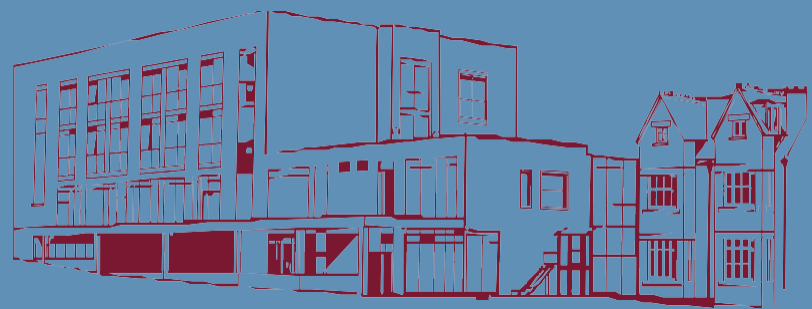




St Dunstan's College including St
Dunstan's Enterprises



Safeguarding and Child Protection Policy

Policy Owner: Deputy Head Pastoral

ISSR Reference: 7a Safeguarding policy

Reviewed: Michaelmas 2025

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Next Review: Michaelmas 2026

Version Control Information

Reason for Amendment	Role	Date	Main Changes
Annual review	Deputy Head Pastoral	Michaelmas 2024	New template KCSIE 2025 updates
Interim Review	Deputy Head Pastoral	Trinity 2025	Update to International Students information
Interim Review	Deputy Head Pastoral	Michaelmas 2025	KCSIE 2025 updates as at 27 August 2025
Annual Review	Deputy Head Pastoral	Michaelmas 2025	The following policies were added to the Appendix: EYFS Mobile Phones EYFS Supervision Safeguarding Questions Self-Harm Staff Guidance with Interaction with Pupils Suicide Prevention Visitors and Contractors

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1. Aims

This policy is applicable to staff, students and parent/carers of St Dunstan’s College, Senior School and Junior School (‘the school’) and aims to ensure all parties are clear on the mechanisms through which Safeguarding and Child Protection is delivered and overseen across the school.

2. Legislation

This policy is based on the procedures of the Lewisham Safeguarding Children Partnership available online from www.safeguardinglewisham.org.uk/lscp) and with regard to the following legislation and guidance:

- Keeping Children Safe in Education (September 2025)
- Safeguarding and Remote Education
- Disqualification under the Childcare Act 2006 (September 2018)
- Working Together to Safeguard Children (September 2018)
- Information Sharing (July 2018)
- Revised Prevent Duty Guidance: for England and Wales (April 2019)
- The Prevent Duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- Relationships education, Relationships and Sex Education (RSE) and Health Education (September 2021)
- The Independent School Standards DfE Guidance (April 2019)
- Mental Health and Behaviour in Schools (November 2018)
- Domestic Abuse Act (April 2021)
- Sharing Nudes and Semi-Nudes (December 2020)
- Statutory Framework for the Early Years Foundation Stage (September 2023)
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- What to do if you’re worried a child is being abused (March 2015)
- Behaviour in Schools: advice for headteachers and school staff (2022)
- Filtering and Monitoring Standards (March 2023)

- UK Safer Internet Centre: Appropriate Filtering and Monitoring (2023)
- Cyber Security Standards for schools and colleges guidance (March 2023)
- Keeping children safe in out-of-school settings (2022)

3. Roles and responsibilities

3.1 Safeguarding Essential Contacts

Designated Safeguarding Lead (DSL)	Whole College including EYFS	Lucy Clewley Deputy Head Pastoral	020 8516 7200 lclewley@stdunstans.org.uk
Deputy Designated Safeguarding Lead (DDSL)	Senior School	Eden Wood Head of Year 11	020 8516 7200 ewood@stdunstans.org.uk
Deputy Designated Safeguarding Lead (DDSL)	Junior School including EYFS	Louise Carmichael - Line Deputy Head Pastoral of Junior School	020 8516 7200 lcarmichaeline@stdunstans.org.uk
Safeguarding Governor	Whole College	Rupert Evenett	Details available from the Clerk: clerk@stdunstans.org.uk
Safeguarding Team Member	Senior School	Emma Latham Deputy Head Academic	020 8516 7200 elatham@stdunstans.org.uk
Safeguarding Team Member	Senior School	Alex Brewer Head of Sixth Form	020 8516 7200 abrewer@stdunstans.org.uk
Safeguarding Team Member	Senior School	Jade McLellan Head of Senior School	020 8516 7200 jmclellan@stdunstans.org.uk
Safeguarding Team Member	Junior School including EYFS	Alex Murphy Head of Junior School (Maternity)	020 8516 7225 amurphy@stdunstans.org.uk
Safeguarding Team Member	Junior School EYFS	Kirsty Leane Head of EYFS	020 8516 7225 kleanes@stdunstans.org.uk

Safeguarding Team Member	Junior School	Michael Clifford Head of Year 1 and 2	020 8516 7225 mclifford@stdunstans.org.uk
Safeguarding Team Member	Junior School	Ben Chambers Head of Year 3 and Year 4	020 8516 7225 bchambers@stdunstans.org.uk
Safeguarding Team Member	Junior School	Andrew Coley Head of Year 5 and Year 6	020 8516 7225 acoley@stdunstans.org.uk
Safeguarding Team Member	Junior School including EYFS	Ailsa Cameron Deputy Head Academic of Junior School (Maternity)	020 8516 7225 acameron@stdunstans.org.uk
Safeguarding Team Member		Nicholas Hewlett CEO	020 8516 7200 nhewlett@stdunstans.org.uk
Lewisham LADO		Caroline Aitken	020 8314 7280 LewishamLADO@lewisham.gov.uk

Those with specific responsibilities with respect to safeguarding (including but not limited to the Safeguarding Team) receive training to undertake their roles and also receive refresher training at least once every two years.

Although routinely the Designated Safeguarding Lead (DSL) or a member of the safeguarding team makes referrals to external support services, anyone can make a referral to the appropriate local authority children's social care team or other relevant safeguarding partner (referral should be to the services based in the borough in which the child resides). You can do this in the first instance of concern for a child, or you can refer to the local authority children's social care team or relevant safeguarding partner if you feel that the DSL has not acted appropriately in dealing with a concern you've passed on to the school. Safeguarding children is everyone's responsibility. You can and should persist in seeking help for a child you believe to be at risk of harm.

If you think a child or young person may be in immediate danger, call 999. Otherwise contact the Lewisham Families First Contact Point (FFCP) on one of the numbers listed below. If your concern regards a child residing in another London borough, you can find safeguarding contacts for all 32 boroughs on the London Safeguarding Children Board website:
<https://www.londonscb.gov.uk/contacts/safeguarding-contacts/> .

Lewisham Families First Contact Point (FFCP) can be contacted on:

020 8314 6660 or 020 8314 6000 (out of hours) or via their [website](#).

The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe.

The school has positive working relationships with local safeguarding agencies and officials and interacts with statutory agencies to ensure the safety of pupils is supported effectively.

If you think a child or young person may be in immediate danger, call 999.

3.2 St Dunstan's Education Group

St Dunstan's Education Group ('the group') is committed to safeguarding children and young people and recognises that safeguarding and promoting the welfare of children is everyone's responsibility. The Group is committed to acting in the best interests of the child at all times and to providing a safe and secure environment for all children in its care. Adults in our school take all welfare concerns seriously and encourage children to talk to us about anything that worries them. We will always act in the best interest of the child.

It is of paramount importance that all adults working with St Dunstan's Education Group are aware of their responsibility to safeguard and promote the health, safety and welfare (both physical and emotional) of all children in the Group, inside and outside school. All employees, governors, volunteers and other adults in regular contact with children in the care of the Group must, therefore, understand and comply with St Dunstan's Safeguarding and Child Protection Policy and related documents and take action where necessary to enable all children to have the best outcomes.

St Dunstan's Education Group has a primary responsibility for the care, welfare and safety of all pupils in our charge. We are committed to 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 and ensuring that children grow up in circumstances consistent with the provision of safe and effective care (*Working Together to Safeguard Children 2023*).

External hires and out-of-school providers are responsible for their own safeguarding and child protection policies and procedures, however the school may refer any concerns they have about the provider to the local authority.

3.3 The Governing Body

The governing body has ultimate responsibility for pastoral care but will delegate day-to-day responsibility to the Chief Executive Officer (CEO), who delegates responsibility to the Head of the Junior School and Head of the Senior School, who line manages the Designated Safeguarding Lead.

As stated in *Keeping Children Safe in Education 2025*, the governing body is expected to:

- Have regard to the guidance outlined in *Keeping Children Safe in Education 2025*, ensuring that policies, procedures and training in the school is effective and complies with law at all times
- Nominate a Designated Safeguarding Governor to take leadership responsibility for the school's safeguarding arrangements and to ensure all members of the governing body have attended Safeguarding and Child protection (including online safety) training as part of their induction.

- Ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare
- Ensure there is an annually updated effective safeguarding policy which is in accordance with government guidance and Lewisham Safeguarding Children Board safeguarding arrangements put in place with the three safeguarding partners. They must ensure the policy is available via the St Dunstan’s College website or other means.
- Ensure the *Employee Code of Conduct*, *Staff Acceptable Use Agreement* and *Guidance for the Community on use of social media* are kept updated by the Group.
- Ensure there are appropriate policies and procedures in place to respond to children who are absent or go missing from education including having at least two emergency contacts for each child.
- Review filtering and monitoring procedures in St Dunstan’s College, by nominating a governor to work with the DSL and IT services.

3.4 The Designated Safeguarding Lead (DSL)

As stated in *Keeping Children Safe in Education 2025*, the DSL is expected to:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- Refer cases of suspected abuse to the local authority children’s social care as required (which may be devolved to another member of the safeguarding team)
- Support staff who make referrals to local authority children’s social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required
- Act as a point of contact with the three safeguarding partners in line with *Working Together to Safeguard Children*
- Liaise with the head of the school to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- Liaise with staff and leadership teams in matters of safety and safeguarding (including online and digital safety), including promoting educational outcomes by sharing information about safeguarding, welfare and child protection issues
- Act as a source of support, advice and expertise for all staff, raising awareness of safeguarding and child protection amongst staff and parents / carers.
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation including that these allow information to be shared, without consent if necessary, for the purpose of keeping children safe
- Understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners.
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation
- Be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses
- Ensure the school's child protection policies are known, understood and used appropriately
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents / carers are aware of the fact that referrals about suspected abuse, neglect or exploitation may be made and the role of the school in this
- Deliver annual staff safeguarding training according to the needs of the team and/or in response to current practices.
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Ensure children leaving St Dunstan's College have their child protection file securely transferred to the new school or college as soon as possible as well as any other appropriate information necessary to safeguard the child in their new setting
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff
- Be available during school hours to discuss safeguarding concerns with staff and make adequate and appropriate cover arrangements for out of hours/out of term
- Act as the designated teacher for children who have a social worker (or devolve as appropriate to another member of the safeguarding team), including liaising with the relevant virtual school headteacher.
- Ensure there are appropriate policies and procedures in place to respond to children who are absent or go missing from education including having at least two emergency contacts for each child.

- Work with others to review filtering and monitoring procedures in the school, in conjunction with IT Services and our safeguarding governor, including providing training to staff about their responsibilities.

3.4 Staff

Staff are responsible for the provision of pastoral care in the school. Staff will:

- Implement the framework outlined in this policy, including specific roles for tutors and teachers

3.5 Students and parents/carers

Students and parents/carers are responsible for communicating effectively with the school regarding any support that may be required.

Use My School Portal to keep to date with communications from the school.

4. Safeguarding and Child Protection Policy

4.1 Purpose and Aims

All pupils at St Dunstan's College are entitled to fulfil their optimum potential and be kept safe and healthy, regardless of age, ability, sex, gender, religion, or sexual identity.

This policy and its related documents aim to:

- Ensure all staff are aware that it is their responsibility to play an active role in ensuring the safety of all the children in the school and to follow the school's safeguarding policies and procedures.
- Ensure all staff are aware of their duty to report concerns to the appropriate Designated Safeguarding Lead (DSL) or, if appropriate, directly to the appropriate local authority children's social care team.
- Provide clear direction to all staff and others about expected actions in dealing with safeguarding issues, including those related to online safety, in accordance with internal and local authority children's social care procedures.
- Ensure that safeguarding concerns are identified early so that informed prompt action can be taken.
- Ensure that referrals are handled sensitively, professionally and in ways that support the needs of the child.
- Identify which children may be particularly vulnerable.
- Ensure that parents /carers are aware of our policies and procedures.
- Make clear our commitment to the development of sound procedures and good practice, including in record-keeping.
- Make clear our commitment to working with local authority children's social care, Clinical Commissioning Groups, and police as appropriate to safeguard children.

- Give priority to the interests of pupils over those of the institution.
- Ensure that listening to children is a cornerstone of practice.

4.2 Definitions

- Safeguarding and promoting the welfare of children means:
 - Protecting children from maltreatment
 - Preventing impairment of children’s mental or physical health or development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best outcomes
- Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.
- Children include everyone under the age of 18.
- The following 3 safeguarding partners are identified in *Keeping Children Safe in Education 2025*. They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:
 - The local authority (LA)
 - A clinical commissioning group for an area within the LA
 - The chief officer of police for a police area in the LA area

4.3 Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic abuse
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member’s mental health needs

- Are looked after or previously looked after
- Are LGBT. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT (or are perceived to be) can be targeted by other children. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. We endeavour to reduce the additional barriers faced by providing a safe space for them to speak to a staff or student LGBT lead as part of our St Dunstan's Diapason.

5. Identifying Abuse and Recognising Particularly Vulnerable Children

Child abuse is any action by another person - adult or child - that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online. It should be remembered 'that sometimes children will 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. This should not prevent staff from having a professional curiosity and speaking to the DSL about any concerns.

The safety of pupils at St Dunstan's College is paramount. The school takes a zero-tolerance approach to any form of abuse and takes steps to help staff understand that abuse can be present in any institution at any time.

All staff should be aware of the types and indicators of abuse so that they can identify children who may be in need of help. Known or suspected abuse will be handled sensitively but immediately and with due care. The school educates staff in how to identify signs of abuse and exploitation as well as ensuring awareness of historical abuse indicated by a child.

Staff should share any concerns they have about a child with the Designated Safeguarding Lead. However, it should be remembered that sometimes children will 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.

St Dunstan's College understands the importance of contextual safeguarding and ensures the safeguarding team consider community risks and issues that may impact on the safety and vulnerability of children in its care as well as wider environmental factors in a child's life that may be a threat to their safety and/or welfare. The forms of abuse listed below may occur in both intra and extra-familial contexts.

All staff at St Dunstan's College are 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. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy and making a report on CPOMS.

Abuse, neglect, and exploitation are all forms of maltreatment that can severely impact a child's well-being. Abuse involves actively causing harm, such as hitting a child, while neglect refers to failing to protect a child from harm, such as leaving a small child home alone or placing dangerous objects like knives or matches within reach of an unattended toddler. Exploitation, another serious form of maltreatment, involves taking advantage of a child for personal gain, which can include forcing them into labour, engaging them in illegal activities, or subjecting them to sexual abuse. Each of these forms of maltreatment can have devastating effects on a child's physical, emotional, and psychological health.

Abuse takes many forms, and children experiencing abuse or harm don't necessarily behave in set ways. 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. However, abused children may display some of the following behaviours.

- Withdrawn
- Suddenly behaves differently
- Anxious, afraid or showing unexplained fear
- Clingy
- Depressed
- Aggressive
- Problems sleeping
- Eating disorders
- Wets the bed
- Soils clothes
- Takes risk
- Misses school
- Changes in eating habits
- Obsessive behaviour
- Nightmares
- Drug misuse
- Alcohol misuse
- Self-harm
- Thoughts about suicide
- Risky sexual behaviour
- Unexplained increase in social media activity, especially at odd hours
- Presence of older boyfriend/girlfriend or adult friend
- Evidence of expensive gifts, money or possessions without clear explanation
- Changes in school performance
- Extreme secrecy or privacy, particularly regarding online activities
- Low self-esteem or self-worth

The information below comes from the NSPCC website: [nspcc.org.uk](https://www.nspcc.org.uk).

5.1 Physical Abuse

Physical abuse is when someone hurts or harms a child or young person on purpose. It includes violent acts such as hitting with hands or objects, slapping, kicking, shaking, poisoning, burning and drowning. It's important to remember that physical abuse is any way of intentionally causing physical harm to a child or young person. It also includes making up the symptoms of an illness or causing a child to become unwell.

5.1.1 Signs of physical abuse

Physical abuse can be indicated by:

- Bruises
- Broken or fractured bones
- Burns or scalds
- Bite marks.
- Scarring
- The effects of poisoning, such as vomiting, drowsiness or seizures
- Breathing problems from drowning, suffocation or poisoning.

5.2 Emotional Abuse

Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a child. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore a child.

Emotional abuse is often a part of other kinds of abuse, which means it can be difficult to spot the signs or tell the difference, though it can also happen on its own.

Emotional abuse can include humiliating, ignoring, threatening or shouting at a child. It can also involve trying to control their lives, not allowing them to have friends or never saying anything kind, expressing positive feelings or congratulating a child on successes.

5.2.1 Signs of emotional abuse

There might not be any obvious physical signs of emotional abuse, neglect or exploitation. As children grow up, their emotions change. This means it can be difficult to tell if they're being emotionally abused. But children who are being emotionally abused might:

- Seem unconfident or lack self-assurance

- Struggle to control their emotions
- Have difficulty making or maintaining relationships
- Act in a way that's inappropriate for their age.

Young children might:

- Be overly affectionate to strangers or people they don't know well
- Seem unconfident, wary or anxious
- Not have a close relationship or bond with their parent
- Be aggressive or cruel towards other children or animals.

Older children might:

- Use language you wouldn't expect them to know for their age
- Act in a way or know about things you wouldn't expect them to know for their age
- Struggle to control their emotions
- Have extreme outbursts
- Seem isolated from their parents
- Lack social skills
- Have few or no friends.

5.3 Sexual Abuse

When a child or young person is sexually abused, they're forced or tricked into sexual activities. Sexual abuse can happen anywhere - and it can happen in person or online.

There are two types of sexual abuse - contact and non-contact abuse.

Contact abuse is where an abuser makes physical contact with a child. This includes:

- Sexual touching of any part of a child's body, whether they're clothed or not
- Using a body part or object to rape or penetrate a child
- Forcing a child to take part in sexual activities including touching, kissing and non-penetrative sexual acts
- Making a child undress or touch someone else.

Non-contact abuse is where a child is abused without being touched by the abuser. This can be in person or online and includes:

- Exposing a child to sexual acts whether in person or online (including showing pornography)
- Forcing a child to make, view or share child abuse images or videos
- Making, viewing or distributing child abuse images or videos
- Forcing a child to take part in sexual activities or conversations online or through a smartphone.

5.3.1 Signs of sexual abuse

Children who are sexually abused may show the following:

- Avoiding being alone with or frightened of people or a person they know.
- Language or sexual behaviour you wouldn't expect them to know.
- Having nightmares or bed-wetting.
- Alcohol or drug misuse.
- Self-harm.
- Changes in eating habits or developing an eating problem.
- Physical symptoms such as bruises, bleeding, discharge, pains or soreness in their genital or anal area, sexually transmitted infections or pregnancy.

5.4 Neglect

Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse. This can put children and young people in danger. And it can also have long term effects on their physical and mental wellbeing.

There are 4 types of neglect.

- *Physical neglect* is failing to meet a child's basic needs, such as food, clothing or shelter, and/or failing to ensure a child is properly supervised or kept safe.
- *Educational neglect* is failing to ensure a child is given an education.
- *Emotional neglect* is failing to give a child the nurture and stimulation they need. This could be through ignoring, humiliating, intimidating or isolating them.
- *Medical neglect* is failing to provide proper health care. This includes dental care and refusing or ignoring medical recommendations.

5.4.1 Signs of neglect

Children who are being neglected may show the following:

- Being smelly or dirty
- Being hungry or not given money for food
- Having unwashed clothes or inappropriate clothing for the weather
- anaemia
- Body issues, such as poor muscle tone or prominent joints
- Medical or dental issues
- Missed medical appointments, such as for vaccinations

- Not given the correct medicines
- Poor language or social skills
- Regular illness, infections or skin issues
- Repeated accidental injuries, often caused by lack of supervision
- Thin or swollen tummy
- Tiredness
- Untreated injuries
- Weight or growth issues.
- Living in an unsuitable home environment, such as having no heating
- Being left alone for a long time
- Taking on the role of carer for other family members.
- Becoming clingy
- Becoming aggressive
- Being withdrawn, depressed or anxious
- Changes in eating habits
- Displaying obsessive behaviour
- Finding it hard to concentrate or take part in activities
- Missing school
- Showing signs of self-harm
- Using drugs or alcohol

5.5 Domestic Abuse

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- Physical or sexual abuse;
- Violent or threatening behaviour;
- Controlling or coercive behaviour;
- Economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- Psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

- The school recognises that children with SEND are particularly vulnerable due to additional barriers to recognising abuse. These could include assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration or communication barriers to disclosing abuse. St Dunstan's' College works together with the school SEND Team to identify signs of abuse, exploitation or neglect and provide appropriate support for such children.
- The school recognises that children with a social worker are more at risk than other children. most pupils. This may mean that they more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.
- Where there has been abuse, the school will take actions to learn lessons.

5.6 Exploitation

Child exploitation encompasses various forms of abuse and maltreatment, including sexual exploitation, forced labour, trafficking, and the use of children in illicit activities such as drug trafficking (County Lines). It also involves the manipulation or coercion of children into performing activities that are harmful to their physical, mental, or emotional development.

6. Child on Child Abuse Including Sexual Violence and Sexual Harassment

Child on child abuse includes but is not limited to:

- Bullying including cyber-bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm
- Sexual violence such as rape, assault by penetration and sexual assault (including grabbing other children's body parts without their consent).
- Sexual harassment such as sexual comments, remarks, jokes, flicking bras or otherwise interfering with clothes, brushing against someone and online sexual harassment such as coercion, sharing of unwanted explicit content and sexual messages online.

- Upskirting, which typically involves taking a picture under a person's clothing without them knowing
- Sharing nudes and semi-nudes
- Initiation/hazing type violence and rituals.

Behaviour which is not abusive at first may become abusive quickly or over time. Statistically girls and young women are more likely to be abused by their peers and boys and young men are more likely to be identified as abusers. This can be driven by wider societal factors such as everyday sexist stereotypes. Pupils with SEND, certain health conditions or pupils with certain characteristics such as sexual orientation, ethnicity, race or religious beliefs can also be at higher risk of suffering child on child abuse including peer group isolation and prejudice-based bullying. Pupils with SEND may also be disproportionately impacted by bullying without showing signs and may face barriers to reporting these challenges. The SENDCO or Learning Support Coordinators will always be involved when there is a child-on-child abuse concern about a child on the SEND register. Despite this, the school recognises that pupils of any age or sex are potentially at risk from child-on-child abuse and therefore all adults working for the school must take allegations of child-on-child abuse seriously and be vigilant in reporting such abuse in accordance with the procedures below.

Children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. Child on child abuse must always be recognised as a form of abuse and should never be dismissed as banter or an inevitable part of growing up. It can have a lifelong impact and so must be dealt with seriously.

The school recognises that children's sexual behaviour exists on a continuum from developmentally expected, to inappropriate, problematic or violent. Harmful sexual behaviour (HSB) can occur online or face-to-face and will usually be automatically considered harmful if there is a power differential between the two children such as an age gap of over two years or a developmental difference. HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

The school aims to prevent child on child abuse by dealing with the risks proactively, not just reactively, adhering to the DfE guidance in KCSIE 2025. All pupils are spoken to in assembly by the DSL or DDSL, with further work undertaken by Form Teachers and Tutors so that they understand the different forms of child-on-child abuse and how to report it in school. Annual specialist workshops on sex and relationships education and on online behaviour, referring specifically to sharing nudes and semi-nudes, are provided by external specialists and/or school staff to both pupils and parents /carers. This includes education on the 4Cs: Content, Contact, Conduct and Commerce

Positive values, including equality and respect for diversity are promoted through our Stuart and Usherwood (PSHEE) programmes in order to minimise the risks of child-on-child abuse for vulnerable groups. Gender roles, stereotyping, prejudice, healthy relationships are among other relevant topics covered in these programmes.

The school focuses on providing a safe atmosphere and culture in which pupils feel able to share their concerns openly and have them listened to. Derogatory or sexualised language or behaviour is not acceptable and will be challenged. 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 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.

In addition, the school provides students, parents / carers and staff with training and current advice relating to the possession and sharing of indecent images of children and young people, and coercion to produce such images. Procedures are in place for dealing with incidents involving such incidents, based on the advice by the UK Council for Internet Safety (see related document *Sending Nudes and Semi Nudes* and the *IT Policy*).

The school recognises that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place both inside and outside of school and is simply not being reported.

7. Honour Based Abuse Including FGM and Forced Marriage

Honour based abuse is the internationally recognised term describing cultural justifications for violence and abuse. The Association of Chief Police Officers (ACPO) defines honour-based abuse as ‘A crime or incident, which has or may have been committed, to protect or defend the honour of the family and/or community’. This may include Female Genital Mutilation and/or Forced Marriage.

Honour based abuse is a domestic abuse issue, a child abuse concern and a crime. If any child is suspected to have been victim of, or at risk of harm from honour-based abuse, the DSL must be notified immediately, and this information will be passed on to the appropriate Safeguarding Children Board for the child in question.

7.1 Female Genital Mutilation

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. The disclosure of FGM should be reported directly to the police as well as to the DSL.

- FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.
- Risk factors for FGM include:
 - Low level of integration into UK society
 - Mother or a sister who has undergone FGM
 - Girls who are withdrawn from PSHE
 - Visiting female elder from the country of origin

- Being taken on a long holiday to the country of origin
- Talk about a ‘special’ procedure to become a woman
- Many girls suffer health problems for the rest of their lives after the operation, including but not limited to urinary, menstrual, stomach and mental health problems.
- Call the 24 hour NSPCC FGM helpline 0800 028 3550 if you are worried a child is at risk of FGM.
- There is a [mandatory reporting duty](#) that requires any teacher, who is informed by a girl under 18 that an act of FGM has been carried out on her, to make a report to the police by calling 101, the single non-emergency number. Where there is a risk to life or likelihood of serious immediate harm, teachers should report the case immediately to police, including dialling 999 if appropriate.
- In most cases reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day.

For more details see: <https://lewisham.gov.uk/myservices/socialcare/children/female-genital-mutilation>

7.2 Legal Age for Marriage

The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force in February 2023 means that 16 and 17 year olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns that students may be getting married should be referred to the DSL.

7.3 Forced Marriage

A forced marriage is a marriage in which one or both spouses do not consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure. There is a clear distinction between an arranged marriage and a forced marriage. An arranged marriage is entered into freely by both parties, although their families take a leading role in the choice of the partner. Forced marriage is a form of abuse and should be treated as such. Any child at risk of being entered into a forced marriage should be reported to the DSL, and this information will be passed along to the appropriate local authority children’s social care service for that particular child.

8. Child Sexual Exploitation (CSE)

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document *Child sexual exploitation: Definition and a guide for practitioners* (DfE 2017)

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

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

The suspicion / disclosure of potential CSE should be reported to the DSL (or to local authority children's social care).

9. Child Criminal Exploitation (CCE)

CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.’ Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

If a child is suspected or discovered to be involved in any sort of serious youth violence or gang activity, the DSL should be alerted, and the appropriate Safeguarding Children Board for the particular child will be informed.

10. Prevent and Risks of Radicalisation

The school is committed to upholding its legal responsibility under the Counter-Terrorism and Security Act (July 2015) to ‘have a due regard, in the exercise of our functions, to prevent people from being drawn into terrorism.’ Staff must be aware of the risks posed by online activity of extremist and terrorist groups and their responsibility to identify individual children who may be at risk of radicalisation or being drawn into terrorism/extremist activity (more detailed information is found in related document *Prevent*).

The London borough of Lewisham has been identified in the Government's Prevent Strategy as one of the priority local areas for action. This borough-wide initiative between Lewisham, the Police and other key agencies and communities aims to deter extremist groups and support vulnerable people.

Prevent is part of the national counter-terrorism strategy and aims to stop people being drawn into or supporting terrorism. The strategy focuses on three key areas which are:

- Respond to the ideological challenge of terrorism and the threat from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

Possible signs of radicalisation may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views
- Advocating violence towards others

The school has internet filtering in place to protect children from exposure to extremist material on the internet.

Promotion of fundamental British values and our own St Dunstan's College values is incorporated into the curriculum, particularly in Stuart and Usherwood (PSHEE) lessons which provide a safe environment to debate controversial issues and help build pupils' resilience to radicalisation. This supports pupils to make a positive contribution to the development of a fair, just and civil society.

The suspicion / disclosure of potential involvement in terrorism or the identification of anybody who is susceptible or vulnerable should be reported to the DSL (or directly to the Lewisham Prevent Programme at 07710 387 930 or prevent@lewisham.gov.uk who will advise on referrals to Channel if required). The referral should be made to the borough in which the child lives, so alternative Prevent contact details may be required. You can also speak to local police in person/via 101 or call the DfE helpline on 020 7340 7264/via counter.extremism@education.gov.uk. Staff should use their judgement to identify children at risk and act proportionately.

11. Visitors Including Speakers

Appropriate arrangements need to be in place for the supervision of external visitors or speakers who will be coming into contact with pupils. This guidance is outlined in full in our *Visitors Policy*. Visitors to the school will be issued with safeguarding guidance (*Safeguarding Brochure*) as a matter of routine.

It is the responsibility of all staff to ensure that no visitor has unsupervised access to pupils at any time and to monitor the content of any presentation. Pupils are not allowed to invite guests on site and all invitations must be overseen by a member of the teaching staff.

As part of their general safeguarding responsibilities and the Prevent duty, staff should refer to the *Visitors Policy* which contains further information on how to ensure visiting speakers are vetted for links with extremism.

12. Children Who Are Absent From School

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully through the ISAMS register and address poor or irregular attendance without delay. Further detail on escalation for Children Missing Education can be found in the Pupil Attendance Policy.

We will always follow up with parents/carers when pupils are not at school. St Dunstan's College requests that all parents/carers provide at least two emergency contact numbers for each pupil and encourages parents/carers to inform the school of any changes as soon as possible.

In response to the guidance in *Keeping Children Safe in Education (2023)* the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - Leave school to be home educated
 - Move away from the school's location
 - Remain medically unfit beyond compulsory school age
 - Are in custody for four months or more (and will not return to school afterwards); or
 - Are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

St. Dunstan's College is a relatively open site and thus it would be easy for a pupil to disregard school rules and leave the site without permission. If a pupil's non-presence in a lesson or activity suggests that this may have taken place, staff should:

- Inform the DSL and College Office.
- Checks will be undertaken to try and ascertain whether the pupil is on site. Locations to be considered include: Medical room, Music rooms, LRC, Toilets, Sports Fields.
- If pupils still cannot be located, DSL will agree action to be taken with the Head of the School / Head of Year

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities and that certain groups of children are more at risk of going missing including children at risk of harm/neglect.

St Dunstan's College will liaise with Lewisham local authority when the whereabouts of a child is unclear or unknown and agree joint next steps, in accordance with the guidance in *Children Missing Education* (September 2016). This includes routine notification for children leaving the school for example due to relocation, change to home education or permanent exclusion.

13. Early Years Foundation Stage

The school will notify Ofsted with 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

Staff are not permitted to use personal mobile phones to take photographs or videos of any children in the Early Years Foundation Stage. All staff working in EYFS, visiting EYFS or working with EYFS must read and understand *the EYFS Mobile Phones Policy*. Staff should never use phones in EYFS settings or around EYFS children, unless there is an emergency and no other way to call for help.

Full details of EYFS supervision arrangements and ratios can be found in related document *EYFS Supervision*.

14. Looked After Children

The school will ensure that a designated member of staff (normally the Deputy Head Pastoral) has responsibility for the welfare and progress of any pupil on roll who is looked after by a local authority, and has up to date assessment information from the relevant local authority, the most

recent care plan and contact arrangements with parents, and delegated authority to carers. The Group is aware of the particular vulnerability of these children.

Any children in private fostering arrangements are also a potentially vulnerable group and the school will adhere to its mandatory duty and report any incidences of private fostering to local authority children's social care. A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

15. Safeguarding International Students

All members of admissions and recruitment teams have a role to play in ensuring the safety, wellbeing and protection from exploitation of the children which the school sponsors.

We recognise that schools which have the ability to sponsor Child Student visa applications could be seen as soft targets for somebody trying to facilitate child trafficking into the UK, and that we all members of the admissions and recruitment teams have a responsibility to try to prevent this from happening and to report any suspected cases of this.

Children and families whose first language is not English may be particularly vulnerable to exploitation and extra care should be taken to ensure that parents understand what they are consenting to.

Sponsored and other international pupils in the UK without their parents/carers may be particularly vulnerable and may need additional support in terms of their safety and wellbeing. Their pastoral team and the safeguarding team will lead in communication with host families, external agencies and families, via our dedicated International Pastoral Tutor, to ensure this happens.

16. Disclosures and Reporting Procedures – What to do if you have a concern

Members of staff may suspect a case of abuse from a variety of sources:

- A pupil discloses to them personally
- From behaviour of, or marks on, the pupil (e.g. bruises, welts, lacerations, abrasions, burns)
- Indications through schoolwork
- A pupil informs them that he/she knows or suspects that another pupil is being abused
- Another third party informs them that he/she knows or suspects that a pupil is being abused.

Any allegation against other adults including family members will be taken seriously. There are no thresholds of seriousness or credibility of any allegation. It is vital that all children feel listened to and taken seriously.

IF YOU BELIEVE A CHILD IS AT RISK OF IMMEDIATE HARM, YOU MUST CALL 999 BEFORE ANY OTHER ACTION IS TAKEN.

Safeguarding and Child Protection is *everybody's* responsibility, including staff, parents / carers and visitors, and pupils and anyone can make a referral to the appropriate Local Safeguarding Children Board if they believe a child is at risk of being harmed.

16.1 Staff

All staff have a duty to report any Safeguarding or Child Protection concerns without delay. There are a number of avenues of reporting concerns:

- All staff have access to CPOMS, the school's secure online safeguarding reporting system. Wherever possible, CPOMS should be used to log welfare, safeguarding or child protection concerns. These concerns are immediately sent to the DSL, or a nominated deputy in the absence of the DSL, who will act on them in accordance with Lewisham SCB procedures.
- This should also be followed up in person or via a phone call with the DSL, to ensure the message has been seen to be actioned.
- Any supporting documents, such as body maps or written notes from pupils should be signed and dated and handed in to the DSL. Body maps are available from the DSL and on CPOMS, these should be used to mark any injuries seen on a child.
- If for some reason a member of staff is unable to report their concern on CPOMS, they should report their concern in writing (either hard copy or email) to the DSL or Deputy DSL without delay.
- If there is no other avenue for reporting available at the time of an incident or disclosure, the staff member may report by phone to the DSL or Deputy DSL, who will make notes which will be shared with the reporting staff member for signing as soon as possible.

16.2 Parents and Visitors

Any parent / carer or other visitor to St Dunstan's College has a duty to report any safeguarding or child protection concerns. All visitors to the school are provided with a *Safeguarding Brochure*, which is also available at the College Office. All parents / carers and other stakeholders will be made aware that there is an official procedure to be followed in any situation where a safeguarding concern is raised, and a copy of this process will be made available if they wish to read it. As outlined in this guidance, any adults with concerns about a child's safety during the course of their visit at St Dunstan's College must:

- Immediately inform the DSL
- Write careful notes about what they have heard, witnessed or have been told. Sign, time and date all notes.

16.3 Pupils

Pupils will be educated in assemblies about safeguarding procedures such that they can understand that they can approach any member of staff if they need help. Pupils also have a duty to report any

Safeguarding or Child Protection concerns relating to fellow pupils. Pupils are provided with information on how to report their concerns through the Stuart and Usherwood (PSHEE) programmes, and guidance is also available on VLE. Any pupil with concerns about another child's safety at the school must:

- Immediately inform the DSL
- Write careful notes about what they have heard, witnessed or have been told. Sign, time and date all notes.

16.4 Pupil Concerns and Disclosures

If a child discloses to you that they are being harmed or abused:

- Reassure the pupil that she/he is right to tell and is not to blame
- Do not promise confidentiality. Explain that you have to make sure that the pupil is safe and may need to ask other adults to help you do this.
- Believe the child. It is important to say 'I believe you and I am going to help you'.
- Remain calm. Do not show shock, anger or disbelief.
- Remain non-judgemental. Do not ascribe feelings to the child, e.g. by saying something like 'you must be angry/sad/hurt'. Simply affirm the child's feelings as they are expressed. 'It's OK to feel that way'.
- Do not question the pupil. Let the pupil tell you what she or he wants to and no more. The pupil may have to disclose to a specialist later and too much detail now may interfere with later investigations.
- Listen carefully and repeat the pupil's words. When the pupil has finished, make sure that she/he feels secure and explain what you are going to do next.
- Consider the child's immediate safety, which could depend on the time they are speaking to you (for example, are they about to leave the school site at the end of the day?).
- Follow up by making arrangements with the pupil to speak to them later. They have chosen you as an adult they can trust.
- Report. Make notes, including the date and time of the pupil disclosure on CPOMS. It is important to record as much as you can remember using the pupil's own words. Write facts and information only, taking care to avoid opinion. It is crucial that your notes be made as soon as possible after the disclosure, and certainly on the same working day. If you are unable to use CPOMS to log your notes, you should write them and time, date and sign them before handing the original hardcopy to the DSL.
- Do not attempt any examination or remove any part of a pupil's clothing to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury. The pupil should only be examined by an appropriate doctor.
- Do not investigate. No member of the school staff shall conduct an investigation concerning child abuse. This will be done by Children's Services and/or the Police.
- Do not discuss the report with the parent or anyone else involved in the care of the child, until the concerns have been reported in line with this policy and discussed with a member of the safeguarding team to agree next steps.

16.5 What Happens Next?

All cases of alleged or suspected abuse will be treated seriously. The DSL will follow the procedures set out in *Keeping Children Safe in Education 2025*.

Normally, a co-ordination meeting between the DSL and the member of staff who has raised the concern is advised, and all matters disclosed will be treated in strictest confidence. During this meeting, consideration should be given to the provision of support for the child and for the member of staff who made the original report.

Any co-ordination meeting should also consider:

- Whether medical treatment or assessment is required
- Siblings and other members of the child's family
- Implications for other pupils
- The likely attitude of parents/carers
- Immediate welfare of child – e.g., how does he/she get home, fear of going home, etc.

The DSL will complete an assessment using the Common Assessment Framework or other assessment guidance provided by the local authority children's social care or local safeguarding partners, which will guide the decision of whether or not to refer the child to the local authority children's social care or local safeguarding partners for further action. In situations where a child has suffered or is likely to suffer significant harm, the DSL will seek advice from the local Multi-Agency Safeguarding Hub immediately and refer to children's social care, informing the police as required. If a child has not suffered or is not likely to suffer significant harm but a concern has still been raised, the DSL will seek advice from the local Multi-Agency Safeguarding Hub and refer for an Early Help assessment or to children's social care as appropriate. In all cases, children will also be provided with pastoral support in school which will involve Team around the Child approaches as necessary.

Notes about decisions to refer or not to refer, and reasons for this decision will be made. These notes and minutes from any meetings regarding the child will be kept confidentially on CPOMS, with access available only to the DSL and other members of the Safeguarding Team as appropriate. In some cases further interventions may be necessary and these can lead to inter-agency assessment using local processes which will be overseen by the DSL.

It is best practice to work with parents /carers and seek their consent before referring a child to external agencies. However, there may be cases where seeking consent would cause unnecessary delay or place a child at further risk of harm. In such cases, the DSL, or one of their deputies, may refer the child without parental consent.

If you have reported a concern to the DSL, you can and should request follow-up information to find out what actions are being taken to safeguard the child. You should also be aware that you may be asked to support social workers to take decisions about individual children, in line with guidance from *Working Together*.

The DSL will produce a termly safeguarding report for governors. This report will summarise all reports of safeguarding and child protection concerns and the actions taken in each case. The reports will not include the names of any pupils or staff, unless there is an exceptional reason to do so.

If you have reported your concern directly to a Local Safeguarding Children Board or the LADO, you should also expect a response within 2 days. If you are unsatisfied with the response provided, or if no response has been provided, you should contact the DSL, local authority children's social care or LADO as appropriate to request action. St Dunstan's College and the local authority children's social care each have escalation procedures if you are unsatisfied with the outcome of your concern. You should send your concern to the Head of the School or the local authority children's social care if, after registering your dissatisfaction with the initial result with the DSL, you still feel that more should be done. local authority children's social care escalation procedures vary by locality, and can be found on the local authority children's social care websites.

17. Safeguarding Allegations Against Staff: Procedures

At St Dunstan's College, we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. St Dunstan's Education Group has a *Whistleblowing Policy* which is available in the Staff Handbook. Any allegation against a member of staff or a volunteer will be taken seriously. There are no thresholds of seriousness or credibility of any allegation. Allegations or concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent / carer or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is an allegation if the person has:

- Behaved in a way that has harmed a child, or may have harmed a child and/or;
- Possibly committed a criminal offence against or related to 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 (also includes behaviour outside the school).

Any Safeguarding and Child Protection allegations involving members of staff or volunteers must be reported *immediately* to the Head of the School without delay. An allegation against the DSL must be referred *immediately* to the Head of the school, without informing the DSL. An allegation against the Head of the school must be referred *immediately* to the CEO, without informing the Head of the school. An allegation against the CEO must be referred *immediately* to the Chair of Governors, or in his absence, the Deputy Chairman of Governors, who will take independent action. Where an allegation is against the CEO, the CEO must not be informed of the allegation prior to contact with the Chair of Governors and LADO. In this instance, the DSL will also not be informed.

The Head of the School will follow the procedures set out in *Keeping Children Safe in Education 2025*, and may deputise the duties set out below to the DSL, as appropriate.

This will involve immediate contact with the Local Authority Designated Officer (LADO) to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school, or a combination of these. Discussions may also involve the CEO, DSL, legal advisors and Governors. All discussions should be recorded in writing and communication (or not) with both the individual and the parents / carers of the child / children will be agreed in consultation with LADO and any external agencies.

If, after discussion between the Head of the School (or DSL, if they have chosen to deputise to them) and the LADO, it is considered that the Head of the School should handle the allegation, then they will undertake the appropriate action promptly, and normally within 24 hours. Any decision about suspension will be taken after careful consideration with due weight given to the views of the LADO.

The Head of the School has to decide whether any concern is an allegation or low-level concern. 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 for referral to the Local Authority Designated Officer (LADO).

Concerns may be graded low-level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Further information can be found in *Staff Handbook*. If the concern has been raised via a third party, the Head of the School (or DSL, if they choose to deputise to them) should collect as much evidence as possible by speaking directly to the person who raised the concern, to the individual involved and to any witnesses. Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- Name of individual sharing their concerns
- Details of the concern
- Context in which the concern arose
- Action taken

Records must be kept confidential, held securely and comply with the Data Protection Act 2018 and be kept at least until the individual leaves the Group's employment. The Head of the School's Executive Assistant oversees the tracking of low-level concerns and serious allegations against staff.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO. The records' review might identify that there are wider cultural issues within the school that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

The Head of the School will make every effort to maintain confidentiality and guard against unwanted publicity. The restrictions apply up to the point where the accused person is charged with an offence, or the DfE (Department for Education) and/or the TRA (Teaching Regulation Agency) publish information about an investigation or decision in a disciplinary case.

The Head of the School will ensure that the school reports to the DBS (Disclosure and Barring Service) any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used for regulated activity and who have caused harm or posed a risk of harm to a child. In this context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging / refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. 'Compromise agreements' cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to cooperate with an investigation. The school will respond to requests from the DBS for information they hold.

The Head of the School will also consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Further guidance to making this decision is published on the TRA website.

If there has been a substantiated allegation against a member of staff, the school should work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

Parents or carers of the child concerned must be made fully aware of the allegations. If delay arises in consulting with the LADO, then the DSL or a named deputy should maintain daily contact with the parents / carers. However, the identity of the member of staff involved should not be given until specific legal advice has been obtained.

If the conclusion is that the allegation is completely unfounded, the decision to take the matter no further should be recorded, and the information placed in a confidential file.

When all actions undertaken as a result of the allegation have been completed, then any matters arising from that action will also be overseen by the DSL. The DSL will brief the Head of the School regularly on progress until all matters arising have been concluded.

In the event of enquiries being made by other parents / carers they should be told only that an allegation of misconduct has been made against a member of staff, and that it is being investigated.

No further information should be given without first seeking legal advice. Any legal advice sought does not and will not override advice received from the LADO.

Where an allegation is made against an individual not employed directly by St Dunstan's College, for example a supply teacher, the school will ensure the allegation is dealt with properly. This may involve working with the LADO, police, and/or children's services and employment agencies to support collection of facts, taking the lead when appropriate, and keeping the agency's human resource manager updated.

18. Children Child Abuse and Sexual Harassment and Sexual Violence: Procedures

St Dunstan's College's response to reports of child-on-child sexual violence and sexual harassment will be decided on a case-by-case basis with the designated safeguarding lead (DSL) taking a lead role, supported by other agencies as required.

If a report of sexual abuse, violence or assault is being made, particular care should be taken to ensure an appropriate environment is chosen to receive the report and that at least two members of staff are present, respecting the wishes of the pupil as to the sex/gender of these staff where possible.

All reports of child-on-child abuse will be responded to immediately. All staff are trained to manage a report/disclosure of child-on-child abuse. Staff are to ensure that where images or videos of a sexual nature are involved, they follow the procedures outlined in the related document *Sending Nudes and Semi Nudes* and **do not** view or forward illegal images of a child.

Where there has been a report of sexual violence, the DSL (or member of the safeguarding team) will make an immediate risk and needs assessment considering:

- The victim, especially their protection and support
- The alleged perpetrator
- All other children at the school, especially any actions that are appropriate to protect them.

Reports of sexual violence or sexual harassment should also include the time and location of the incident. Subsequent risk assessments will include any actions required to make the location safer.

The DSL will engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it's likely that professional risk assessments by social workers or sexual violence specialists will be required. The DSL will use these risk assessments to inform the school's approach to responding to the report and will inform our own risk and needs assessments. Guidance on risk assessments is found in *Keeping Children Safe in Education 2025* part 5 and in the Policy *Sexual Violence and Sexual Harassment between Children*.

The DSL is likely to be the most appropriate person to advise on the school's response to a report of child-on-child abuse. How the DSL manages the report, including when to inform the alleged perpetrator, will depend on a number of important considerations, which are outlined in *Keeping Children Safe in Education 2025* part 5 and in the Policy *Sexual Violence and Sexual Harassment between Children*. Where a report is going to be made to children's social care and/or the police, as a general rule the DSL should speak to the relevant agency to discuss next steps and how the alleged perpetrator will be informed.

There are 4 likely scenarios that the DSL should consider when managing reports:

- Some reports should be managed internally, where early help or statutory interventions are not required.
- Some reports should be managed through providing early help (as outlined in chapter 1 of *Working Together to Safeguard Children*), where statutory interventions are not required.
- Some reports should be referred to children's social care, where a child has been harmed, is at risk of suffering significant harm, or is in immediate danger.
- Some reports should be referred to the police (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made.

Where scenarios involve working with children's social care, St Dunstan's College should not wait for the outcome of an investigation before protecting the victim and other children. The DSL should work closely with children's social care to ensure the school's actions do not jeopardise a statutory investigation, however, immediate consideration must be given to safeguarding the victim, alleged perpetrator and all other children. Further advice on managing reports is found in *Keeping Children Safe in Education 2025* part 5 and in the Policy *Sexual Violence and Sexual Harassment between Children*.

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it under certain UK GDPR law. Advice should be sought from the DSL who will consider the following:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- Rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.

18.1 Ongoing response

The victim:

The nature of how St Dunstan's College supports the victim will depend on:

- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- The needs and wishes of the victim

Often, victims may not disclose the whole picture of abuse immediately, so dialogue should be kept open and encouraged. It is also important to understanding intra-familial harms and identify any necessary support for siblings following incidents of sexual violence or sexual harassment. Further guidance on supporting victims is found in *Keeping Children Safe in Education 2025* part 5 and in the Policy *Sexual Violence and Sexual Harassment between Children*.

The alleged perpetrator:

It can be difficult to balance the need to safeguard the victim (and other children) with providing the alleged perpetrator with an education and safeguarding and implementing disciplinary sanctions. The DSL should provide support (and sanctions as appropriate) on a case-by-case basis, considering:

- The age and developmental stage of the alleged perpetrator
- The nature of the allegations and risk of harm to other children
- Any unmet needs that the alleged perpetrator may have.

Further guidance on supporting the alleged perpetrator is found in *Keeping Children Safe in Education 2025* part 5 and in the Policy *Sexual Violence and Sexual Harassment between Children*.

As a matter of effective safeguarding practice, schools should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

19. Care Lists and Counselling Services

There is a difference between safeguarding children who have suffered or are likely to suffer significant harm and those who may, for whatever reason, be in need of additional support (listening services and early help). The former are reported to Children's Social Care immediately whereas the latter can be helped in a variety of ways.

Pupil concerns will be dealt with in a friendly and supportive manner so that each pupil will develop the understanding that staff can be trusted to help in any situation. St Dunstan's College provides a secure environment for the pupils to talk to or consult with adults who can give help if and when it is required, or who will arrange appropriate assistance for the child using external, professional agencies.

Staff are trained to recognise variations in pupil behaviour that may indicate emotional or physical concerns and guidance and support is given to pupils who may be experiencing difficulties of a sensitive nature either within school or at home, by developing appropriate and effective strategies.

The pastoral teams in the Junior School and the Senior School provide pastoral support for pupils and additional, confidential support is provided by the school's counselling service and Chaplaincy. In some cases, further interventions may be necessary, and these can lead to inter-agency assessment using local processes which will be overseen by the DSL.

A safeguarding care list is also maintained.

- A safeguarding care list, categorised into three different levels will be maintained.
- The list is updated on a weekly basis in regular meetings between the Heads of Year (Senior School)/Heads of Sections (Junior School) and relevant Deputy Head Pastoral and on a fortnightly basis between the relevant Deputy Head Pastoral and the school's counsellors, College Nurse and SENCO.
- The list is reviewed alongside a review of other information, such as SEND, EAL, medical, academic or pastoral concerns.
- The list contains brief information on area of need, level of need and lead professional. Further details should be kept on CPOMS.
- Confidentiality is crucial. No member of staff should ever divulge names on the safeguarding care list to any parent or to any pupil.

Level descriptors:

- *Pupil Watch* – Pupils who we are keeping an eye on, perhaps due to a recent small upset. These are included on the pastoral radar, rather than the safeguarding care lists.
- *Safeguarding care list level 1* – Pupils about whom there is an ongoing welfare concern that is being dealt with in school by pastoral care teams
- *Safeguarding care list level 2* – Pupils about whom there is an ongoing welfare concern that is being supported by external agencies such as CAMHS, children's social care or the NHS. Any academic or pastoral concerns should be channelled through the Head of Section/Year or identified lead professional.
- *Safeguarding care list level 3* – Pupils who have a significant ongoing welfare concern including all children on a child protection plan or children where there is a significant risk of harm such as an eating disorder or suicidal ideation. DSL to be informed immediately of any worrying incidents including absence from lessons etc. Any academic or other pastoral concerns should be sent to the Deputy Head Pastoral and identified lead professional, where appropriate.

In the Senior School, a pastoral radar is produced and regularly updated to allow all staff to be aware of pupils who may need additional pastoral support. In the Junior School, student pastoral briefings are maintained and available to staff. Confidentiality is crucial. No member of staff should ever divulge names on the safeguarding care list to any parent or to any pupil.

20. Physical and Mental Health

The school recognises that promoting good physical and mental health for pupils is a priority and is committed to ensuring that physical and mental health and wellbeing of pupils is promoted.

The school recognises that staff can play an important role in preventing self-harm and also in supporting pupils, peers and parents /carers of pupils who self-harm or are recovering from self-harm (see related document *Self-Harm*).

The school recognises that staff can play an important role in preventing eating disorders and also in supporting pupils, peers and parents /carers of pupils currently suffering from or recovering from eating disorders (see related document *Eating Disorders*).

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Further information on the link between mental health and safeguarding, along with signposts for guidance and support can be found in paragraphs 180 – 186 of *Keeping Children Safe in Education 2025*.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by referring on CPOMS or speaking to the designated safeguarding lead or a deputy.

21. RSE, PSHEE and Pupil Voice

The school contributes to the safeguarding of children through the provision of a safe environment, enabling children to understand what is and is not reasonable behaviour, educating children to become safe and effective parents / carers, and recognising harm and possible offences against children.

All children at St Dunstan's College are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

This is achieved through the delivery of our PSHEE programme which operates throughout St Dunstan's College, taught in our Stuart and Usherwood curricula. As one part of this programme, all pupils are given clear guidelines on the use of mobile phones and are taught how to stay safe online (including the dangers of cyber-bullying and sending nudes). This includes how to recognise when they are at risk and ask for help for example if they are being blackmailed online. In delivering this programme, the school refers to the resources of the UK Safer Internet Centre and CEOP's Thinkuknow website to ensure the most up to date resources are used. Further detail on the Stuart and Usherwood (PSHEE) programmes can be found in *the Curriculum policy* and on our approach to online safety in *the ICT Policy*.

The school also operates a College Parliament and a peer-mentoring programme as part of its commitment to ensuring children's voices are heard and that children feel listened to.

The school is committed to delivering a programme of Health, Relationships and Sex Education, in line with current guidance: *Relationships Education, Relationships and Sex Education and Health Education* (July 2020). This is delivered through tutorials, Stuart and Usherwood (PSHEE) lessons, visiting speakers and workshops.

22. Safeguarding Continued Professional Learning

All governors and all staff are supplied with the summary statutory guidance from *Keeping Children Safe in Education 2025* and a central record is kept that this information has been received, read and understood.

All governors, staff and volunteers are supplied with copies of the safeguarding and child protection policy, undergo mandatory annual safeguarding training in accordance with Lewisham SCB procedures and receive regular reminders and bulletins about the procedures in place to ensure that they can assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective. This training is regularly updated. A formal record is kept on the issuing of guidelines and individual training received. Annual safeguarding training includes:

- The safeguarding and child protection policy, including the Prevent duty
- The expected pupil behaviour policy and behaviour management procedures
- The employee code of conduct
- The BYOD, staff acceptable use policy and guidance for community members on the use of social media
- The whistleblowing policy
- Part 1 and, for all leaders and those working directly with children, Annex A of KCSIE

The DSL, Deputy DSLs and other members of the safeguarding team undertake full refresher training at least every two years and the DSL attends regular network meetings as well as keeping up to date with weekly and monthly local and national safeguarding bulletins and attends Lewisham Prevent training.

Through the regular training programme outlined above, the school ensures that a culture of continued learning and development relating to safeguarding is promoted, with staff given ongoing opportunities to ask questions, raise concerns and review their own practice.

23. Safer Recruitment

St. Dunstan's Education Group is committed to safer recruitment in education and the Group's recruitment policy and procedures (see policy *Safer Recruitment and Safeguarding Questions*) will ensure pupil safeguarding remains an absolute priority when appointing staff.

All new members of staff receive safeguarding induction as soon as possible after start date, and certainly before they have unsupervised access to children. Induction training also includes training on the *Employee Code of Conduct*, *Safeguarding and Child Protection Policy*, *Expected Pupil Behaviour Policy* and the identity and the role of the DSL.

All staff must obtain assurance from any staff employed by another organisation and/or working with the pupils on another site (for example, in a separate institution) that appropriate safeguarding checks and procedures are undertaken in accordance with the school policy.

24. Staff Code of Conduct

Staff have the responsibility to behave appropriately and report concerns regarding colleagues in accordance with the *Safeguarding and Child Protection Policy* and *Whistleblowing Policy*.

Further information on expected staff behaviour is found in the *Employee Code of Conduct* and *Staff Guidance on Interaction with Pupils*.

Staff who are involved in performing arts, sports provision and other activities that could potentially involve close one to one teaching should pay particular reference to *Staff Guidance on Interaction with Pupils* which has detailed instructions on the safeguarding arrangements in place for these children.

All staff working in EYFS, visiting EYFS or working with EYFS must read and understand the *EYFS Mobile Phones Policy*. Staff should never use phones in EYFS settings or around EYFS children, unless there is an emergency and no other way to call for help.

The Safeguarding Governor will meet at least termly with the Foundation's DSL to review safeguarding practice and procedures.

This policy and its implementation will be reviewed by the governors annually. The governors should consider whether the procedures are satisfactory and being properly enacted. The implementation of the policy will be checked, monitored, reviewed and evaluated. The governors' overview will consider any trends and patterns identified during the year. Their conclusions should be clearly minuted.

25. Online Safety and Filtering and Monitoring

Pupils are given clear guidelines on the use of mobile phones and are taught how to keep themselves safe online (including the dangers of cyber-bullying, keeping personal data safe and the dangers of

sending nudes). This information is presented in an age-appropriate way. This includes how to recognise when they are at risk and ask for help for example if they are being blackmailed online. In delivering this programme, the school refers to the resources of the UK Safer Internet Centre and CEOP's Thinkuknow website to ensure the most up to date resources are used. Further detail on our approach to online safety in *the ICT Policy*.

Our approach to online safety is based on addressing the following categories of risk:

- *Content* – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny/misandry, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- *Contact* – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- *Conduct* – personal online behaviour that increases the likelihood of, or causes, harm, 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; and
- *Commerce* – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

Many children have unlimited and unrestricted access to the internet via mobile phone networks. This access means some children, whilst at school, could sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. To mitigate against these risks, pupils are educated about these risks and pupils and staff are expected to sign an Acceptable Use agreement to ensure the school ICT systems, internet and mobile data whilst in school are used appropriately.

Pupils and parents / carers receive annual education on the most up to date online safety risks from a member of the UK safer internet centre.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), will consider referring into the Cyber Choices programme

The school has internet filtering in place to protect children from exposure to extremist material on the internet. Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Our monitoring includes physical monitoring, the use of LAN school, monitoring internet searches and school-issued individual devices. We make sure that any school devices used away from the school site are also subject to filtering and monitoring procedures; presently this only applies to the Sixth Form..

Each year our DSL, along with IT Services and a governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed.

All our staff undertake training during the August - September INSET to understand the risks of poor filtering and monitoring and know how to share their concerns. They also take place in annual cybersecurity training.

26. Remote Teaching and Learning

The below guidance applies when individual pupils or cohorts are involved in remote teaching and learning. Remote teaching and learning is no longer offered due to the effects of COVID-19 but the below guidance stands in place, should the physical school site need to close due to unforeseen events, or should remote teaching and learning need to be put in place for any other reasons.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads know who our vulnerable pupils are and have the discretion to offer a place to those who are at the threshold of receiving support from local authority children's social care. The lead contact for liaison with Children's Services is the DSL.

Pastoral staff at St Dunstan's College, including Heads of Year and members of the Individual Pupil Needs team, will make contact with vulnerable pupils and/or their parents /carers on a regular basis to check on their safety and wellbeing and record a summary of this conversation on CPOMS. We also continue to work with local authority children's social care for children on a Child Protection or Child in Need plan.

Any urgent safeguarding concerns will be escalated immediately in liaison with our three safeguarding partners.

Pupils and parents / carers are subject to our [Pupil Acceptable Use Agreement](#) and [Senior School Remote Working Agreement](#) which detail the expectations of pupils and parents / carers during remote online learning, including appropriate online behaviour and having suitable clothing and backgrounds.

Staff have received updated safeguarding training relating to safe online learning. In the event of remote teaching, all live classes and Teams have at least two teachers invited and classes are recorded and the video backed up so that footage can be reviewed if there are any concerns.

Child on child abuse during remote learning will continue to be dealt with according to our Safeguarding and Child Protection Policy and in accordance with the principles laid out in *Keeping Children Safe in Education 2025*, in the event of remote teaching.

The impacts of lockdown and remote learning on the mental health and wellbeing of children are not to be underestimated and the school will take steps to monitor the wellbeing and mental health of pupils and respond appropriately.

In the event of remote teaching, for all pupils in the school a daily tutorial will take place where the Form Tutor or Form Teacher will be able to monitor the wellbeing of members of their tutor group. The school will regularly signpost support available for mental health and wellbeing both in school

and through external agencies and charities. Where there are concerns about a pupil's wellbeing or mental health, additional measures may include online meetings with a member of the pastoral team, communication with a child's parents or carers, remote counselling with the school counsellor. Where appropriate, the school may refer to external agencies, such as CAMHS.

26.1 Alternative Provision

When our school places a pupil in an alternative provision, we maintain responsibility for the safeguarding of that pupil. We will ensure that the placement meets the pupil's needs and that their safety and well-being are prioritised.

We recognise that pupils in Alternative Provisions often have complex needs and may be more vulnerable to harm. Therefore, it is crucial for our governing bodies and proprietors to be aware of these additional risks. To support this, we adhere to ensuring that all placements are conducted with the highest standards of care and protection for our pupils.

The school will obtain written confirmation from all alternative providers that appropriate safeguarding checks have been completed for all individuals working with pupils equivalent to those that schools would undertake for their own staff.

This includes a commitment from the provider to inform the school of any changes that could pose a risk to pupils, such as new staff appointments, so the school can be assured appropriate vetting has occurred. The school will also maintain accurate records of each child's placement, including the address of the AP or subcontracted provision being accessed.

To ensure ongoing safety and suitability, placements will be reviewed at least half-termly, with checks on attendance, safeguarding practices, and the child's overall wellbeing. Where safeguarding concerns arise, the placement will be immediately reviewed and terminated, if necessary, unless or until those concerns are satisfactorily resolved.

26.2 Children and the Court System

Children may sometimes be required to provide evidence in criminal courts, whether as victims of crimes or as witnesses. We recognise the significant impact this can have on a child's emotional and psychological well-being, our school is committed to supporting children throughout this challenging process.

To assist children in understanding the court system, there are two specific guides available from the government on 'Going to court', which we would refer to:

[For children aged 5-11 years.](#) This guide explains the court process in simple terms, including the special measures available to support young children.

For children [aged 12-17 years.](#) This guide offers a more detailed explanation of the court process, appropriate for older children.

Both guides include diagrams illustrating the courtroom structure and explain the use of video links to help children understand what to expect.

When children are required to give evidence, our school will:

- Provide Emotional Support: Offer counseling services and emotional support through our school's support staff.
- Provide Educational Support: Ensure that children understand the court process by discussing the age-appropriate guides in a safe and supportive environment.
- Coordinate with Families: Work closely with families to understand the child's needs and coordinate support strategies.

27. Monitoring

The Safeguarding Governor will meet at least termly with the DSL to review safeguarding practice and procedures.

This policy and its implementation will be reviewed by the governors annually. The governors should consider whether the procedures are satisfactory and being properly enacted. The implementation of the policy will be checked, monitored, reviewed and evaluated. The governors' overview will consider any trends and patterns identified during the year. Their conclusions should be clearly minuted.

28. Links with other policies

This Safeguarding policy links to the following policies:

- Expected Pupil Behaviour
- Anti-Bullying
- Curriculum
- Pupil Attendance
- Equal Opportunities Policy
- Data Protection/GDPR Policy
- ICT Policy
- HR Staff Handbook including Employee Code of Conduct
- Whistleblowing

Related Documents:

- Bereavement
- Eating Disorders
- EYFS Mobile Phones
- EYFS Supervision
- Gender Identity
- Prevent
- Safeguarding Brochure
- Safeguarding Questions
- Safer Recruitment
- Self-Harm
- Sexual Violence and Sexual Harassment between Children
- Sending Nudes and Semi Nudes
- Staff Guidance on Interaction with Pupils
- Staff Induction Checklist
- Staff Safeguarding Handbook
- Suicide Prevention Policy
- Supporting a Bereaved Pupil
- Supporting School Refusers
- Visitors Policy

Appendix 1 - EYFS Mobile phones

EYFS Use of phones by Staff

- All staff who work within EYFS should ensure that their phone is put away and out of sight when children are present. The only exemption is if there is an emergency and there are no other means to get support.
- Staff may use their phone in the staffroom and in areas where the EYFS children are not present.
- Staff may book the school mobile phone to use on school trip.
- Staff may use class iPads to take videos and photos to upload onto the online learning journal only (Tapestry). These remote devices must remain in school and be locked away when not in use.
- Staff should exercise caution when using their phone outside of school hours. They should not accept requests from any pupils on social media platforms.
- Staff should not take photos or videos of the children on their mobile phones.

- If any member of staff is suspected of having unsuitable material on their phone, then the DSL should be contacted immediately.

Use of phones by parents/carers

- Parents and carers are not permitted to take photos of their children during events.

Appendix 2 - EYFS Supervision

Supervision of Pupils

In Nursery, the pupils are supported by a qualified teacher and three teaching assistants (two hold a Level 6 qualification). Each class in Reception has a qualified teacher and one teaching assistant. The key worker for the children will be the Form Teacher in Nursery or Reception. All Early Years staff hold a full pediatric first aid qualification (PFA).

Each term all staff (including teaching assistants) are interviewed by the Head of EYFS to ensure that they are suitable to work with children. Each year they also complete a staff disqualification declaration.

Missing Child

In the event of a member of staff not being able to account for a child's whereabouts all staff will check the immediate area which will include the Junior School Office, toilets, classrooms and the playground. In addition, school CCTV would be checked to identify if the child has left the school site. If after 10 minutes the child has not been located, police and parents should be called.

Non-collection

Any child who has not been collected at the end of the day will be taken to the Junior School Office and parents/carers will be contacted. If the child has not been collected from After School Care by 1800, parents/carers are called. If parents/carers or alternative named contacts, who have been given permission by parents/carers to collect, cannot be reached after one hour then Children's Services will be called and their advice will be followed.

Supervision over the school day

Please see below both Nursery and Reception supervision ratios across the school day. Ratios tend to lie above the recommended minimum to ensure the safety of the children.

<i>Time</i>	Nursery (17 children) Staffing: 1 Teacher (Level 6 Qualification) 3 Teaching Assistants (2 have a Level 6 Qualification)
0820	Arrival - 3 members of staff
0835	Registration & Form Time - 3 members
0910	Snack Time - 2 members (while staff take breaks)
0930	2 members
1130	Lunch - 2 members (other staff in lunch hall available, if required)
1200	Walk Back to Classroom – 2 members
1215	In Class dance/music activities, followed by carpet session - 2 members
1245	3 members
1445	Snack - 3 members
1510	Dismissal - 3 Members 1 on the gate 1 dismissing children 1 supervising children attending After School Care

Time	Reception (21 children maximum)
0820	Arrival - 2 members
0830	Registration & Form Time - 2 members
0850	Phonics - 2 members
0950	Break - 1 member per class
1010	Snack time - 1 member (another member of staff always within shouting distance)
1050	Activity time - 2 members
1110	Period 2 - 2 members
1145	Lunch - 2 members supervising children, other staff nearby observing and supporting as required
1215	Walk to playground – 3 members
1215-1245	Play time – 2 members
1300	Period 3 - 2 members
1340	Period 4 - 2 members
1425	Break - 2 members

1445 Period 5 - 2 members
1515 Dismissal - 2 members

School trips

On school trips and visits, a separate risk assessment is always written. Ratios for children include 1:2 for Nursery and 1:4 for Reception, however this can alter depending on the risks identified and location of the trip/visit. There will always be a member of staff on all school visits that holds a full Paediatric First Aid Qualification (PFA).

After School Care ratio

Please see below the ratio for wraparound care.

Before School Care 0745-0820	Average 5 in EYFS	2 members of staff (One has PFA) Leadership team on site
After School Care 1515-1800	Average 15 in EYFS	3 members of staff until 1730 (Four with PFA) 1 member of Leadership team on site until last child leaves

Appendix 3 - Safeguarding Questions

To ensure that appropriate candidates are selected for posts working with children, interviewers should explore the following areas:

- What is the candidate's motivation for working with children, and what has attracted them to this post
- Examples of relevant experience working with children
- Probing any gaps in employment / frequent changes in employment

If any of the following areas of concern are identified at interview, further probing questions must be employed.

- An implication that adults and children are equal
- A lack of recognition and/or understanding of the vulnerability of children
- Inappropriate idealisation of children
- Inadequate understanding of appropriate boundaries between adults and children

- Indicators of negative safeguarding behaviours.

All interviews at St Dunstan's College must include at least one of the following questions or ask for a response to a hypothetical safeguarding scenario.

Motivation

- Why do you enjoy working with children?
- Can you give an example of a time you have supported children in your role?

Child Protection

- What would you do if you were concerned about a colleague's behaviour towards children? What behaviours in a colleague would cause such concern?
- Have you ever been in a situation where you have been concerned about a child's welfare? If so, what did you do? Is there anything you would have done differently with hindsight? How did you feel about it?

Boundaries

- Can you give an example of how you have responded to challenging behaviour from a child? How did this affect you?

Scenario

- What would you do if you saw an unrelated staff member and a pupil sitting in a café together? Would that change if it was a staff member and a sixth former?

Appendix 4 - Self Harm

Staff can play an important role in preventing self-harm and also in supporting pupils, peers and parents / carers of pupils who self-harm or are recovering from self-harm.

“Every encounter with a young person who self-harms, for whatever reason, is an opportunity to intervene to reduce their distress and, potentially, to save a life... Young people benefit from a person who is able to listen to them non-judgementally, foster a good relationship, and encourage them to get help.”

Royal College of Psychiatrists (2014)

Key Facts about self-harm and suicide in children and young people

Self-harm refers to any act of intentional self-poisoning or self-injury, irrespective of motivation or intent

It can be considered as a spectrum of behaviours ranging from occasional self-scratching, to cutting, pulling of hair, head banging, taking an overdose with intent to die, or completed suicide.

Reasons for self-harming behaviour vary greatly from person to person

For some young people there is strong suicidal intent, but often there is no intent to die. Often, preceding the act of self-injury is a psychological experience of increasing anger, tension, anxiety, dysphoria and general distress or depersonalisation, which the person feels they cannot escape from or control. Engaging in self-harm provides a temporary release from these distressing emotions. Other reasons include: self-punishment, to draw attention so that other people can see their distress; to make other people feel guilty and change their behaviour; and to tie in socially with peers who self-harm. An immediate feeling of relief, gratification and/or release from depersonalisation follows the act of self-harm. However, despite this transient response, self-harm leads to longer-term negative consequences. Emotionally, it can evoke abiding complex feelings of guilt and shame towards the self.

Self-harm is common

About 17% of girls and 5% of boys will have self-harmed by the time they leave school. Self-harm rates increase from the age of twelve years and are highest in the late teens for females and in early adulthood for males. Onset of self-harm may be related to puberty, especially late or completed puberty, rather than chronological age. Self-harm rates are higher in adolescents from lower socioeconomic groups. About 80% of those admitted to hospital following an incident of self-harm have overdosed and around 15% have cut themselves. In the community, cutting is a more common way of self-harming than taking an overdose.

Self-harm is often a hidden behaviour

There is much stigma surrounding self-harm. Only about 1 in 8 adolescents who self-harm present to medical services. Young people who self-harm often say that there was no one they could easily trust to talk to about how they were feeling, leaving them feeling isolated and lonely.

It is important to take self-harm seriously: as an expression of distress; because it causes body damage; and because it is linked with an increased risk of suicide

Although suicide in children and young people is very rare, it is the second most common cause of death among young people. Self-harm is one of the strongest predictors of death by suicide in adolescence, increasing the risk of suicide about ten-fold. Risk of suicide is greater in older adolescents, and in boys and young men who self-harm.

Investigations of suicides in young people young people suggest they usually belong to one of three groups:

- Those with complex, longstanding life and behavioural problems (school failure, family relationship problems, childhood sexual abuse, family violence, personality problems, low self-esteem, and poor peer relationships);
- Those with major psychiatric disorders
- Those in whom the suicidal process occurred as an acute response to life events, especially relationship problems.

Asking about suicide and self-harm does not increase the likelihood of harm to the young person.

It is important that all front-line professionals (including teachers, coaches, and other school staff) become familiar with asking about self-harm and suicide in an open minded, compassionate, way. Remember that self-harm may be a means of showing others how bad they feel.

What Children and Young People say about self-harm

In national surveys, young people say that conflicts with other people, for example, family members, siblings, teachers and boyfriends/girlfriends, are the most common reasons for self-harm. These conflicts could be about different things but they often make young people feel pushed away, left out, unfairly criticised or out of control. Young people also report that they can feel embarrassed or ashamed about self-harming, and that they fear being judged by others including professionals.

They say that it is often very difficult to know who they can talk to about their self-harming behaviour and the strong feelings that go with it, which may feel very private. This includes difficulty talking to their parents / carers (who report, themselves, often feeling guilty about their child's self-harm). Young people say they want to be able to talk to their teachers or GPs, for example, but they are not sure how to start the conversation, and may not feel encouraged by the professional.

Some young people have also voiced concerns with the attitudes of front-line professionals and their perceived lack of understanding of self-harm. These attitudes and perceptions can have a negative

effect on the ways in which young people access help and support; many young people report turning to their peers and/or to online support instead of their GPs, teachers or parents.

The role of St Dunstan's' College in preventing and helping students recover from self-harm

St Dunstan's College has a duty to safeguard its pupils against all harm, including self-inflicted harm.

Lessons to be learned from the results of national surveys (see above) include:

It is important that the school provides high-quality, accessible Healthy Relationship Education for all pupils, to help them understand boundaries in relationships as well as managing conflict and breakdown in relationships.

It is important that a school-wide culture of openness, understanding and support around self-harm and other areas of mental ill-health in children is adopted, so all pupils feel able to talk to their teachers and other school staff without fear of ridicule, disbelief or shame.

It is important that all staff and pupils are educated in mental health. This can be achieved through curriculum, Stuart, assemblies and staff CPL. This education will be supported by the school-wide culture described above.

It is important to listen carefully to students who say that they are, or one of their friends is, self-harming. All instances of self-harming must be taken seriously and consistent procedures must be followed.

The family is a vital support network for young people. The school will in all but the most exceptional circumstances inform the parents / carers if it is discovered or suspected that their child is self-harming. We will work with the child to manage how the parents are informed.

Disclosure Procedures

If a pupil tells you that a friend is or may be self-harming:

Thank the pupil for coming forward and reassure them that it was the right thing to do. Tell the pupil that you will address the problem, but do not elaborate on how this will be done. Report the disclosure on CPOMS or if you are unable to use CPOMS report directly to the DSL, DDSL or another member of the safeguarding team.

If a pupil tells you that they are self-harming:

Speak to the pupil in a quiet place that allows for some privacy, bearing in mind *Staff Guidance on Interaction with pupils*. Ask if they can tell you what they have done and when they self-harmed – this will allow you to ascertain and prioritise any immediate medical care required.

If you feel comfortable and confident, ask to see the injuries, ensuring this does not compromise the pupil's privacy. The pupil should be limited to raising sleeves or trouser legs to show injuries. Otherwise, the pupil should be sent to the Wellness Centre to be assessed by the College Nurse.

Report the disclosure on CPOMS, or if you are unable to use CPOMS, report directly to the DSL, DDSL or another member of the safeguarding team.

If a pupil threatens self-harm or suicide:

Speak calmly to the pupil, in a quiet place that allows for some privacy, bearing in mind *Staff Guidance on Interaction with pupils*. Try to ascertain their intentions if able – is the pupil in immediate danger? If so, dial 999.

Reassure the pupil that they are being heard and that action will be taken to support them.

Report the disclosure on CPOMS, or if you are unable to use CPOMS report directly to the DSL, DDSL or another member of the safeguarding team.

Guidance for working with pupils who self-harm

If a child discloses to you that they are self-harming or threaten self-harm or suicide:

- Take all self-harm and threats of self-harm seriously
- Empathise. Treat the pupil with respect; get across that you care, and that you want to understand and help.
- Remain calm and compassionate.
- Remain non-judgemental. Reassure that you understand that self-harm may be helping the pupil to cope at the moment.
- Do not promise confidentiality
- Reassure the pupil that you will only tell other adults who can help, and that the pupil will know who you tell.
- Do not react with strong or negative emotions
- This includes alarm or discomfort; asking abrupt or rapid questions; threatening or getting angry; making accusations, e.g. that the pupil is attention-seeking; frustration if the support offered does not seem to be making a difference.
- Do not comment, advise or attempt to 'solve the problem'

- In the first instance. Simply listen, reassure and report. Show the pupil that they can trust that you will first *hear* what they have to say, and later *support* them if another professional needs to be involved.
- Make yourself available
- At the moment in time when the pupil seeks you out or responds to an invitation to talk further.

What Happens Next?

All cases of known or suspected self-harm will be treated seriously.

The DSL, DDSL or another member of the safeguarding team will follow the following advice (in accordance with our local safeguarding partners' advice):

The pupil has experimented with self-harm and has no intention to self-harm again.

The DSL and tutor/other trusted adult in the school have no other significant concerns about the pupil's wellbeing or safety. The appropriate pastoral team will check that the pupil is getting the support they need through school counselling or outside agencies as appropriate. The pupil's parents will be informed about the self-harm; however, the pupil will be involved in this. The pupil will be given the opportunity to talk to their parents before the school contacts them to follow up. If there is any doubt about the pupil's safety or wellbeing, the DSL, DDSL or another member of the safeguarding team will contact CAMHS in the appropriate borough for the pupil. The pupil will be placed on the Level 1 or Level 2 safeguarding care list to be monitored as appropriate.

The pupil is continuing to self-harm and/or there are underlying issues causing distress.

The DSL, DDSL, or another member of the safeguarding team must seek advice and input from other professionals. The DSL, DDSL or another member of the safeguarding team or other member of the safeguarding team will refer to CAMHS in the appropriate borough for the pupil. Further sources of support will be sought, in co-operation with CAMHS.

	<p>The pupil's parents / carers will be informed, with the pupil given the opportunity to be involved in this.</p> <p>The pupil will be placed on the Level 2 Safeguarding Care list, depending on the response from CAMHS, and monitored as appropriate.</p>
<p>The pupil needs immediate protection to avoid serious harm (e.g., self-harm is increasing, persistent suicidal thoughts, plans or means to suicide, suspected abuse or neglect).</p>	<p>The DSL, DDSL or another member of the safeguarding team will refer the pupil to CAMHS and / or and follow the advice given at the time.</p> <p>If the pupil is already working with CAMHS or a social worker, the DSL, DDSL or another member of the safeguarding team. will phone the named professional.</p> <p>The pupil may be taken to A&E for an emergency assessment.</p>
<p>The pupil's life or health is in immediate danger following self-harm (e.g., overdose or significant injury).</p>	<p>CALL 999</p>

4.7 Further Resources

Local (Lewisham) Services:

Lewisham Centre for Children and Young People (includes Child and Adolescent Mental Health Services (CAMHS))

Kaleidoscope Child Development Centre

32 Rushey Green

SE6 4JF

020 7138 1100

Specialist help for people who self-harm:

The National Self-Harm Network

A forum and resources for those who self-harm and their families, and for professionals who support them. Tips on what to do or say and what not to do or say if you are supporting someone who self-harms. Advice on the use of distractions if someone is trying not to self-harm.

www.nshn.co.uk

The Mix

Offers help by telephone and email for young people (under 25) who self-harm

080 8808 4994

THESITE.org

TheSite.org offers information and support to 16-25 year-olds. It includes specific support and advice about self-harm.

www.thesite.org

Childline

Free and confidential support for children.

08000 111

4.8 Sources for this guidance

Hawton K, Saunders, K, O'Connor R (2012). Self-harm and suicide in adolescents. *Lancet*. 379: 2313-82.

Appendix 4 - Staff Guidance on Interaction with Pupils

Always

- ✓ Work in an open environment. Avoid private or out of sight locations and encourage open communication.
- ✓ Speak clearly, without whispering, so that students do not need to come close to hear
- ✓ Avoid spending time alone with individual students away from others. When this is necessary, e.g., when offering help after a lesson, ensure the door is open and you are working in a part of the room easily visible from the corridor. You should always let another member of staff know if you are working alone with a pupil.
- ✓ Treat all pupils, regardless of race, disability, religion or belief, gender, or sexual orientation equally and with respect and dignity
- ✓ Record any concern involving pupil welfare
- ✓ Be aware of proxemics; maintain safe and appropriate distances

- ✓ Avoid touching students, but where *educationally necessary* (for the purpose of care, instruction or restraint) staff should:
 - Try to demonstrate without touching first
 - Always be able to justify physical contact as unavoidable, summon a colleague as a witness where practical
 - Ask permission; say what you intend to do first and explain why
 - If a pupil seems uncomfortable, stop
 - If physical contact is necessary, only touch hands, arms or shoulder nearest you (don't reach across the body)
 - Be aware of overall proximity and maintain physical space between you and the pupil. Don't stand behind the pupil.
 - Do not touch a pupil's: chest, diaphragm, waist, thighs or buttocks
 - Move away as soon as the contact is no longer required
 - Restraint should involve only the minimum force necessary to protect children at imminent risk of harming themselves or others, or inflicting damage to property.
- ✓ Maintain professional boundaries. This may mean using a specific mobile phone or email address for work purposes, rather than personal details
- ✓ Present as an exemplary role model by drinking alcohol only in moderation at appropriate functions, not smoking, swearing, allowing suggestive conversations or jokes or wearing less than professional clothing when in the company of pupils
- ✓ Seek to be enthusiastic and constructive when giving feedback rather than making negative or critical remarks
- ✓ Record any injury that occurs and seek attention from the College Nurse or a qualified First Aider

Never

- × Allow allegations made by a child to go unchallenged, unrecorded or not acted upon (this applies to any form of abuse or bullying)
- × Lock doors, cover windows or use 'Do Not Disturb' signs
- × Impose humiliating or power-based punishments on a student or reduce a pupil to tears
- × Engage in rough, physical or sexually provocative games, including horseplay
- × Allow or engage in any form of inappropriate touching
- × Share a bedroom with a pupil
- × Allow pupils to use inappropriate language unchallenged
- × Make sexually suggestive comments to a young person, even in fun
- × Engage in any form of relationship, sexual or otherwise, with a pupil you work with, even if they are over the age of consent
- × Do things of a personal nature for pupils that they can do for themselves
- × Invite or allow pupils to stay with you at your home unsupervised
- × 'Friend' or 'follow' a pupil on social media, or allow them to 'friend' or 'follow' your personal social media accounts

- × Take photographs or videos of pupils unless written/signed consent has been obtained from a parent/carer – see additional guidance below
- × Seek physical contact. Try to gently discourage contact, rather than reject students. Model appropriate contact, e.g. shaking hands. Never allow physical contact when you are alone
- × Take a child in your car. Where this is unavoidable:
 - Prepare a risk assessment after discussion with the DSL
 - Ensure your insurance covers business passengers and musical instruments
 - Obtain parental permission in writing
 - Take more than one person
 - Sit pupil(s) in the back
 - Travel directly to the destination
 - Keep conversation professional

Attachments

You must share your concerns with the Designated Safeguarding Lead (DSL) if:

- You suspect a pupil is becoming inappropriately attached to you or another member of staff, or
- Your relationship with, or feelings towards, a child or young person are placing you at risk of unprofessional behaviour.

Use of cameras and photographic images of pupils

It is understandable that parents like to take photos of, or video record, their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and you should not discourage parents from celebrating their child's successes.

If you suspect that photographs being taken by another adult are inappropriate in any way (too intimate, too numerous etc.) then you should share your concerns immediately with the DSL.

The school will often arrange for photographs to be taken of major school events. When taking such photographs, staff need to be aware if there are pupils whose parent does not allow their children's image to appear in the Foundation's promotional material (information is noted on iSAMS).

Throughout the school, but particularly in the school's Early Years Foundation Stage, video and/or photographic evidence can sometimes be used to record the progress a child is making in order to inform future planning. The consent of a pupil's parent/carer should always be sought before using such an image in a public forum and in EYFS this must be taken using a school device.

NOTE: photography includes photos and videos made on a mobile phone. Ideally school-issued mobile phones or cameras should be used to photograph pupils. If a personal device is used to take

a picture on a trip for example, the photo should be uploaded to the school network immediately upon return and then deleted from your device (including the Deleted Items folder). No staff should be in possession of images of pupils on their personal devices for longer than strictly necessary.

Separate rules apply to the use of mobile phones in the Early Years Foundation Stage. Any staff working in this area must read and adhere to the *Appendix 1 - EYFS Mobile Phones*.

4.5 Staff and Social Media

Staff who use social media for personal purposes must ensure that their professional reputation (and that of the school) be upheld at all times. Whilst it is possible to use privacy settings to control who sees a personal account, these settings are easily altered. Furthermore, if another individual is 'tagged' or comments on your post or if you post to another person's page, your post may be subject to the privacy settings of the other user. In this way, inappropriate content may be leaked.

Staff should never connect with pupils (current or recently left) or parents of these pupils through their personal social media. School-based accounts may be used for educational purposes, provided every post can be seen by everyone in the group, and that each post is monitored by one or more admin users (at least one of whom should be staff) and can be removed if necessary.

Staff should not breach any confidentiality by sharing images or information about the school, staff or students. Any such breach, as well as inappropriate use of social media which could bring the school into disrepute, is a disciplinary matter.

Appendix 5 – Suicide Prevention

St Dunstan's College aims to ensure that children and young people at our school are as suicide-safe as possible and that our governing body, parents and carers, staff and pupils are aware of our commitment to be a suicide-safer school.

The school is aware that suicide is the leading cause of death in young people and we can play a vital role in preventing suicide in the young people in our care.

Suicidal thoughts are common among young people and it is therefore important to combat stigma as the stigma around talking about suicide and mental health can be a barrier to seeking help and offering help in a timely manner. We promote open but sensitive talk about suicide, avoiding unhelpful language such as associating suicide with crime.

We are aware that talking appropriately about suicide does not create or worsen risk and so we will ensure pupils have the opportunity to speak freely about their worries with members of staff who are appropriately trained, willing and able to help.

Mental Health Awareness and Support

Staff and pupils are educated in mental health, including self-care, through our Usherwood programme which is delivered through form/tutor time, assemblies, Forder sessions, participation and drop down days.

The school also participates in national awareness campaigns such as World Mental Health Day and encourages pupils to play a lead role in positive promotion of mental health.

The school offers mental health support through our pastoral teams, counsellors, Mental Health First Aiders and through referral and signposting to external safeguarding partners and mental health services. Each pupil with a welfare concern is allocated a lead professional and is placed on the school safeguarding care list. Our virtual learning environment (VLE) includes a 'help' button allowing pupils to send a message to the school safeguarding team online when they are in need of support.

The school has a clear anti-bullying policy based on restorative principles to enable conflict between pupils to be resolved at an early stage as we know peer-to-peer abuse is a risk factor for poor mental health. Further detail is available in the Anti-bullying policy.

Students in the Senior School are educated on what to do if another child such as a peer or sibling discloses thoughts of suicide and that they should immediately speak to a trusted member of staff who can arrange appropriate support. Pupils in the Junior School are educated on what to do if they are concerned about the mental health and wellbeing of a peer and know to immediately speak to a trusted member of staff who can arrange appropriate support.

Language and Portrayal of Suicide

The school will refrain from using unhelpful language such as associating suicide with being a crime or referring to a 'successful suicide.' Instead, we will use language recommended by the suicide prevention charity *Papyrus*, such as 'died by suicide.' Staff will be reminded of this in annual suicide awareness training.

The school is aware that talking about methods of suicide can be dangerous and lead to imitative behaviour. Such discussions will not take place in academic lessons or pastoral sessions without direct oversight from the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. Any treatment of the subject of suicide needs to be sensitive, avoid propagating myths and avoid any sense of romanticising suicide.

Intervention and assessing risk including after attempted suicide

If a member of staff has reason to suspect that a child may be experiencing thoughts of suicide, a trained member of staff will communicate directly with the child using age-appropriate language. Concerns will also be shared with parents / carers and with external mental health services and children's services if they have not already been informed.

Staff should handle any disclosure of suicidal thoughts in the same way as any other safeguarding disclosure. The pupil should be supported without promising confidentiality and the information must be passed on to the safeguarding team and via CPOMS for further action.

The school will conduct a risk assessment when made aware of any pupil who is experiencing suicidal thoughts, whether notified by parents / carers, staff or pupils. This assessment will assess risk of harm to the affected pupil, other pupils and staff and look at how to mitigate against these risks. Key details of the risk assessment will be shared with relevant staff after seeking consent from child and parents.

If, after assessing all available support and mitigation, the school does not feel able to mitigate against the risks to an acceptable level, we will ask that the child remains at home, as with physical illness, until we are able to ensure risks are at an acceptable level and suitable support is in place.

If we believe a child is at imminent risk of harm, we will ensure the child receives help from emergency services by calling 999, taking the child to Accident and Emergency or asking parents / carers to take the child to Accident and Emergency. Minor injuries will be assessed by the Nurse or other first aider who will provide care and advice.

Any child who has engaged in suicidal behaviour who is attending school will need to have a suicide safety plan in addition to a risk assessment. Safety plans are often created in conjunction with a therapist from Children and Adolescent Mental Health Services however, in the event that this is not provided, the Papyrus suicide safety plan will be used by one of the counsellors, who will work with the child and parents / carers to agree the plan for how the young person will keep themselves safe from suicide. This plan will always contain the details of a relevant medical professional and helpline for specialist support.

Direct signals of suicidal intent include: talking or writing about wanting to kill or hurt oneself; feeling hopeless or being a burden; as well as looking for ways to kill oneself including online or in person.

Potential indirect signals of suicidal intent include: withdrawal, deterioration in social function, mood swings, reckless behaviour, uncontrolled anger and substance abuse.

Training

The School's Leadership Team facilitates relevant staff training, including Designated Safeguarding Lead Training, Mental Health First Aid and Suicide Awareness training for pastoral staff and bespoke in-house training for all staff working with children and young people.

School Response to a suicide

In the event of a suicide, Sy Dunstan's Executive Team should be informed immediately and an extraordinary meeting convened. The Chair of Governors must also be informed immediately.

A lead contact from within the Executive Team will be designated to liaise with the family of the deceased and any other connected support services. In the event of a suicide, this would ordinarily be the Designated Safeguarding Lead or Head of the Junior School.

If a suicide occurs, it is particularly important that any enquiries from the press are handled sensitively. The Chief Operating Officer (CEO) or in his absence, the Chief Operating Officer (COO) will be responsible for handling all press enquiries. All and any approaches from the press should be directed to the CEO office and no comment provided by any other member of staff. Suitable language for use when speaking about suspected suicide in press communications can be found [here](#).

Further information on the school's response to a death in the community, including suicide, can be found in the Pastoral Care Policy.

Supporting Pupils Affected by Suicide

A pupil who has been impacted by suicide, whether in their family or friendship group, may suffer long-term impacts, including being at increased risk of suicide themselves.

The school offers support from the immediate pastoral team, and counsellors and can also support with referrals to external agencies such as CAMHS and signposting to relevant charities such as Papyrus.

The school maintains a safeguarding care list of pupils about whom we have an ongoing welfare concern. Pupils who have been impacted by suicide will remain on this list of pupils in need of additional support for the duration of their time at the school..

Reducing Access to Lethal Means

The school understands that a key aspect of suicide prevention is restricting access to lethal means. The Health and Safety Committee meets regularly and reviews advice from the HSE and other relevant organisations and ensures school compliance in storage of chemicals, sharps such as craft knives, medicines and other potentially hazardous materials.

4.1 Useful resources

Further useful resources can be found at

- <https://papyrus-uk.org>
- <https://www.childbereavementuk.org/education-sector>
- <https://www.cruse.org.uk/get-help/for-schools>
- <https://www.samaritans.org/how-we-can-help/schools/>

Appendix 6 – Visitors and Contractors

The school welcomes parents / carers and other visitors to our schools and understands the importance and benefits of these visits. At the same time, the school is committed to safeguarding the welfare of pupils and staff as well as protecting facilities and equipment.

This policy applies to visitors to the school during normal school hours and outside of school hours when children are on site in connection with the purposes of the school.

Separate documentation and procedures are in place for individuals, community groups or organisations hiring the school premises for purposes not connected with the school ('hirers'). Hirers are therefore not in the scope of this policy.

Visitors and regulated activity

The school holds a Single Central Record (SCR) of personnel who have had the appropriate safeguarding checks. The SCR is maintained by the Group's Human Resources (HR) Team. Visitors who are on the SCR must sign in at the College Office or Jubilee Ground Reception and will be assigned a **yellow** lanyard. Individuals on the SCR are allowed unsupervised access to the school.

A person considered to be attending the school in a visitor capacity only will not be undertaking regulated activity and therefore, the school is unable to carry out formal vetting checks on those individuals. Visitors who are not on the SCR must sign in at the College Office or Jubilee Ground Reception and will be assigned a **red** lanyard. Both the Visitors Procedures and Visitors' Code of Conduct apply to visitors who are not on the SCR.

Visitors' Procedures

All visitors and staff must follow the procedures below:

- Where possible the College Office should be informed of all pre-arranged visitors in advance and how to contact the host.
- Once on site, all visitors must report to reception first. All visitors must state the purpose of their visit, who has invited them and be prepared to provide photographic proof of ID if asked by the member of staff.
- All visitors to the school site must sign in on the electronic signing in system, InVentry, which records an image of the visitor, and return to the College Office to sign out and return their visitors badge and lanyard when leaving the site. Visitors to the Jubilee Ground will sign in at the Jubilee Ground Reception and must return there to sign out and return their visitors badge and lanyard.
- Details of the relevant school safeguarding personnel is visible to all visitors both through the electronic sign-in and in the hard copy safeguarding brochure provided by College Office.

- Where appropriate visitors will also receive a copy of the Visitors and Supply Teachers Handbook which contains information on appropriate conduct, safeguarding, health and safety and fire evacuation.
- All visitors will be required to wear an identification badge and the relevant lanyard which must remain visible at all times during their visit.
- The member of staff hosting the visit will be asked to go to reception to meet the visitor(s) and will then be escorted to the point of contact, if applicable. The contact will then be responsible for them on site. The visitor must not be allowed to move around the site unaccompanied unless they are registered on the SCR and wearing a **yellow** lanyard.

The school, is not required to check the identity of visitors but may choose to do so where it is deemed appropriate. Where identity is to be checked the visitor will be informed in advance. In this case, a photographic form of evidence of identity must be provided wherever possible, e.g. driving licence, passport or identity card. Reception staff will verify the visitor's identity against the evidence provided. Where it is required for a copy of the ID to be retained, the member of staff should sign and date to verify that the document is a true copy of the original.

The badge is worn with an appropriate coloured and labelled lanyard as confirmed by the HR Team.

- **Yellow** for those where HR has confirmed that appropriate checks have been completed
- **Red** for those who must be supervised on site.

Visitors' Code of Conduct

This Code of Conduct applies to all visitors to the school who are not on the SCR:

- A visitor's **red** lanyard is to be worn in order that it can be seen at all times during the visit.
- All visitors wearing a **red** lanyard must be accompanied by a staff member throughout the visit*.
- All visitors are required to return to Reception with a supervising member of staff once their visit is over.
- All visitors are required to sign out and return their visitor's badge and lanyard to Reception Staff.
- All visitors must report any unsafe or inappropriate behaviour or Health and Safety issues or any other matter giving them cause for concern to one of our Safeguarding Personnel (who are identified in the school's safeguarding leaflet and in the school's Safeguarding and Child Protection Policy).
- Visitors must not reveal any personal or confidential information they may learn about the school during the course of their visit to any third party.
- Should there be a fire evacuation, a member of staff will accompany visitors out of the building to the agreed assembly point. Green signage, displayed above the all evacuation doors, clearly identify the route to take.

- The school operates a no smoking policy (including e-cigarettes) on all school premises and this includes directly in front of the schools.
- Visitors should be made aware that mobile phones and cameras should not be used for any purpose in EYFS areas. In addition, photos may not be taken of children of any age.

Visiting Speakers' Protocol

The school often invites speakers from the wider community to give talks to enrich our pupils' experience. The school recognises the enormous benefit gained by pupils from speakers from all walks of life. Both the school and the pupils greatly appreciate the time and effort that Visiting Speakers put into their presentations.

The Prevent Duty Guidance for England and Wales (2015) requires the school to have a clear protocol for ensuring that any visiting speakers to our schools are suitable and appropriately supervised. The Prevent Duty requires schools to have regard to the need to prevent people, including children, from being radicalised or drawn into terrorism. "Extremism" is defined as vocal or active opposition to fundamental British Values including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

This policy has been drawn up having regard to the Government's Prevent Duty guidance and the Foundation's wider safeguarding obligations.

All visiting speakers will be subject to the Visitors' Code of Conduct (see above) and the Visiting Speaker's Protocol set out below.

All requests for outside speakers (be this from a pupil or school staff) must firstly be discussed and approved by the Deputy Head Pastoral.

The school will complete the Visiting Speaker checklist before agreeing to a Visiting Speaker attending the school. The school may also conduct research on the Visiting Speaker and/or their organisation, as appropriate. The school will not use a Visiting Speaker where any link is found to extremism, such as extremist groups and movements.

The school will obtain an outline of what the speaker intends to cover in advance of the Visiting Speaker's visit. In some cases, the school may also request a copy of the Visiting Speaker's presentation and/or footage in advance of the session to ensure it is appropriate to the age and maturity of the pupils to be in attendance and does not undermine British values or the ethos and values of the school.

A member of school staff will be present during the visit/talk to monitor what is being said to ensure that it aligns with the values and ethos of the school and British values. In the unlikely event that the talk/presentation does not meet this requirement, Visiting Speakers will be informed that school staff have the right and responsibility to interrupt and/or stop a presentation. The member

of staff will report this to the Deputy Head Pastoral as soon as reasonably practicable after the talk/visit.

Visiting Speakers will be supervised by a school employee whilst on school premises. At no point will a Visiting Speaker be left unsupervised on the school premises whilst pupils are present.

On arrival at the school, Visiting Speakers will be required to show an original current identification document including a photograph such as a passport or photo card driving licence and will be asked to sign in using InVentry. The Visiting Speaker will be issued with a visitors' lanyard which they must wear at all times whilst on the school premises. Visiting Speakers will also be provided with a copy of the Visitors and Supply Teachers Handbook which contains information on appropriate conduct, safeguarding, health and safety and fire evacuation and a copy of the Safeguarding Brochure.

The school will keep a formal register of visiting speakers. Any information gathered will be kept in accordance with the school's Information and Records Retention Policy.

A checklist for Visiting Speakers must be completed for all Visiting Speakers. A failure by the supervising member of staff to ensure that this Visiting Speakers' Protocol is followed may be treated as a disciplinary matter.

If a visiting speaker is carrying out other duties for the school on a regular basis they may be undertaking regulated activity. If that is the case, then formal vetting checks will be necessary in accordance with the usual practices for staff and/or volunteers as detailed in the school's Safer Recruitment policy.

Volunteers

If a volunteer is supervised and not involved in undertaking personal care, the usual Visitors' Code of Conduct applies.

An unsupervised volunteer, whose presence is frequent and regular is considered to be in regulated activity and the school should therefore complete the appropriate safeguarding checks. The individual should be recorded on the SCR and they should be given a **yellow** lanyard at each visit.

Occasional and temporary contractors (who are not on the SCR)

External contractors coming onto the school premises to carry out maintenance or a similar activity, during school hours when pupils are present, are to be notified in advance to the College or Jubilee Ground, to report to reception on arrival with relevant identification, and will be issued with a visitor's badge and a **red** lanyard.

* Where the visit does not involve working directly with children and is expected to be for a short period of time and/or is isolated to one area with limited access to children, a risk assessment can be

produced to manage the supervision required to an extent that is considered reasonable in all the circumstances to ensure the protection of children. This risk assessment will include the measures put in place, and by whom, to monitor the contractors. An example of the measures in place might be for named staff to check on the visitors every 30-45 minutes and to require the visitors to be escorted by these named staff if they were to move around the school site. All risk assessments must be approved by the DSL and COO ahead of the visit. Where this risk assessment is approved an **orange** lanyard will be worn by these contractors.

If the Contractor is already on our list of approved Contractors, they are required to report to the relevant school Reception before undertaking any work on the school site and will be given a **yellow** lanyard. The suitability of approved Contractors will already have been checked by HR and they will be on the SCR.

Approved Contractors are required to bring photographic proof of identity with them on their first visit. Reception Staff will make a copy of this identity and provide this to HR. After which their identity should be automatically identified on the InVentry system.

Maintenance staff (or other appropriate member of staff) will be informed of the Contractor's arrival. The supervising member of staff will meet the Contractor at Reception and escort them to the area in which they will be working. The supervising member of staff will:

- remain with the contractor whilst the work is undertaken if the contractor is wearing a **red** lanyard or check in on them where there is a risk assessment in place;
- ensure that staff and pupils in the area where the work is being carried out are aware of what is being done, by whom and how long the work is likely to last;
- provide the contractor with details of how to contact them if they are not to remain with the contractor whilst the work is undertaken; and
- at all times, escort the contractor back to Reception once the work is complete or ensure that the contractor is clear on where they must sign out.

Parents / Carers

Generally, parents / carers attending one of our schools are treated in the same way as any other visitor and are therefore subject to the Visitors' Code of Conduct in full when visiting during core school hours (0815-1600). However, the school recognises that there are times when it is not practical or desirable for parents to follow the Visitors' Code of Conduct e.g. when attending ad hoc events such as after-school sports fixtures or musical performances.

In those circumstances, however, staff should be present at the event and will be able to ensure there is adequate oversight or supervision of parents / carers attending the event. Parents / carers will be expected at all times to adhere to the Visitors' Code of Conduct (see above).

Agency Staff

Appropriate vetting checks will already have been completed by HR on all agency staff. When attending a school for the first day of work (or if they have not worked for the Group in the last 3 months or more) these individuals must bring with them photographic proof of identity. Reception Staff will verify the proof of identity and provide a copy of this to HR. Reception Staff must also have sight of the person's original Disclosure and Barring Service (DBS) Disclosure Certificate. Reception Staff should then issue the person with the Supply Teachers and Visitors Handbook which contains information on appropriate conduct, safeguarding, health and safety and fire evacuation.

Unknown/Uninvited Visitors

Any visitor to a school site who is not wearing a school visitor badge and lanyard should be challenged politely by staff to enquire who they are and their business on the school site. The visitor should then be accompanied back to the reception to ensure that the Visitors' Procedures are followed.

If an unauthorised visitor becomes abusive or aggressive, they must be asked to leave the school's premises immediately and warned that if they fail to leave, police assistance will be called for. The school will not tolerate any act of violence or harassment in which a member of staff or pupil or any other person on the school site is threatened or assaulted or placed in fear for their own safety.