is whether her family has a history of practising FGM. In addition, it is important to consider whether FGM is known to be practised in her community or country of origin.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, at marriage or during a first pregnancy.

Given the hidden nature of FGM, individuals from communities where it takes place may not be aware of the practice. Women and girls who have undergone FGM may not fully understand what FGM is, what the consequences are, or that they themselves have had FGM. Given this context, discussions about FGM should always be undertaken with appropriate care and sensitivity.

It is believed that FGM may happen to girls in the UK as well as overseas. Girls of school age who are subjected to FGM overseas are likely to be taken abroad (often to the family's country of origin) at the start of the school holidays, particularly in the summer, in order for there to be sufficient time for her to recover before returning to school.

There are a number of factors in addition to a girl's or woman's community, country of origin and family history that could indicate she is at risk of being subjected to FGM. Potential risk factors may include:

- a girl is born to a woman who has undergone FGM;
- a girl has an older sibling or cousin who has undergone FGM;
- a girl's father comes from a community known to practise FGM;
- the family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up girls;
- a woman/family believe FGM is integral to cultural or religious identity;
- a girl confides to a member of staff that she is to have a 'special procedure' or to attend a special occasion to 'become a woman';
- a girl talks about a long holiday to her country of origin or another country where the practice is prevalent
- parents state that they or a relative will take the girl out of the country for a prolonged period;
- a girl talks about FGM in conversation, for example, a girl may tell other children about it
- a girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHEE) education or its equivalent;
- a girl has attended a travel clinic or equivalent for vaccinations/anti-malarials.

If any of these risk factors are identified, it should be reported to the DSL who will need to consider whether the level of risk requires referral at this point. Awareness of FGM could be raised among staff and pupils by including in staff training and as part of the PSHEE programme.

Any member of staff who is concerned over a child protection matter must contact the DSL and / or the relevant Head Teacher as a matter of urgency. Records of all safeguarding issues, including those involving the risk of radicalisation, are kept on CPOMS. The IT support department have filters in place to protect children from radical content.

## **14. SO-CALLED “HONOUR BASED” ABUSE AND FORCED MARRIAGE**

### **14.1 So-called “Honour based” abuse**

“Honour based” abuse is a collection of practices, which are used to control behaviour and exert power within families to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that an individual has shamed the family and/or community by breaking their honour code.

So-called “Honour based” abuse can also be the term specifically used to describe murders in the name of so-called honour, sometimes called 'honour killings'. These are murders in which predominantly women are killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame.

The Police definition of so-called “honour based” abuse is: 'a crime or incident, which has or may been committed to protect or defend the honour of the family and/or community'.

Professionals should respond in a similar way to cases of honour violence as with domestic violence and forced marriage;

- In facilitating disclosure,
- Developing individual safety plans,
- Ensuring the child's safety by according them confidentiality in relation to the rest of the family,
- Completing individual risk assessments

### **14.2 Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. It is now illegal for anyone under the age of 18 to marry. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

It is the duty of all staff to report any cases of suspected so called “Honour based” abuse or Forced Marriage.

## **15. OTHER TYPES AND SIGNS OF ABUSE**

### **15.1 CSE (Child Sexual Exploitation) and CCE (Child Criminal Exploitation)**

Both CSE (Child Sexual Exploitation) and CCE (Child Criminal Exploitation) are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males, females, and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance

and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated on or take place online. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

### **15.2 Neglect**

Neglect is where the child's basic needs of food, clothing, hygiene, shelter, emotional, health care or education are not met by the adults who look after the child. It includes children unable to look after themselves; perhaps due to their age and level of development they are left unsupervised to fend for themselves. As a result, the child may be at danger whether in their own home or elsewhere.

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

### **15.3 Physical abuse**

Physical abuse can include physical harm caused by hitting, shaking, burning, biting, suffocating or drowning, poisoning or giving a child alcohol or drugs without care and consideration for the child's health. It can also include not acting to prevent injuries, by intentionally putting the child at risk or by not paying reasonable attention to the child's care and safety.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks,
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home.

### **15.4 Sexual abuse**

This occurs when a child is exploited through the power, authority or position of another person who uses the child to gain gratification for their own sexual needs. It can involve engaging a child in all forms of sexual activities or making a child watch sexual activities.

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

### **15.5 Emotional abuse**

This may involve being told frequently that you are a bad person, worthless, can't do anything right, or are not loved. In households where domestic violence takes place studies have shown that there can be a detrimental effect on children who can be as upset by observing the violence taking place as being hit themselves.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

### **15.6 Domestic Abuse**

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

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

### **15.7 Radicalisation**

Radicalisation is a process by which an individual or group comes to adopt increasingly extreme political, social or religious ideals and aspirations that reject or undermine the status quo, or reject and /or undermine contemporary ideas and expressions of freedom of choice. The Counter-Terrorism and Security Act places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism. Staff should be aware of the early warning signs of radicalism.

Signs and indicators of a child who is in the process of being radicalised may include:

- Self-identification e.g. naming new ideological leaders/role models, lingering concerns with questions of meaning and identity, concentrated self-image
- Very strong devotion to a particular cause; new-found patriotism
- An 'Us Versus Them' societal view e.g. seeing society as the enemy, verbal expression against the government, expressed feelings of disconnection, change in personal narrative
- Social interaction e.g. disconnecting with former community, initiating personal violence, forcing customs on others, untouchable demeanour, dependence on communication technology
- Persona e.g. change in personality, particular emotional expressions
- Association e.g. associating with extremist groups, word choice, change in physical appearance and/or attire, internet identity, training travel

If there are any concerns the DSL must be contacted.

### **15.8 Contextual Safeguarding (Working together to Safeguard Children)**

All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation; serious youth violence and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered.

Assessments of children in such cases should consider whether wider environmental factors are present in a child's life and are a threat to their safety and/or welfare. Children who may be alleged perpetrators should also be assessed to understand the impact of contextual issues on their safety and welfare. Interventions should focus on addressing these wider environmental factors, which are likely to be a threat to the safety and welfare of a number of different children who may or may not be known to local authority children's social care. Assessments of children in such cases should consider the individual needs and vulnerabilities of each child. They should look at the parental capacity to support the child, including helping the parents and carers to understand any risks and support them to keep children safe and assess potential risk to child.

At Notre Dame, all safeguarding situations are investigated fully, taking into account all known contextual factors. When a referral is made, all known factors are passed on to the appropriate authorities.

### **15.9 Consideration of child abduction**

If the School believes there is a risk of child abduction the following processes are in place:

- Adverse Childhood Experiences identified, recorded on CPOMS and monitored.
- Court order, if there is one, loaded on SIMs and staff made aware – sensitively and appropriately, through briefing if abduction is a risk.
- Safety Plan agreed and communicated.
- Safeguarding Governor is notified and Pastoral staff aware of situation.

### **15.10 Community Safety incidents**

To manage potential or actual community safety incidents the School has the following processes in place:

- PSHE lessons on personal safety and awareness.
- Communicate any safety alerts to students and parents via In Touch communication.
- Follow the School's CRIMP procedure if there is an alert from the police.

### **15.11 Children in the Court System**

The School has the following measures in place to support those pupils at the School who are in the court system:

- Information recorded on CPOMS immediately once the School becomes aware.
- Child offered a range of Pastoral Support as appropriate e.g. HOY, Wellbeing Mentor, Counsellor.
- Communicate with CAFCASS when and if necessary.
- Actively build positive relationships with parents.

### **15.12 Children with Family Members in Prison**

The School has the following measures in place to support those pupils at the School who have family members in prison:

- Information recorded on CPOMS immediately once the School becomes aware.
- Child offered a range of Pastoral Support as appropriate.
- DSL/HOY to liaise with partner agencies, sharing information as appropriate e.g. Children's Services.
- Actively build positive relationships with the family affected and ensure, if appropriate, the family member in prison (if a Parent or guardian) has access to school reports and is kept fully informed about their child
- Communicate with the Prison 'Family Contact Officer'
- Authorise visits to the Prison on school days.
- Monitor the risks to the child such as (but not limited to) bullying /academic underachievement.

### **15.13 Modern Slavery and the National Referral Mechanism (NRM)**

Modern slavery is a complex crime and may involve multiple forms of exploitation. It encompasses:

- human trafficking.
- slavery, servitude, and forced or compulsory labour.

An individual could have been a victim of human trafficking and/or slavery, servitude and forced or compulsory labour.

Victims may not be aware that they are being trafficked or exploited, and may have consented to elements of their exploitation, or accepted their situation.

If you think that modern slavery has taken place, the case should be referred to the DSL who will then safeguard the child and refer to a First Responder Agency – in school this is most likely to be the police or NSPCC who will then refer to the NRM so that the relevant competent authority can fully consider the case. You do not need to be certain that someone is a victim.

If the potential victim is under 18, or may be under 18, an NRM referral must be made. **Child victims do not have to consent to be referred into the NRM.**

More information for staff is available online [here](#).

#### **15.14 Homelessness**

The School has the following measures in place to support those pupils at the School who are homeless:

- Communicate with partner agencies and charities including Children's Services – refer if this has not already been processed (Children's Services will be the lead agency).
- Give child contact details for NSPCC and CenterPoint – who will offer support, Information, Advice and Guidance.
- Offer full range of pastoral support in school as appropriate – DSL/HOY/Wellbeing Mentor/Counsellor.
- Identify children living in temporary accommodation or bad housing by getting to know pupils as individual personalities. This can make it easier for teachers to identify changes in their behaviour or character and make any necessary concessions.
- If a child is identified as being homeless all relevant teachers and support staff will be informed.
- Offer access to funding for transport to and from school for homeless children who have been forced to move a distance away from the school.
- Provide funding for special supplies required for schoolwork or extra-curricular activities or school trips that may not otherwise be affordable.
- Have regular meetings with the child, allowing the School to keep up-to-date with how the child is progressing, and to ensure there are no further problems.
- Make contact with parents for an informal chat if they have missed parents' evenings, ensuring that contact is maintained between the school and the parents. Include details of support that is on offer from school in any correspondence to parents of new pupils and in any information packs or prospectus.
- Where a child has been moved to a new school as a result of their housing situation, the School will pair the child with a 'buddy' to look after them while they settle in.
- Pastoral staff to develop links with local organisations that may be useful for signposting children or parents to. For example, this could include developing links with a local housing advice agency or forum.
- When providing additional help and support to a child, care will be taken to ensure that this is done in such a way as to not single them out from their peers. Time will be taken to speak

to the child about their interests, and where relevant offer invitations and support which will allow the child to access after-school activities and clubs.

- An individual's personal situation will be taken into account when issuing sanctions, eg when a child is persistently late,

The School will keep a store of uniform for those pupils whose parents have insufficient funds to purchase a new uniform. **15.15 Bullying**

*Bullying* is another type of behaviour that could in certain circumstances be considered as a form of abuse. Bullying is deliberate, hurtful behaviour, usually repeated over a period of time where it is difficult for those being bullied to defend themselves. Bullying can be verbal, electronic, written and/or physical. See the school's Anti-bullying policy

## **16. SERIOUS VIOLENCE**

All staff should be aware of indicators, which may signal that children are a risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts of new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice on this subject can be found in **Appendix 3**.

## **17. REPORTING ABUSE, NEGLECT OR SAFEGUARDING CONCERNs**

### **17.1 Child at Risk**

If a child is in immediate danger or at risk of harm a referral must be made to children's social care and/or the police immediately. Anyone can make this referral. If the referral is not made by the DSL then the DSL should be informed as soon as possible.

If a crime is committed the police will be informed either immediately (if it happens in school) or within one working day (depending on individual circumstance).

### **17.2 Child in need**

If a pupil or adult, suspects abuse of any sort by another person they must report it directly to the DSL without making any further inquiries. This must be done immediately. It is not the place of any member of staff to decide if the allegations are true or to investigate further. This is the role of the DSL.

### **17.3 How to respond to a disclosure of abuse**

If a child (or anyone) confides about alleged abuse, the recipient of that information should:

- Take seriously what is being told
- Not agree to keep secret or confidential anything that is being told
- Not ask any leading or intrusive questions (but staff can ask children if they have been harmed and what the nature of that harm was).
- Make discreet notes using the child's own words
- Upload any written notes or related documents to the concern raised using the 'CPOMS' platform.
- Not make any further copies,

- Not speculate, make accusations or extrapolate any information that has not been told
- Sign, date and note the time of the conversation on the write-up
- Pass the problem immediately and confidentially to the DSL
- Ensure that any disclosure must remain confidential to the DSL

The DSL should aim to open CPOMS entries within 48 (working) hours to ensure the member of staff is aware that the entry has been received. If a member of staff is concerned that the entry has not been viewed or if appropriate, acted upon, within this time frame, staff should contact the DSL in the first instance, or failing this, contact the Headteacher. This would ensure there has not been a technical error or delay due to staff absence.

The school will follow the flow chart of actions where there are concerns about a child to be found in KCSIE. The DSL and other staff may be required to support other agencies and practitioners following a referral. If information is not forthcoming after a referral the DSL or the member of staff who made the referral should follow this up with the agency to whom the referral was made. Where a referral is found to require action, this will include early help assessments and inter-agency assessment. If after a referral there is no improvement in the situation the DSL (or the person who made the referral) should press for re-consideration to ensure the child's situation improves.

The DSL should consider whether there may have been other victims.

The victim's wishes in terms of how they want to proceed with regard to control and support are balanced with the school's duty and responsibilities to protect other children.

The immediate response to an allegation by the DSL will be to ensure the pupil is safe, including contacting police and/or external agencies. The ongoing response will be safeguarding and supporting the victim, and cooperating with any external agencies.

#### **17.4 A child reports abuse**

If a child reports abuse, staff are trained to support the child/children and to respond appropriately with a personalised plan.

Support includes:

- advice and intervention from outside agencies
- targeted pastoral support from Pastoral Leads
- maintaining clear communication with parents (unless this puts the child at risk of harm) and child at all times
- extra pastoral support from Wellbeing mentor/Counsellor
- Firefly links for out of hours support

#### **18. EARLY HELP ASSESSMENT**

Working together to Safeguard Children (December 2023) states; 'practitioners should, in particular, be alert to the potential need for an early help assessment for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups

- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child.

All staff should be prepared to identify children who may benefit from early help, and should discuss early help assessment requirements with the DSL. The advice from DFE entitled 'What to do if you are worried a child is being abused' and the NSPCC website provide more advice and information. Early intervention can help prevent problematic, abusive and/or violent behaviour in the future.

In accordance with the Serious Violence Duty (January 2023) the School will collaborate with partnerships as requested. The School will be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. The DSLs will consider Surrey's Safeguarding partners' local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided.

## **19. RECORDS, REGISTRATIONS AND ATTENDANCE**

### **19.1 Records**

Brief and accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils, which will be kept on CPOMS. This will include written records of concerns, discussions, decisions and reasons for decisions. This information may be shared with other agencies as appropriate. It is vital that child protection records are kept and maintained which will be done through CPOMS.

Parental consent may be sought before making a Child in Need referral to Children's Social Care (Children's Services). However parental permission is not required before a referral is made to Children's Social Care services.

If consent is withheld, consideration will be given to the potential impact of this for the child and to the need for a child protection referral, which does not require parental consent. The School will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets".

Child protection records are not open to pupils or parents. Child Protection records are kept securely by the DSL and separately from educational records. They may only be accessed by the DSL, their Deputy and the senior managers of the School. Referrals made to Children's Services under the Surrey procedures will be recorded on the Inter-agency Referral form. Child Protection records must include clear and comprehensive summaries of any concerns, details of how the concern was followed up/resolve and a record of action taken/decisions reached. If the allegation is about a member of staff, visitor or contractor then the school would not investigate allegations before first speaking to the LADO.

If a pupil is withdrawn from the School having not reached the normal date of transfer; due to a family move or any other reason, all efforts will be made, jointly with the LA where necessary, to identify

any new address and the School to which they are being admitted and to ensure that their educational records are sent without delay to that School.

If educational records are sent to this School concerning a child who is not registered by the parent, the records will be returned to the sending School with a note, advising them to refer to their LA's Education Welfare Service.

## **19.2 Registrations and Attendance**

The Pupil Registrations and Attendance policy (which includes Children Missing in Education) will be followed for monitoring and reporting non-attendance, and in all instances of a pupil being withdrawn from school before the end of Year 6 for Prep and Year 13 for Senior pupils. A child's name will only be removed from the School's Admissions Register in accordance with the Pupil Registration Regulations or with the authorisation of the local authority attendance service. The DSL will contact a new school to arrange to securely hand over any safeguarding file and to share information to make sure the pupil is supported and the staff including the SENCO are aware of any needs. In accordance with the School's Children Missing in Education policy, when a pupil is removed from the admissions register for any reason, parents are required to name the destination school and the expected start date, and these are noted on SIMS. The LEA is to be informed of the student leaving by the Registrar or a delegated person before the removal takes place, unless the pupil is leaving at the end of Year 13. If no destination school is given then the LEA is informed of that fact.

The School will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate records of those with Parental Responsibility and emergency contacts. Prep pupils will only be released to the care of those with Parental Responsibility or someone known to the parent or carer. Where there are court orders or other custody arrangements in place, the School will ensure the pupil is only released as per the arrangements.

Where children leave the School, the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives.

Child Protection records will be sent to receiving schools separately and under a confidential cover. Records are requested in writing from all feeder schools. Safeguarding records held in school are filed according to this categorisation, according to SSCB's 'Levels of Need' on the 'CPOMS' platform.

The content of Child Protection Conference or Review reports prepared by the School will follow the headings recommended by Children's Services and will, wherever possible, be shared with the parents/carer in advance of the meeting.

Prolonged unauthorised absence can now be classified as educational neglect (KCSIE 2025). In such cases the DSL will liaise with children's services and other external parties as appropriate.

## **20. SAFETY IN THE SCHOOL**

No internal doors to classrooms will be locked whilst pupils are present in these areas. Entry to School premises will be controlled by doors that are secured physically or by constant staff supervision or

video surveillance. Authorised visitors to the School will be logged into and out of the premises and will be asked to wear their identity badges or be issued with School visitor badges. Unidentified visitors will be challenged by staff or reported to one of the Heads or the School Office. Carelessness in closing any controlled entrance will be challenged. All visitors log in and a digital record is kept of visitors. Identity will be checked where necessary.

The presence of intruders and suspicious strangers seen loitering near the School or approaching pupils, will be reported to the Police and the LA with a view to alerting other local schools through appropriate systems.

Parents, carers or relatives may only take still or video photographic images of pupils in school or on school-organised activities with the prior consent of the school and then only in designated areas. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

## **21. CURRICULUM**

Notre Dame School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of its pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for addressing the “Every Child Matters” outcomes framework. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure;
- emotional literacy.

When teaching pupils about safeguarding, the School will pay careful attention to those who have or may have been victims of abuse, who are vulnerable or those with SEND. The School understands that additional barriers can exist when recognising abuse and neglect in those with SEND. These include the assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration. There is also the potential for children with SEND of certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing any signs.

Notre Dame School will work with partners to promote a “Healthy School” through the curriculum with the aim of:

- Developing a school ethos and environment which encourages a healthy lifestyle for pupils;
- Using the full capacity and flexibility of the curriculum to help pupils to achieve safe and healthy lifestyles;
- Ensuring that food and drink available across the school day, reinforces the healthy lifestyle message;
- Providing high quality Physical Education and sport to promote physical activity;

- Promoting an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.
- Pupils are taught within PSHE how to stay safe.

## Safeguarding/child protection in drama performances

All entries for GCSE Drama and/or A-level Drama and Theatre Studies need to be checked for the suitability of performances. This is to ensure that the content and themes of assessed performances are appropriate for a school setting and appropriate to the age group of the students that are performing.

The Head will then be required to sign a declaration form supplied by the examination board and submit this to the examinations officer to be sent to the appropriate examinations board.

## 22. ICT, CYBERCRIME AND ONLINE SAFETY

All staff are trained in data protection and Notre Dame School has signed up to Surrey's new agreement on information sharing.

All computer equipment and internet access within the School will be subject to appropriate IT filters and monitoring and Internet safety rules. All computer equipment meets the necessary digital and technological standards.

The BYOD and One to One devices are protected by Firewall Fortigate 201F

Access to cellular networks is not permitted by pupils in school and any instances will be dealt with via the Behaviour policy. Pupils below Year 10 are not allowed a mobile device during the school day. Prep pupils who travel by coach are allowed to bring their mobile devices to School but must leave them with the Front Office during the school day. These requirements are clearly set out in the acceptable use agreement which pupils and parents sign. Further information can be found in the E-Safety Policy. The School has had regard to the DfE's non-statutory guidance on the use of mobile phones in schools dated January 2026.

Students are taught within ICT lessons and PSHE how to stay safe online, which includes the dangers of cyber-bullying. The DSLs oversee the school's provision in this area. The number of issues classified within online safety is considerable and ever evolving but can be categorised into 4 areas:

- Content – being exposed to illegal, inappropriate or harmful content,
- Contact – being subjected to harmful online interaction,
- Conduct - online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images,
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Cyber-bullying is minimised by the use of assemblies and PSHE and lessons in computer science and/or ICT as well as clear posters around the school. The anti-bullying policy covers cyber-bullying and makes it clear that this is not tolerated.

The School has the following processes in place for managing the risk of cybercrime:

- ICT/Computer Science lessons focus on internet safety and set up basic safety rules
- Focus on empowerment, not fear.
- Create a trusting, respectful environment.
- School's 'net nanny' blocks out any unwanted / inappropriate content
- Strong passwords
- Internet safety talks to parents and students

The School are in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems we use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online. There is information for parents about this on Firefly.

Staff, parents and pupils should be aware that school email and internet usage (including through school Wi-Fi) will be monitored for safeguarding, conduct and performance purposes, and both web history and school email accounts may be accessed by the school where necessary for a lawful purpose – including serious conduct or welfare concerns, extremism and the protection of others.

The school subscribe to multiple systems that monitor school devices and the school network.

### **22.1 Internet Filter**

The Internet Filter monitors and blocks access to, what the School deems inappropriate website or content. It also keeps a log of all activity which is reviewed by the IT team and where necessary, the DSLs.

### **22.2 Safeguarding**

Our safeguarding software monitors all inappropriate behaviour on all school systems. The School sets behavioural threshold on the system. When these thresholds are met, the system will automatically email the DSLs. All inappropriate behaviour is logged and can be viewed by DSL's.

The School's monitoring systems will be able to monitor online behaviour such as, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).

Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

### **22.3 Classroom Monitoring**

Our classroom monitoring software allows the class teacher to monitor what each pupil is accessing or viewing on their School issued one to one device during a lesson. It will allow the teacher to freeze screens during class, control other screens, and share their own screen with their class. This software is not available for devices brought from home.

## **22.4 Responsibilities of SLT**

With regards filtering and monitoring SLT are responsible for:

- Procuring filtering and monitoring systems.
- Documenting decisions on what is blocked or allowed and why.
- Reviewing the effectiveness of your provision.
- Overseeing reports.
- Ensuring staff understand their role with filtering and monitoring and are appropriately trained to understand systems.
- Following policy and procedure.
- Acting on reports and concerns

## **23. WORKING IN PARTNERSHIP WITH PARENTS**

It is the School's policy to work in partnership with parents or carers to secure the best outcomes for its pupils. The School will therefore communicate as clearly as possible about its aims:

- It will use clear statements in its brochures and correspondence.
- It will involve pupils in the development of Codes of Conduct and
- It will produce Behaviour policies and communicate these to parents.
- It will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families.
- It will be alert to the needs of parents/carers who do not have English as their first language.
- It will keep parents informed as and when appropriate.

The school does not require parental consent to make referrals to statutory agencies.

## **24. LISTENING TO CHILDREN**

Pupils should be made aware of all the avenues open to them to discuss any problems, concerns or worries:

- Prep School – Class teachers, Pastoral Director & Assistant Head, Chaplain, School Nurse, ELSA TA or any other trusted adult.
- Senior School – ‘Big Sisters’ (Year 7), Assistant Head Pastoral, Assistant Head Safeguarding, Peer Mentors, Heads of Year, Chaplain, School Nurse, School Counsellor, Wellbeing Mentor or any other trusted adult.

## **25. MENTAL HEALTH AND SAFEGUARDING ISSUES**

Safeguarding and promoting the welfare of children is defined for the purposes of this Policy in line with Working Together to Safeguard Children (2023) to include:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- 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
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children

- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. This will be exacerbated if the alleged perpetrator(s) attend(s) the same school

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The DfE has published non statutory advice to support the identification of anxiety and depression, a condition which is on the increase. These can be accessed from the DfE website (*Counselling in schools: a blueprint for the future* (February 2016), and *Mental health and behaviour in schools* (November 2018)).

## **26. CHILDREN WHO ARE LESBIAN, GAY, BI OR TRANS (LGBTQ+)**

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, bi-phobic and transphobic bullying and abuse. The School has a comprehensive RSE and Trans policy which are available on Firefly.

## **27. PHOTOGRAPHING CHILDREN (Prep and Senior School – not EYFS)**

The School understands that parents like to take photos of or record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film pupils during a school activity without the parent's permission.

BYOD (Bring Your Own Device) may mean that staff use cameras on mobile phones in order to access the intranet. Staff should be mindful of their own protection when doing so and ensure that they are not placing themselves or any children in an inappropriate situation. No staff may take mobile phones or cameras into the children's toilets or changing areas. No photographs may be taken that may compromise the dignity of any person. No photographs may be taken using personal mobile phones or devices.

The School will not allow images of pupils to be used on school websites, publicity, or press releases, without permission from the parent, and if we do obtain such permission, we will not identify individual children by their full name.

The School cannot however be held accountable for photographs or footage taken by parents or members of the public at school functions.

At the start of each academic year parental consent to the taking and use of photographs and filming will be updated for each pupil.

The allowing of photographs and filming will be at the discretion of the Head teacher. If an allegation is made against a member of staff a full investigation will be carried out, including access to the phone, photographs or camera in question, and the police will be informed at the outset.

## **28. PHOTOGRAPHING CHILDREN (EYFS)**

In line with the safeguarding and welfare requirements of the Statutory Framework for the EYFS BYOD may mean that staff use cameras on mobile phones in order to access the intranet. Staff should be mindful of their own protection when doing so and ensure that they are not placing themselves or any children in an inappropriate situation. No staff are allowed to take mobile phones or cameras into the children's toilet or changing areas. No photograph may be taken that may compromise the dignity of any EYFS child now, or in the future. No photographs may be taken using personal mobile phones or devices.

Photographs must not be taken of children in any stage of undress and no photograph should be shared other than through the official school channels.

If an allegation is made against a member of staff a full investigation will be carried out, including access to the phone, photographs or camera in question, and the police will be informed at the outset.

## **29. CONFIDENTIALITY AND INFORMATION SHARING**

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Staff should be aware that under the under the Data Protection Act 2018 and the GDPR 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the DSL.

If any allegations are made of historical abuse the school will consider referring this to the police.

### **30. COMPLAINTS, MONITORING AND REVIEW**

The DSL is responsible for updating and reviewing safeguarding procedures and their implementation. The DSL works in collaboration with the Safeguarding Governor, reporting to them on issues with individual children, referrals, themes which have emerged in the school and details of how the school has handled such, together with all supporting written information. Any complaints arising from the operation of this policy will be included within the School's complaints procedure. Any deficiencies or weaknesses in child protection arrangements will be remedied without delay once identified.

The Safeguarding Governor checks at least annually to ensure the school contributes to local inter-agency working and cooperates with various local agencies. The Safeguarding Governor undertakes an annual review of staff understanding and implementation of school safeguarding policy and procedures. All procedures, including written reports and training records that are part of the annual review are recorded in detail and relayed to the relevant full Governors' Meeting.

The Governors will ensure that any shortcomings identified in the annual review will be rectified immediately.

The reviewed policy is signed off by Board of Governors annually and this is recorded in Governors minutes.

### **31. WHISTLEBLOWING**

The School's whistleblowing policy can be found on the School's intranet page. This enables staff to raise concerns internally and in a confidential fashion about fraud, malpractice, health and safety, criminal offences, miscarriages of justice, and failure to comply with legal obligations, inappropriate behaviour or unethical conduct. The policy also provides if necessary, for such concerns to be raised outside the organisation. All staff and volunteers should feel able to raise concerns about poor or unsafe practice in safeguarding, any of which will be taken seriously by the SLT.

The NSPCC provides a whistleblowing helpline 0800 028 0285 which is available from 8am – 8pm Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **Appendix 1. The Management of Safeguarding**

**The Senior Designated Safeguarding Lead has ultimate responsibility for the whole school and the role is to:**

- take lead responsibility for safeguarding and child protection matters
- communicate effectively, both verbally and in writing, to a high standard both in school and as a representative of the school at external agency meetings
- present a calm and efficient disposition in a crisis
- follow procedures accurately and make informed decisions
- adapt swiftly to changing regulations
- lead staff on safeguarding matters, and monitor, evaluate and record their effectiveness in implementing safeguarding procedures
- support staff in carrying out their safeguarding duties
- train a staff team in safeguarding procedures
- be an effective member of a multi-agency, local authority team
- listen objectively, actively and non-judgementally
- write clear, full and informative reports for external agencies, senior managers, governors and external agencies
- ensure child protection files are kept up to date
- understand the assessment process for providing early help and intervention through locally agreed common and shared assessment processes such as early help assessments
- 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.
- be the School's Prevent Lead
- be responsible for the school's approach to online safety and for overseeing the online safety provision in the school, including understanding the filtering and monitoring systems in place
- maintain open channels of communication with local statutory agencies
- manage referrals
- monitor effectiveness of policies and procedures in practice
- have responsibility for the welfare and progress of looked-after children (as appropriate)
- liaise with the Head to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult.
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.
- 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 or college 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 intervention has ended, there is still a lasting impact on children's educational outcomes.

**The Designated Safeguarding Lead will refer all cases of suspected abuse to either/or:**

- The local authority children's social care unit where suspected abuse and neglect
- The local authority designated officer (LADO) for child protection concerns (particularly all cases which concern a staff member)
- The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child)
- where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
- In consultation with the relevant Head Teacher, and informing the safeguarding governor, consider making a referral to the Teacher Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Where a referral has been made to the DBS, it is unnecessary to contact TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to a TRA referral.
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

**The Designated Safeguarding lead will:**

- Ensure that the school operates within legislative frameworks and recommended guidance.
- Liaise with the head teacher regarding:
  - ongoing enquiries under section 47 of the Children Act 1989 and police investigations
  - referral of cases of suspected abuse regarding children in need to the local authority children's social care unit
  - referral of child protection concerns (all cases involving a staff member) to the local authority designated officer (LADO)
  - referral of cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
  - referral of cases where a crime may have been committed to the police
- Liaise with parents, informing the head teacher (and if appropriate the LADO / designated officer, children's social care unit or police) of all meetings and discussions
- Ensure records of all meetings are clear, comprehensive and dated
- Act as a source of advice and expertise to staff on matters of safety and safeguarding
- When deciding whether to make a referral always liaise with relevant agencies for advice

- Cooperate with the safeguarding governor in the annual check of the safeguarding policy and procedures to ensure they are in line with statutory regulations and implemented correctly
- Be continually aware of any changes in statutory requirements and alter school documentation accordingly, informing governors and staff of any changes.
- Ensure all school records re safeguarding are comprehensive, updated and accessible
- Ensure children receive the right help at the right time by the right people, in order to address risks and prevent issues escalating
- Understand the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child and reassessing concerns when situations do not improve
- Monitor the effectiveness of policies and procedures, and the implementation of such, annually in cooperation with the Safeguarding Governor.
- Act as a support to pupils and staff, follow up and document progress re all concerns regularly.
- Ensure the records of any pupil who leaves the school and has a child protection file are copied for the new school and the child protection file is transferred separately from the main pupil file
- Ensure child protection files are full, informative and contain all the information (duly dated) appertaining to the child in question, plus details of all communications with external agencies, parents and carers.
- Ensure that accurate safeguarding records are kept in a secure location, separate from pupils' academic files, and marked 'Strictly Confidential'
- Submit reports to, and ensure the school's attendance at, child protection conferences or case reviews. Contribute to decision making and commit to the delivery of actions planned to safeguard the child at such conferences or case reviews.
- Ensure any actions to be taken re children on the register are performed efficiently and the results monitored, recorded and evaluated
- Maintain a continuous overview of safeguarding within the school, recording findings clearly
- Ensure safeguarding maintains a high profile at staff meetings
- Organise regular meetings of all involved in safeguarding within the school, including the Early Years

**The role of the Designated Safeguarding lead (DSL);**

- The DSL will be fully conversant with the role and expectations of the Designated Safeguarding Lead, including all matters appertaining to the Early Years
- The DSL will be available to support the senior designated safeguarding lead in whatever capacity is required
- The DSL will assume the role of Senior DSL whenever requested and when the Senior DSL is not on the premises
- The DSL will attend training in line with local authority requirements at least every two years, which will be the same training as the DSL.
- The DSL will support the Senior DSL in ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse
- The DSL will assist the Senior DSL in producing reports for senior managers and governors
- The DSL will understand the organisation and functioning of external agencies, including child protection cases and case conferences.
- The DSL will support the Senior DSL in attending child protection and case conferences

- In the absence of the Senior DSL the DSL will be responsible for dealing with all matters appertaining to safeguarding and will follow the school procedures accurately
- The DSL will share information on all matters brought to his/her notice with the head teacher and, should matters involve child protection, the Child Protection Consultation Line (CPCL) and if necessary, the Children Single Point of Access (C-SPA) in accordance with Surrey Children's Safeguarding Partnership (SCSP)
- If relevant, the DSL will share any concerns that are reported and involve the head teacher with the Chair of Governors as well as the LADO / designated officer.
- The DSL will support staff at all levels in their implementation of the school's child protection procedures.
- The DSL should be observant and a good communicator.

**Job Description for the Designated Governor for Safeguarding (including Prevent):** The Board of Governors is ultimately responsible for the effective management of safeguarding in the School. As part of discharging this responsibility effectively, they nominate a Governor to work with the Designated Safeguarding Leads and other senior staff to review safeguarding policy and practice within the school.

**Key Responsibilities:**

- Maintain regular contact with the Designated Leads for child protection and interview a random sample of staff to ensure they are aware of what to do in case of suspected child abuse.
- Champion the promotion of well-being, safeguarding and child protection issues at the highest level within the School.
- Ensure that the Governing Body puts in place a suitable child protection and safeguarding policy and associated procedures which have proper regard to prevailing regulations guidance, standards and advice.
- Conduct an annual review of safeguarding policies and practices.
- The Designated Safeguarding/Prevent Governor each term talks to a number of staff right across the school to see if they would know who to go to in the case of a suspected abuse and what they would do in terms of comments they might make to the child.
- Report regularly to the Board of Governors on safeguarding matters.
- Ensure that safeguarding training is in place for all staff and relevant additional safeguarding training is undertaken as required by designated staff.
- Undertake appropriate safeguarding training and maintain an up-to-date knowledge of safeguarding requirements for the School.
- Help to broaden the understanding of the whole governing body on safeguarding issues.
- Contribute to ensuring any deficiencies in the School's safeguarding practices brought to Governors' attention from any source are investigated and addressed.
- Be responsible for ensuring that filtering and monitoring standards are met.

## **Appendix 2 – Child Protection Investigations and reporting (contact details)**

The parent/carer will normally be contacted before a referral is made to Surrey Safeguarding Children's Board. However, if the concern involves alleged or suspected sexual abuse or the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing will be said ahead of the referral.

Contact will be made with the local safeguarding agency: Child Protection Consultation Line within 24 hours of all allegations, disclosure or suspicion of abuse. This will be the responsibility of the Senior DSL/DSL.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. **If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the School day, for example, an urgent referral will be made.**

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation. Referrals to SSCB will be confirmed in writing, using the on-line Inter-agency Referral Form and copies made.

### **Reporting and contact details**

For the reporting to police - call Surrey police on 101

For reporting a child in immediate risk of harm – call Surrey police on 101 or Children's services on:

between 9am to 5pm on Monday to Friday.

- Phone: 0300 470 9100
- Email: [cspa@surreycc.gov.uk](mailto:cspa@surreycc.gov.uk)

During evenings, weekends and bank holidays, the Emergency Duty Team is available:

- Phone: 01483 517898
- Email: [edt.ssd@surreycc.gov.uk](mailto:edt.ssd@surreycc.gov.uk)

### Appendix 3. Further guidance and external sources

#### Toolkits

- [Childnet - STAR SEND Toolkit](#) equips, enables and empowers educators with the knowledge they need to support young people with special educational needs and disabilities.
- [Childnet - Just a joke?](#) provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.
- [Childnet - Step Up, Speak Up](#) a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
- [Preventing Harmful Sexual Behaviour toolkit](#) by the Lucy Faithfull Foundation, the toolkit contains links to useful information, resources and support, including practical tips to prevent HSB.
- [NSPCC - Harmful sexual behaviour framework](#) An evidence-informed framework for children and young people displaying HSB.
- [Contextual Safeguarding Network – Beyond Referrals - Schools](#) levers for addressing HSB in schools.
- [Data Protection Toolkit](#)

#### Resources to teaching and understanding safeguarding

- DfE advice for schools: [teaching online safety in schools](#)
- UK Council for Internet Safety (UKCIS) guidance: [Education for a connected world](#)
- UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- The UKCIS [external visitors' guidance](#) will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors
- National Crime Agency's [CEOP Education Programme](#) provides information for parents and carers to help protect their child from online child sexual abuse, including [#AskTheAwkward](#), guidance on how to talk to their children about online relationships
- National Crime Agency's CEOP Safety Centre: The CEOP Safety Centre aims to keep children and young people safe from online sexual abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors
- Public Health England: [Every Mind Matters](#)
- [Harmful online challenges and online hoaxes](#) - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.
- A [video on supporting children](#) who are victims of sexual abuse.
- A link to [South West Grid for Learning](#), a charity that provides support regarding abuse and technology, and [The Marie Collins Foundation](#), a harmful-sexual-behaviour support service.
- A [county lines toolkit for professionals](#).
- Government guidance on [forced marriage](#).
- LGFL "[Undressed](#)" - a website that features a video and song that schools can use to teach young children about the risk of being tricked into getting undressed online.

#### Additional advice and support

##### Abuse

- [What to do if you're worried a child is being abused](#) – DfE advice
- [Domestic abuse: Various Information/Guidance](#) - Home Office (HO)
- [Faith based abuse: National Action Plan](#) - DfE advice

- [Relationship abuse: disrespect nobody](#) - Home Office website
- [Tackling Child Sexual Abuse Strategy](#) – Home Office policy paper
- [Together we can stop child sexual abuse](#) – HM Government campaign
- [When to call the police](#) - NSPCC

## Bullying

- [Preventing bullying including cyberbullying](#) - DfE advice

## Children missing from education, home or care

- [Children missing education](#) - DfE statutory guidance
- [Child missing from home or care](#) - DfE statutory guidance
- [Children and adults missing strategy](#) - Home Office strategy

## Children with family members in prison

- [National Information Centre on Children of Offenders](#) - Barnardo's in partnership with HM Prison and Probation Service

## Child Exploitation

- [Trafficking: safeguarding children](#) - DfE and HO guidance
- [Care of unaccompanied and trafficked children](#) – DfE statutory guidance
- [Modern slavery: how to identify and support victims](#) – HO statutory guidance
- [Criminal exploitation of children and vulnerable adults](#): country lines
- [Child exploitation disruption toolkit](#) – HO statutory guidance
- [County Lines Toolkit For Professionals](#) - The Children's Society in partnership with Victim Support and National Police Chiefs' Council [Multi-agency practice principles for responding to child exploitation and extra-familial harm](#) – non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

## Drugs

- [Drug strategy 2017](#) - Home Office strategy
- [Information and advice on drugs](#) - Talk to Frank website
- [Drug and Alcohol education — teacher guidance & evidence review](#) – PSHE Association website

## (So called) “Honour Based Abuse” including FGM and forced marriage

- [Female genital mutilation: information and resources](#)- Home Office guidance
- [Female genital mutilation: multi agency statutory guidance](#) - DfE, DH, and HO statutory guidance
- [Forced marriage](#) - Forced Marriage Unit (FMU) statutory guidance
- [FGM resource pack](#) – HM Government guidance
- [Mandatory reporting of female genital mutilation: procedural information](#)

## Health and Well-being

- [Fabricated or induced illness: safeguarding children](#) - DfE, DH, HO

- [Rise Above: Free PSHE resources on health, wellbeing and resilience – PSHE Association](#)
- [Medical-conditions: supporting pupils at school](#) - DfE statutory guidance
- [Mental health and behaviour](#) - DfE advice

### **Homelessness**

- [Homelessness: How local authorities should exercise their functions](#) - Ministry of Housing, Communities & Local Government guidance

### **IT**

- [The Minimum Cyber Security Standard - GOV.UK \(www.gov.uk\)](#)

### **Private fostering**

- [Private fostering: local authorities](#) - DfE statutory guidance

### **Radicalisation**

- [Prevent duty guidance](#)- Home Office guidance
- [Prevent duty: additional advice for schools and childcare providers](#) - DfE advice
- [Educate Against Hate website](#) - DfE and Home Office advice
- [Prevent for FE and Training](#) - Education and Training Foundation (ETF)
- [The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK \(www.gov.uk\)](#) – to support for those working in education settings with safeguarding responsibilities
- [Prevent duty self-assessment tool for schools - GOV.UK \(www.gov.uk\)](#) - Self-assessment tool to help schools in England review their responsibilities under the Prevent duty
- [Making a referral to Prevent - GOV.UK \(www.gov.uk\)](#) – a guide on how to report a concern
- [Managing risk of radicalisation in your education setting](#)

### **Violence and Sexual Abuse**

- [Serious violence strategy](#) - Home Office Strategy
- [Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office
- [Youth Endowment Fund](#) – Home Office
- [Gangs and youth violence: for schools and colleges](#) - Home Office advice
- [Ending violence against women and girls 2016-2020 strategy](#) - Home Office strategy
- [Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance
- [Sexual violence and sexual harassment between children in schools and colleges](#)- DfE advice
- Abuse Supporting practice in tackling child sexual abuse - CSA Centre Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

## **Appendix 4 – Providing Remote Education**

The temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result, the Remote Education (England) Temporary Continuity (No.2) direction no longer has effect.

This section details the School’s process for delivering remote education in cases where it is not possible or contrary to government guidance for some or all pupils to attend face-to-face education. This does not apply for general School absences.

Pupils will be given access to remote education as soon as reasonably practical and the School aims to exceed the good practice guidance in terms of hours of education provided.

The School has a number of online tools and programmes including Teams and Firefly which can be used to deliver teaching and tasks to pupils. Where a pupil has access issues with regards hardware or internet access, the School can provide pupils with a laptop or provide hard copy resources.

The School has systems for checking, daily, whether pupils learning remotely are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.

The School will work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. Decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

### **Supporting children in school**

The School is committed to ensuring the safety and wellbeing of all its pupils.

The School will continue to be a safe space for all children to attend and flourish.

In the event of a closure, the School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on the school safeguarding systems. In the event of illness, the School has measures in place to ensure effective DSL cover.

The School will ensure that appropriate support is offered to all students with respect to their mental health.

### **Attendance**

The school expects all pupils to attend school.

Parents or carers are expected to contact the school on the first day of the illness and inform the school of the reason for absence so that the correct attendance codes can be used in every case of absence.

### **Remote learning**

**If the School is forced to close or groups of pupils are required to self-isolate remote learning will be provided. This may or may not include online lessons.** Staff must adhere to the guidelines as laid out in the Code of Conduct.

Parents who request that their child does not engage in live online learning will be provided with an alternative provision. The School has asked parents to ensure computers are in public rooms not bedrooms and that parents monitor the use of computers both for online learning and also for social media.

Clear guidelines for live remote learning will be issued to pupils and parents.

Clear guidelines for staying safe online will be issued to pupils and parents and updates will be sent periodically. Cameras are used for live lessons to improve participation and help teachers monitor students' wellbeing and understanding in lessons, with a clear set of rules for students to follow. A pupil can attend a lesson without their camera on if they wish to do so.

Our IT filters continue to be used to ensure children are safe using our school IT systems. We have a number of IT support staff so there is provision should any become unable to work.

### **Safeguarding of pupils**

Staff must look out for signs of abuse or neglect for any pupil who is self-isolating and report using CPOMS.

Any pupils who are not engaging in remote learning must be reported to the DSL and Head of Year (Senior School) who will follow up with parents to make sure the child is safe and well. Concerns could include not logging on to Firefly, not sending in work, no contact from parents.

Any disclosure from a pupil, including child on child abuse, abuse from a family or household member and online abuse, must be reported using CPOMS. Even if a student wants to report something and asks to go on video or to phone a staff member on their personal phone that must be declined and the DSL informed.

If there is any concern for the mental health of a pupil the DSL and HoY (Senior School) must be informed using CPOMS.

Any concern about extremism must be reported using CPOMS. If staff cannot access CPOMS they must email one of the DSLs and make sure they get a response. If a response is not received the staff member is responsible for following this up.

Mental health support for pupils is available through our Heads of Year and for specialist help through the School's ELSA and Counsellor services.

### **Vulnerable children**

If the school needs to close or partially close following advice from health services, the school will inform the parents of any vulnerable children in the affected year groups and they are required to come into school. If they do not attend the DSL will consider, with social services where they are involved, whether we have enough contact on other ways to ensure they are safe. The SCCB will be informed of non-attendance. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care plans (EHCP) plans. Please see DfE guidance for further information on [vulnerable children](#).

There is an expectation that children with a social worker will attend a provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.

Children with an EHCP will be risk-assessed in consultation with the Local Authority and parents and a decision will be made about whether they should continue to attend the school.

Notre Dame School may offer places to other learners who may also be considered vulnerable by the Pastoral Team / DSLs.

Notre Dame School will continue to work with those professionals involved with children and share relevant information with them such as social workers, early help workers and virtual school heads (VSH). This will include information about attendance and any welfare concerns.

If there is a safeguarding concern, this will be shared with the relevant professional as soon as possible.