



ST JOHN'S COLLEGE  
Cardiff

# Safeguarding and Child Protection Policy

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**St John's College, Cardiff**

## **SAFEGUARDING AND CHILD PROTECTION POLICY**

**This policy applies to all sections of the School:**

Sixth Form, Senior School, Junior School,  
Infant School & Nursery.

***Version: September 2023***

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## 1. Commitment to safeguarding and acting in the best interests of the child

The School recognises that Safeguarding and promoting the welfare of children are everyone's responsibility and it is committed to acting in the best interests of the child.

Safeguarding and promoting the welfare of children are defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have best outcomes; acting on and referring early signs of abuse and neglect and radicalisation; and keeping clear records (Keeping Learners Safe). Learners include everyone under the age of 18; including all students over 18 under the care of St John's College.

The School adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

Our school will therefore:

- ensure that all members of staff receive a copy and read and understand Keeping Learners Safe - Guidance Document no. 283-2022, dated March-22 (replaces 275-2021), and are aware of the signs of abuse, neglect and specific safeguarding issues, so that they are able to identify children who may be in need of help, to report concerns to the DSL;
- ensure that staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child;
- ensure that all staff members are aware of the Safeguarding and Child Protection Policy as part of staff induction and are revisited regularly, at appropriate intervals (at least annually), via training and covered at staff meetings;
- provide a safe environment in which children can learn;
- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- include in the curriculum activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services;
- recognise its duties to students in need, providing 'early help' and intervention, while also providing support for students at risk. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead;
- ensure that anyone who has a concern about a student's welfare will ensure a referral is made to children's social care. In the first instance, staff should generally discuss any potential referral with the designated safeguarding lead, who in most instances would make any referral and follow local agreed inter-agency procedures;
- ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies where appropriate;
- operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Criminal Records and prohibition from teaching checks;
- keep up-to-date records.

## 2. Procedures for dealing with and referring concerns about children in need and/or at risk, in accordance with locally agreed inter-agency procedures

What follows below is St John's College's procedure. However, in an emergency anyone can make a referral where there are serious concerns about a child to the Multi Agency Safeguarding Hub (MASH)

Telephone: **02920 536490**

Allegations against a teacher or other adult must be passed on to the Local Authority Designated Officer (LADO).

Telephone: **02922 330881**

Further contact details for other local authorities can be found in *Appendix 4*.

### 2.1. What staff need to know and look out for

- All staff must be aware of the systems within the School which support safeguarding, which are explained to them as part of their induction training, including the Safeguarding and Child Protection Policy, Behaviour Rewards Policy, Anti-Bullying Policy and AUP;
- All staff must know that the Designated Safeguarding Lead (DSL) for the School is the Assistant Head Pastoral, (Mrs Emma Jones) and if the DSL is absent, the Deputy Designated Safeguarding Lead (DDSL) is Mrs Laura Taylor. In the event of a concern over a child any of these members of staff can be informed;
- All staff must be aware of the signs of abuse and neglect to identify children who may be in need (see Definitions of abuse);
- Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and when concerned about the welfare of a student, staff members should always act in the best interests of the child.

### 2.2 What staff should do if they have a concern about a child

1. If staff members have any concerns (as opposed to a child being in immediate danger - see point 6) about a child, they should raise these with the school or college designated safeguarding lead. The designated safeguarding lead should usually help decide whether a referral to children's social care, early help or other support is appropriate.
2. If a referral to children's social care is appropriate in most instances the designated safeguarding lead should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.
3. If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.
4. If early help is appropriate the designated safeguarding lead should support the teacher in liaising with other agencies and setting up an inter-agency assessment as appropriate.
5. If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.
6. **If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.** Anybody can make a referral. Any person may seek advice and guidance from the DSL.

7. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.
8. See Flow Chart in **Appendix 4** for actions when there are concerns about a child.
9. It is important that all parties act swiftly and avoid delays.
10. Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
11. In all cases the best interest of the child is the primary consideration and a referral to statutory agencies does NOT require parental consent, if there are reasonable grounds to believe that a child is at risk of significant harm.
12. **When is it suitable to inform parents of an allegation or concern of abuse?** In consultation with the Headteacher, the DSL will use professional judgement regarding the suitability and timing of informing parents and/or guardians.

### 2.3 Individual Staff/Volunteers/Other Adults - main procedural steps

When a child makes a disclosure, or when concerns are received from other sources:

- Take what the child says seriously;
- Do not investigate, ask leading questions, examine children, **or promise confidentiality**;
- Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next;
- Listen to the child carefully without interrupting;
- Remain calm and do not rush into action that may be inappropriate;
- Reassure the child that he/she is not to blame;
- If you are in a group situation with a child, arrange to see him/her on his/her own at the earliest possible opportunity;
- If the child is in immediate danger or in need of emergency medical care, make sure the relevant emergency service is contacted;
- Let the child know what you are going to do to help;
- Report what you have been told to the appropriate Designated Safeguarding Lead as soon as possible (or to another senior member of staff in their absence). This must always be done on the same day;
- Record what was said and who was present. Update MyConcern if necessary;
- Use the child's exact words wherever possible. Concerns about abuse must always be recorded;
- Keep the matter confidential to as few people who need to know;
- As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and **report to the Designated Safeguarding Lead** in the school. Staff may wish to use the School safeguarding form - *see Appendix 1* to do this;
- **If the concern involves the conduct of a member of staff or volunteer, a visitor, a Trustee, a trainee or another young person or child - *please refer to section 4.***
- **If the allegation is about the Headteacher, the information should be passed to the Chair of Trustees or the Local Authority Designated Officer (LADO);**
- If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken;
- **If a crime may have been committed, the matter should be reported to the Police.**
- If the event of the allegation being against a Trustee, the Headteacher will seek professional advice, or Diocesan's advice.

## 2.4 Statutory guidance

**This policy is consistent with:**

- 'The Children's Act, 1989' requires all schools to follow procedures for protecting children from abuse;
- The Welsh Government circular 009/2014 'Safeguarding Children in Education: handling allegations against teachers and other staff'.
- Section 175 of the Education Act 2002, section 11 of the Children's Act 2004 and section 55 of the Borders' Citizenship and Immigration Act 2009, require local education authorities and the Governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children;
- Section 157 of the same act and the Education (Independent Schools' Standards Regulations 2014, requires proprietors of independent schools to have arrangements to safeguard and promote the welfare of children who are students at the school;
- Welsh Government document "Keeping Learners Safe" - Guidance Document no. 283-2022, dated March-22 (replaces 275-2021).
- "Working Together to Safeguard Children" (March 2015, statutory guidance), which includes non-statutory advice, "Information Sharing" (March 2015);
- Prevent Duty Guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non-statutory advice: "The Prevent Duty: Departmental advice for schools and childminders (June 2015), The use of social media for on-line radicalisation (July 2015).

## 2.5 In-school provision for listening to children and early help

Students are able to speak with any member of teaching staff about a concern they may have. Where concerns are raised about a student, the Designated Safeguarding Lead (DSL) is informed and in consultation with parents, where appropriate, access to Early Help is sought via the appropriate inter-agency channels by the DSL.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

## 2.6 Definitions of abuse

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

### **Abuse**

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

### **Physical abuse**

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

**Emotional abuse**

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

**Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Potential abuse**

Situations where children might not have been abused but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another child in the household has been abused, or where there is a known abuser.

**Bullying**

Any persistent and uninvited behaviour which insults, hurts or intimidates someone (includes cyber-bullying)

**Students with ALN**

Students with additional learning needs and/or disabilities may be particularly vulnerable to forms of abuse and all staff should be aware of this when they are working alongside ALN students.

**2.6.1 A child missing from education**

The law requires all schools to have an admission register and, with the exception of schools where all students are boarders, an attendance register. All students must be placed on both registers. A child going missing from education is a potential indicator of abuse or neglect. All staff must follow the school's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.



We will inform the Local Authority of any student who is going to be removed from the admission register where the student:

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

We shall notify when a school is to remove a student from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the student's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

To report a child who is missing from education the DSL will complete a Child Missing Education referral form - *see Appendix 6*.

At St John's College Student attendance is recorded daily at the beginning of the day during Tutor time and at the beginning of afternoon lessons in registration.

When a child fails to attend school with no explanation from parents, the following procedure is followed in accordance with the Registration Policy.

### **Absences**

**There must not be any gaps in the register:**

- At registration time, if a student is absent, tutors should enter the symbol '0' in pencil and then follow up the reason for the absence. The appropriate symbol can then be added once the reason for the absence is clarified;
- The school's policy is to telephone parents on the first morning that a student is absent and if no notification has been received from parents. The School Secretary makes these calls;
- Therefore, all information about absences **must** be given to the School Secretary immediately;
- The Parents' Information Handbooks make it clear that parents are expected to telephone the school as soon as possible informing the administrative staff of their child's absence.
- Tutors, HoY and the Assistant Head Pastoral, monitor attendance and the School Secretary flags up students whose attendance falls below 90%. Should student attendance fall below 90% the following procedure should be followed:
  - i) Parents are contacted and the matter is discussed to ascertain the reason for the child's absence and appropriate strategies put in place;
  - ii) Any suspicion of neglect or abuse is reported to the DSL.

The above is subject to change once iSAMS is fully introduced across the School.

## 2.6.2 Female Genital Mutilation (FGM)

This policy has been written with respect to the Government's Multi-Agency Practice Guidelines: Female Genital Mutilation, 1<sup>st</sup> April 2016, in particular Chapter 9, guidelines for school, colleges and universities.

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for nonmedical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long term health consequences, including difficulties in childbirth also causing dangers to the child.
- FGM is illegal in the UK. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris. FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia.
- FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences

### How can staff make a difference?

The School seeks to raise awareness of FGM among staff by circulating relevant information to read, through regular Safeguarding and Child Protection Training and appropriate CPD for designated leads; Designated leads are well-versed in the issues of FGM and ensure that their safeguarding qualifications are up to date;

### Possible indicators to be aware that FGM may take place or has already taken place:

The procedure may be carried out when a girl is new born, during childhood or adolescence, just before marriage or during a first pregnancy. The majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls of this age are at higher risk.

It may be possible that FGM will take place when a family elder is visiting from overseas.

A professional may hear reference to FGM in conversation, for example a girl may tell other children about it or make reference to a 'special procedure' or attend a 'special occasion to become a woman'.

- A child may request help from a teacher;
- Parents may state that they or a relative will take the child out of the country for a long holiday;
- A girl may have difficulty walking, sitting or standing;
- A girl may spend longer than normal in the bathroom due to difficulties urinating or with menstrual problems;
- There may be repeated absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on their return to school;
- A girl may be reluctant to undergo normal medical examinations;
- A girl may talk about pain and seek help;
- What to do when you are concerned that a student may be at risk of, or has undergone, FGM;
- If staff have a concern regarding a girl that might be at risk of FGM they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Since 31<sup>st</sup> October 2015, there has been a mandatory reporting duty placed on teachers that requires a different approach where FGM has taken place (see following section).

### Mandatory Reporting Duty

- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies;
- Teachers must **personally** report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate;
- Further information concerning FGM can be found in the appropriate Government guidelines in the School’s Policy folder.

### 2.6.3 Prevent duty and referral to channel

We consider the risk of radicalisation as a wider part of our safeguarding duties. Radicalisation refers to the process by which a person comes to support terrorism and forces of extremism. From 1 July 2015 all EYFS settings and schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

#### Extremism

The Government’s Prevent Strategy defines extremism as: “Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces”.

To fulfil the Prevent duty at St John’s College, it is essential that all staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Staff will receive local authority training (WRAP) to ensure they have the ability to understand what may make individuals susceptible to radicalisation, as well as the confidence and ability to raise their concern when someone may be at risk.

At St John’s College staff are expected to be vigilant in assessing the risk of individual children or groups of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Through staff training they are made aware of risks affecting children and young people in our area and have an understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them in an appropriate and proportionate way. At the same we are aware through liaison with the local authority and the local police of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet in our area.

The Prevent duty does not require teachers or Early Years Practitioners to carry out unnecessary intrusion into family life but as with any other safeguarding risk, at St John’s College staff must take action when they observe behaviour of concern and follow our existing safeguarding procedures contacting the Local Authority or the Police.

## Procedures for protecting children at risk of radicalisation

- The School assess the risk of radicalisation, given our geographical area and student intake;
- The Designated Safeguarding Lead at St John's College undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation - *see Appendix 3 for indicators*;
- The School, in particular the DSL, is aware when it is appropriate to make a referral to the Channel programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism or to Children's Services;
- The DSL will liaise with the LSCB to help us assess the level of risk in our area;
- Where the School invites external speakers in to speak to the students, they are closely supervised throughout their visit. External speakers are checked as far as is reasonably possible to ensure they are bona fide (see the Recruitment Policy);
- At St John's College we ensure through our E-Safety Policy that children are safe from terrorist and extremist material when accessing the internet with suitable filtering in place.

## Reporting Concerns

Should concerns require support from other agencies there are a number of ways that issues relating to terrorism and extremism can be reported. These include the following:

- Anti-Terrorist Hotline: **0800 789 321**
- Crime stoppers: **0800 555 111**
- Relevant Police force: **101**
- Home Office co-ordinator for Wales
- Prevent Team, Cardiff Bay Police Station: **02920 222111**
- Police National Prevent advice line: **0800 0113764**

### 2.6.4 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- 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;
- Children who regularly miss school or education or don't take part in education.

## **Specific Safeguarding Issues (*Keeping Learners Safe - March, 2022*)**

- Bullying, including cyber-bullying;
- Child neglect;
- e-Safety;
- Fabricated or induced illness;
- Female Genital Mutilation (FGM);
- Forced Marriage/honoured based violence;
- Gender-based violence/violence against women and girls (VWAG);
- Mental Health;
- Radicalisation (See page 55);
- Sexting;
- Teenage Relationship Abuse;
- Trafficking;
- Further issues and information on the above can be found on the [gov.wales](https://gov.wales) website.

### **2.6.5 Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)

## **3. Arrangements for dealing with peer-on-peer abuse, including sexting and any other relevant issues, and how victims are supported**

We recognise that abuse can take many forms including abuse by one or more students against another student. This may be an isolated incident or indeed a series of incidents over a period of time.

Colleagues are requested that where there is 'reasonable cause to suspect that a child is suffering, or *likely* to suffer, significant harm', that any such abuse will be referred to local agencies. In the event of disclosures about student-on-student abuse, colleagues are expected to treat all children involved, whether perpetrator or victim, as being "at risk". Staff are requested to treat such incidents in the same way as any other safeguarding or bullying matter and follow the procedures set out in this policy and in the Anti-Bullying Policy.

### **Bullying**

A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' Please also see the Anti-Bullying Policy.

The DSL should assess all information available to the School about a child and refer to the Children's Social Care and confirm this referral in writing by completing an Electronic Interagency Referral Form within 24 hours or written confirmation of a telephone referral form.

## **Sexting**

"Sexting" is the act of sending, receiving, or forwarding sexually explicit messages, photos, or images via cell phone, computer, or other digital device. These messages, photos, and images are then often being further disseminated through email and internet-based social networking websites well beyond their original intended recipients.

- Sending or receiving a sexually suggestive image or text under the age of 18 is a crime and is considered child pornography and can result in criminal charges.
- Sexting is not acceptable under any circumstances, including 'banter' between students or between adults.
- Students who are found to have engaged in sexting must expect to receive a serious school sanction, the severity of which will depend upon the specific nature of the incident. Parents will be informed and a meeting convened to discuss the incident and strategies put in place to help change their behaviour.
- Those who have been the victim of sexting will be given appropriate support following discussions with their parent/guardian and, where appropriate, relevant external organisations.

## **Safeguarding Children who have or who are likely to suffer significant harm**

Cases where there are suspicions about abuse but no clear evidence:

The presenting signs/symptoms must be carefully observed and a history taken in a non-judgmental way. A watching brief should be kept and the suspicions should be re-evaluated regularly. Children's Social Care should be consulted if concern is not alleviated. If necessary, it is the responsibility of the DSL, working with the Headteacher, to pass these concerns on to the Children's Social Care.

## **Support to students and staff**

### **Support to students**

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.

Complaints or concerns raised by students will be taken seriously and followed up in accordance with the school's complaints process.

Students have access to external helpline numbers in their planners and the anti-bullying policy. They can also, in addition to speaking to their Tutor, speak to their Head of Year, the DSL or a member of the Senior Leadership Team. Pupils can also reach out to the Health & Wellbeing Officer or the school counsellors.

### **Support for Staff**

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support. Staff who are the subject of an allegation of abuse will also receive appropriate support.

## **4. Arrangements for handling allegations of abuse against members of staff, volunteers, and the head, including reporting to the DBS/NCTL**

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- behaved in a way that has harmed a child, or might have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that he or she would pose a risk of harm if they work regularly or closely with children.

If the event of the allegation being against a Trustee, the Headteacher will seek professional advice, or Diocesan's advice.

### **4.1 Individual staff/volunteers/other adults who receive the allegation:**

- i. Write a dated and timed note of what has been disclosed or noticed, said or done;
- ii. Report immediately to the Headteacher or to the Chair of Trustees, in the Headteacher's absence and then is reported to the Local Authority Designated Officer (LADO);
- iii. Pass on the written record;
- iv. If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Trustees. Pass on the written record. (If there is difficulty reporting to the Chair of Trustees, contact the LADO, Safeguarding and Improvement Unit as soon as possible.)

### **4.2 Headteacher who receives the allegation:**

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done;
- ii. Before taking further action or any investigation immediately notify and seek advice from the LADO on the same day, which can be done anonymously in the first instance. The discussion must be recorded and any communication with the individual and the parents of the child/children;
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation;
- iv. Report to MASH (Multi Agency Safeguarding Hub) if the LADO so advises or if circumstances require a referral;
- v. On-going involvement in cases:
  - Liaison with the LADO;
  - Co-operation with the investigating agency's enquiries as appropriate;
  - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

### **4.3 Chair of the Board of Trustees who receives the allegation: (relevant in the case of an allegation against the Headteacher or where the Headteacher is absent from school)**

- If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done;
- Notify the LADO, on the same day without informing the Headteacher first;
- You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation;
- Report to MASH (Multi Agency Safeguarding Hub) if the LADO so advises or if circumstances require a referral;
- Liaison with the LADO;
- Co-operation with the investigating agency's enquiries as appropriate;
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action;
- If a crime has been committed, the Police should be informed immediately.

### **4.4 Children at risk**

If a child has suffered harm or is likely to suffer harm this must be reported immediately to Children's Social Care. Expert diagnosis may be required quickly. The Headteacher or DSL will arrange this. The parents' co-operation should be obtained wherever possible. If a child makes an allegation about sexual abuse, Child Protection Services and/or Police must be informed immediately.

### **4.5 Referral to the disclosure and barring service (DBS/EWC)**

The School will report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. The Human Resources Manager will make this report on behalf of the School.

The criteria used to assess whether the School should cease using a person's services is set out in full in the School's Safer Recruitment Policy. Failure to make a report when required constitutes an offence. 'Compromise agreements cannot be used to prevent a referral from being made to the DBS when it is legally required, nor can an individual's refusal to cooperate with an investigation. As an Independent School we have a legal duty to respond to requests from the DBS for information they already hold. When a case is concluded, if the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the Headteacher and Human Resources manager will discuss with the case manager and their personnel adviser whether we will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; and in the case of a member of teaching staff whether to refer the matter to the Education Workforce Council (EWC) to consider prohibiting the individual from teaching.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

If the School is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that person from teaching pending the findings of the EWC's investigation. Further details can be found in 'Keeping Learners Safe'.



**Website:** [www.gov.uk/dbs](http://www.gov.uk/dbs)

**Disclosure**

Helpline: 0870 9090 811

Email: [customerservices@dbs.gsi.gov.uk](mailto:customerservices@dbs.gsi.gov.uk)

**Barring,**

Helpline: 01325 953 795

Email: [dbsdispatch@dbs.gsi.gov.uk](mailto:dbsdispatch@dbs.gsi.gov.uk)

### **E-Safety and Bullying**

The School acknowledges that new technologies, while enhancing learning opportunities, can provide ways of exposing young people to potentially harmful experiences. All staff must take such abuse seriously. Procedures for E-Safety for staff are outlined below and those for students in the Mobile and Online Technology Safety Policy.

### **Electronic Communication**

All staff as part of their safeguarding and child protection training and E-Safety INSET receive guidance to ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student, for example, in one-to-one tuition, sports coaching, conveying a student by car, engaging in inappropriate electronic communication with a student via mobile phone, e-mail, social networking sites such as Facebook or any other form of electronic communication.

Staff are advised that electronic communication with students must at all times be professional. This applies largely to e-mail communication via the School network, and to the exchange of mobile telephone numbers (for example, sporting fixtures and trips).

## **4.6 Referral to the Charities Commission**

As St John's College is a registered charity, there is a requirement to report serious incidents to the Charity Commission. This is in addition to reporting any and all safeguarding concerns to the local authority Social Services. If a serious incident takes place within St John's College, a disclosure is required to be made to the Commission.

## **5. Guidelines for staff regarding electronic communication**

- All staff are asked to periodically (once a year) familiarise themselves with the contents of the School's Acceptable Use Policy for staff (AUP) and confirm their agreement by signing and dating it. The AUP can be found on the staff shared area together with the Safeguarding and Child Protection Policy, Anti-Bullying Policy and Mobile and Online Technology Safety Policy;
- Staff must not use personal mobile phones or personal cameras to take images of children in the school setting;
- Only School cameras can be used to take photographs of school children;
- Staff MUST NOT accept current students as friends or request current students as friends on social networking sites such as Facebook;
- Should a member of staff wish to contact a past student who has recently left the School, they are advised to do so via the Old Johanian Association and exercise caution if using a social networking site;
- Staff who use social networking sites must ensure that they protect themselves from potential harm by deploying the necessary level of security on their page. Colleagues are reminded of the potentially serious consequences for inappropriate use of mobile and online technologies and the ease with which inappropriate material can be passed on to a very wide audience of people including students and parents;

- Staff should not share their personal mobile telephone number with students or parents except in an emergency. For trips and visits, sports fixtures and day events, staff are asked under normal circumstances to use a School mobile phone for all communication with students and parents;
- Staff may, if appropriate, contact students using the School e-mail system regarding academic or pastoral matters only. Colleagues **MUST NOT** contact students via their personal e-mail address. If a member of staff decides to e-mail a student using the School e-mail system, the following simple guidelines **MUST** be followed:
  - i) All correspondence should, under normal circumstances, be written in a formal style beginning with 'Dear' and ending with 'Yours sincerely' or 'Kind regards'. The e-mail must always be signed using Mr, Mrs or Miss. First names must not be used;
  - ii) Colleagues are asked to copy the e-mail to themselves and at least one other member of staff such as a departmental colleague or Head of Department so that the content of any e-mail is not perceived to be confidential;
  - iii) E-mails sent to students should under normal circumstances be sent during normal School hours (8.00 am - 6.30 pm), and no later than 9.00 pm;
  - iv) Colleagues **MUST NOT** refer to any other student or member of staff within the e-mail unless those individuals have given their permission and are copied into the e-mail.
- Colleagues should only e-mail students about routine matters. E-mails to students **MUST NOT** display emotion such as displeasure or anger which could unnecessarily upset a student or indeed any level of affection that could be misunderstood or misinterpreted by a student;
- Staff may contact parents using the School e-mail system but are **STRONGLY ADVISED** not to contact parents regarding School business from their personal e-mail account. If a member of staff decides to e-mail a parent, they should follow the same guidelines as those set out above for e-mailing students, in addition to those set out below:
  - i) When making the initial contact about a potentially sensitive matter such as poor standard of work or misbehaviour, colleagues must always attempt to speak to a parent first by telephone. If the matter cannot be resolved by a telephone call seek a face-to-face meeting before resorting to e-mail, unless a parent or guardian has expressed a desire to use this form of communication or where other means of communication are not possible, such as overseas students. However, staff must exercise caution when communicating by e-mail and have the contents checked thoroughly by a colleague to ensure that the content and tone is appropriate. If you are unsure about an e-mail, **DON'T** press send until you have spoken to a member of SLT or the Head of Department!
  - ii) The content of any e-mail should not be anything that you would not be prepared to say to a parent face-to-face;
  - iii) If colleagues receive an e-mail from a parent which pertains to a routine matter or a simple question, colleagues should answer by e-mail promptly following the guidelines set out in this policy;
  - iv) **NEVER** respond to a parent in anger or frustration and especially not by e-mail. Discuss sensitive matters with your Head of Department and/or Head of Year or a member of SLT before making any level of response;
  - v) If having decided to e-mail a parent about a potentially sensitive subject, do so only to arrange a face-to-face meeting or telephone conversation and ensure that it is copied to another member of staff;
  - vi) If you are responding to a parent by e-mail, ensure that your response is a new e-mail and does not include previous e-mail traffic between other staff;
  - vii) If you receive an unpleasant communication by text, e-mail or any other electronic means, report it immediately to a member of SLT. **DO NOT RESPOND.**

## 6. Whistleblowing procedures

Please refer to the College's **Whistleblowing Policy** - this outlines the procedures and guidelines for the recruitment of staff, volunteers and contractors.

## 7. Safer Recruitment

Please refer to the College's **Safer Recruitment Policy**.

## 8. Management of safeguarding including the identity and role of the designated safeguarding lead(s), providing sufficient cover for these roles, including EYFS

### Our Safeguarding Contacts



**Mrs Emma Jones**

*Assistant Head, Pastoral & **Designated Safeguarding Lead (DSL)***

Email: [ejones@stjohnscollegecardiff.com](mailto:ejones@stjohnscollegecardiff.com)



**Mrs Laura Taylor**

*Head of Junior School & **Deputy DSL***

Email: [ltaylor@stjohnscollegecardiff.com](mailto:ltaylor@stjohnscollegecardiff.com)



**Mr Shaun Moody**

*Headteacher & **DSL support***

Email: [s Moody@stjohnscollegecardiff.com](mailto:s Moody@stjohnscollegecardiff.com)



**Miss Emma Drain**

*Head of Infant School & **Safeguarding support for Infants***

Email: [edrain@stjohnscollegecardiff.com](mailto:edrain@stjohnscollegecardiff.com)



**Mrs Alison Banks**

*Head of Nursery Department & **Safeguarding support for Nursery***

Email: [abanks@stjohnscollegecardiff.com](mailto:abanks@stjohnscollegecardiff.com)



**Mrs Meredyth Holland**

*Health & Wellbeing Officer*

Email: [mholland@stjohnscollegecardiff.com](mailto:mholland@stjohnscollegecardiff.com)

**ANY SAFEGUARDING OR CHILD PROTECTION CONCERNS SHOULD BE IMMEDIATELY  
REPORTED TO A MEMBER OF STAFF DIRECTLY OR VIA SCHOOL RECEPTION.**

**Governing Body**

In accordance with the Statutory Guidance “Keeping Learners Safe” March 2022, the Governing Body, i.e. The Board of Trustees, will ensure that:

- the School has a Safeguarding and Child Protection Policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly;
- the School operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Trustee and other staff involved in the recruitment process have undertaken Safer Recruitment Training;
- there are procedures for dealing with allegations of abuse against members of staff and volunteers;
- there is a senior member of the School’s leadership team who is designated to take lead responsibility for dealing with safeguarding and child protection (the “Designated Safeguarding Lead”) and that there is always cover for this role;
- the Designated Safeguarding Lead undertakes Local Authority training (in addition to basic child protection training) and this is refreshed via regular training, at appropriate levels, as and when required (at least annually), to keep up to date with any relevant safeguarding and child protection developments;
- they utilise the experience and expertise of their staff when shaping safeguarding policies by seeking feedback at appropriate times via the DSL;
- the Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated at appropriate levels, as and when required (at least annually), to keep up to date with any relevant safeguarding and child protection developments; (County Council led training at least every three years); and that new staff and volunteers who work with children are made aware of the School’s arrangements for child protection and their responsibilities. The Local Authority leaflets, “Safer working in Education Settings” and “Education Child Protection”, will be used as part of this induction/Staff Training;
- any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay;
- the Chair of Trustees (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Designated Officer (LADO);
- effective policies and procedures are in place and updated annually, including a behaviour “code of conduct” for staff and volunteers and Mobile Phone and Electronic Devices Policy.
- appropriate filters and appropriate monitoring systems are in place so that students are not able to access harmful or inappropriate material from the school or college’s IT system but be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- systems are in place that will identify children accessing or trying to access harmful and inappropriate content online;
- there is a clear policy on the use of mobile technology in the School;
- children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, education (PSE), and/or – for maintained schools and colleges – through sex and relationship education (SRE);
- there is an individual member of the Board of Trustees who will champion issues to do with safeguarding children and child protection within the School, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body;

- the School contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2015 including providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board (LLSCB).

**The Headteacher, Mr Shaun Moody, has overall responsibility for child protection and welfare within the School. He:**

- ensures that the safeguarding and child protection policy and procedures adopted by the Board of Trustees are implemented and followed by all staff;
- ensures that all staff read and understand “Keeping Learners Safe”;
- reports any former allegations concerning former members of staff who are no longer working at the school;
- allocates sufficient time and resources to enable the Designated Safeguarding Lead (DSL) and Deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meeting;
- ensures that students’ safety and welfare is addressed through the curriculum;
- ensures allegations of abuse or concerns that a member of staff or adult working at School may pose a risk of harm to a child or young person are notified to the Local Authority LADO;
- ensures all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner;
- ensures all staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care Services or the Police.

The Board of Trustees appoints an appropriate senior member of staff, from within the leadership team, to the role of designated safeguarding lead. The designated safeguarding lead takes lead responsibility for safeguarding and child protection. This is explicit in the role holder’s job description. This person has the appropriate status and authority within the school to carry out the duties of the post.

They are given the time, funding, training, resources and support to provide advice and support staff on child welfare and child protection matters, to take part in strategy discussions and inter agency meetings - and/or to support other staff to do so - and to contribute to the assessment of children.

**The DSL will:**

- refer cases of suspected abuse to the local authority children’s social care as required;
- 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; and
- refer cases where a crime may have been committed to the Police as required;
- liaise with the Headteacher or principal to inform him or her of issues especially;
- support on-going 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 (all cases which concern a staff member); and
- liaise with the Headteacher to inform him of issues especially on-going enquiries under Section 47 of the Children Act 1989 and police investigations; and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for staff;

- undertake training. The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's safeguarding and 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;
- 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 are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the college may put in place to protect them;
- ensure the school or college's safeguarding and child protection policies are known, understood and used appropriately;
- ensure the College'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 safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LLSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- ensure all staff receive appropriate training in safeguarding and child protection through the County Council the frequency, level and focus as guided by the LLSCB, to keep up to date with any relevant safeguarding and child protection developments. The DSL, and the HR Manager in liaison with the Deputy Head, keeps a record of staff attendance at child protection training;
- where children leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained;
- during term time, always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable;
- arrange adequate and appropriate cover arrangements for any time out of hours.

## **Deputy Designated Safeguarding Lead**

It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

### **The DDSL:**

- is the Deputy Designated Safeguarding Lead (DDSL) of staff with responsibility for child protection;
- carries out the role of the designated senior member of staff in their absence;
- is the person with responsibility for Child Protection but will liaise with the DSL in all matters;
- is trained as Designated Safeguarding Lead in Child Protection, inter-agency working and locally agreed procedures, updated regularly via regular training, at appropriate levels, as and when required (at least annually), to keep up to date with any relevant safeguarding and child protection developments.

### **The Responsibilities of the whole School Staff**

All School staff are expected to:

- read and understand any updates to the Keeping Learners Safe document, or any other required documents;
- be aware of any perceived signs and symptoms of abuse;
- report concerns to the DSL or Headteacher;
- monitor and report as required on the welfare, attendance and progress of students with a Child Protection Plan;
- keep clear, dated, factual and confidential records of child protection concerns.

## **9. Staff training**

- The DSL receives updated child protection training at least every 2 years, which includes child protection, inter-agency training, locally agreed procedures for managing referrals, early help, case conferences, record keeping and promoting a listening culture and supplemented by additional informal updates at least annually;
- All staff including volunteers in regulated activity are trained regularly in line with advice from the LLSCB. Staff also receive updates by e-mail and during termly INSET training, staff meetings or morning staff briefings as required and at least annually;
- All staff, including temporary staff, volunteers, must be provided with induction training that includes:
  - i) A copy of the School's Safeguarding and Child Protection Policy, which includes the role of the DSL;
  - ii) The Staff Code of Conduct which is included in the above;
  - iii) The Identity of the DSL;
  - iv) A copy of the 'Keeping Learners Safe' document is shared with staff on Google Drive.

Appropriate steps are taken to assist staff in understanding Chapter 3 of the Keeping Learners Safe document.

## 10. How the Board of Trustees ensures proper oversight of safeguarding, including the identity of the Trustee responsible for safeguarding and arrangements for reviewing the school's child protection policies and procedures annually

Designated Trustee: **Mrs Jayne Smerald**. The Chair of the Board of Trustees. has been given special responsibility for Safeguarding and Child Protection matters and, ensures that ensures that the school:

- has a DSL for child protection who is a member of the senior leadership team and who has undertaken appropriate training;
- has a safeguarding and child protection policy and procedures that are consistent with LLSCB requirements, that is reviewed annually and any deficiencies in the policy are remedied without delay;
- has efficiently discharged its duties with regard to safeguarding and child protection, and that the policy is available to parents on the School website;
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and volunteers;
- has safer recruitment procedures that include the requirement for appropriate checks;
- has a training strategy that ensures that all staff, including the Headteacher, receive safeguarding and child protection training, with refresher training at three-yearly intervals. The DSL should receive full training at two-yearly intervals and refresher at least annually;
- has arrangements to ensure that all temporary staff and volunteers are made aware of the School's arrangements for safeguarding and child protection;
- ensures that all staff read and understand Chapter 3 of the 'Keeping Learners Safe' document;
- provides a termly report for the Board of Trustees, on child protection matters to include changes affecting Child Protection policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum. This Trustee meets with the DSL for child protection each term, a few weeks before each report to the Trustees, but the full Board of Trustees will review the efficiency with which the policy and procedures have been discharged and ratify the Safeguarding Policy and any amendments made to it;

The Chair of Trustees will liaise with the LA on issues of child protection or in cases of allegations against the Head or members of the Board of Trustees.



## 11. Child protection and the curriculum

The School Curriculum is important in the protection of children. We aim to ensure that curriculum development meets the following objectives (these are often met through the PSE curriculum):

- Developing student self-esteem;
- Developing communication skills;
- Informing about wide-ranging aspects of taking risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- E-Safety;
- Developing non-abusive behaviour between students;
- Developing resilience including to radicalisation.

Students in Nursery to Upper Sixth receive E-Safety education that is carefully planned and age appropriate through their ICT and PSE lessons. Students are taught how to keep safe on-line, protect their identity, how to report abuse or cyber-bullying and all students read and understand a copy of the School's Acceptable Use Policy (AUP) at the start of each academic year. The School is proud of its active Student E-Safety Committee as well as a Staff and Trustee E-Safety Committee that meet once per half-term to discuss the latest trends, review student behaviour and review policies. Assemblies on the subject on E-Safety are delivered by students and staff throughout the year, but particularly in November to coincide with National Anti-Bullying Week and World Safer Internet day.

## 12. Procedures for dealing with inappropriate/illegal internet access or material

St John's College has installed web filtering software to ensure the protection of its students whilst accessing the Internet. It is recognised that no software is infallible and the following procedures will be abided by where necessary.

- Discovery of inappropriate websites, by staff or students, should be reported immediately to the DSL, who in liaison with the IT and Network Manager will consider referral to CEOPS and the Police;
- Illegal material within the school's network must always be reported to the Police. Any incident that involves inappropriate adult access to legal material on St John's College premises will be dealt with by the School's disciplinary policy in conjunction with the Police.

### Action in the event of discovery of illegal material:

- Seek immediate and specific advice from the DSL who will consult with the IT and Network Manager, the Headteacher and the Police;
- Prevent any further access to the device/network location until the correct advice is gained;
- Unless absolutely necessary, DO NOT remove the power from a working device and under no circumstances start a device if it is already switched off;
- Consider if it is necessary to prevent remote access to the device/network location;
- If it is believed that a member of staff or student who has left the site, could remove or damage evidence on the device remotely, unplug ONLY the network cable from the back of the device to prevent this access from occurring;
- If the device is already turned off and it is no longer realistically possible to prevent further physical access (e.g. owing to lack of supervision, high levels of access or an unoccupied location), disconnect the power at the base unit (not the wall) and remove the laptop. Store this device securely in a location where no one else can gain access to it and make a note of the date, time and name of the individual who performed this action;

- Under no circumstances should any member of staff attempt to conduct an investigation of their own or bring in an outside expert to do so as this may compromise the evidence if a legal case were to result. In some cases, this may constitute a criminal offence in itself;
- Trustees will also ensure, through the Head, that staff follow the Education Department Guidance and Procedures for School Visits.

### **13. Early Years Foundation Stage (EYFS) use of cameras and mobiles**

- To ensure the safety and welfare of the children in our care, this policy outlines the protocol for the use of personal mobile phones and cameras in the School;
- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on School premises or when on outings. (This includes visitors, volunteers and students);
- Only School equipment should be used to record classroom activities. Photos should be put on the School system as soon as possible and not sent to or kept on personal devices;
- During School outings, nominated staff will have access to a School mobile which can be used for emergency or contact purposes;
- All telephone contact with parents or carers must be made on the School phone and a note kept;
- Parents or carers are permitted to take photographs of their own children during a school production or event. The School protocol requires that photos of other people's children are not published on social networking sites such as Facebook.

### **14. Looked after children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Governing body will ensure that appropriate staff have the skills, knowledge and understanding necessary to keep looked after children safe should the need arise in our setting. This will include ensuring that the appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. In addition, information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL will ensure have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. The child will also have a Classroom Support Plan (CSP).

### **15. Host families overseas**

Schools and colleges arranging for their children to stay with families overseas as part of an educational trip or visit. DBS cannot access criminal records held overseas. Host families in other countries, therefore, cannot be checked in the same way by local authorities as schools and colleges in this country when children stay abroad. Staff are requested to work closely with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. If they wish, local authorities and schools can contact the relevant foreign embassy or High Commission of the country in question and find out if similar checks can be done in that country. Further information can be accessed in the Keeping Learners Safe document, March 2022.

## **16. Safeguarding procedures for students on trips and visits away from school**

The School recognises the need to seek assurances, wherever possible, that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with our students on another site. Further guidance can be found in the School Trips and Visits Policy. Further guidance on children staying with host families can be found in section 15 of this policy and Chapter 4 of Keeping Learners Safe.

## **17. Records, monitoring and transfer**

- Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the School. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies;
- Records relating to actual or alleged abuse or neglect are stored apart from normal student or staff records on MyConcern and the HoY confidential communication log in the HoY drive;
- Child protection records are stored securely, with access confined to specific staff, the Designated Safeguarding Lead and the Headteacher;
- Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon;
- When children transfer school, their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school [or 6th form / FE college], with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of the area and a physical handover not being possible, then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. When the other school or college concerned is also a user of MyConcern, these files can be sent over directly. Files requested by other agencies e.g. Police should be copied;
- Copies of Child Protection records will be retained for 25 years after a child has left St John's College;
- In all cases, accurate, contemporaneous records should be kept including details of all observations, actions taken, liaison and communications. They should be dated, timed, signed and kept in a secure place and/or on MyConcern.

## **18. Data Protection Act and child protection**

Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

## 19. Staff contact with students including care, control and restraint

In order to minimise the risk of accusations being made against staff as a result of their daily contact with students, Trustees will ensure, through the Headteacher that all staff are aware of and follow the Policy of Use of Reasonable Force, which is written with regard to 'Use of Reasonable Force, Advice for Headteachers, staff, and governing bodies' DFE, July 2015. This policy can be found in the Policies folder on the school website.

In order to protect children from abuse, and staff from suspicions of abuse, the natural inclination to comfort and reassure children through physical contact has to be restrained by a considered assessment of the situation.

This does not mean that physical contact is never permissible. However, it does mean that adults touching children must operate within understood limits, and that contact beyond those limits must be a considered response which can be justified if necessary.

All members of School staff have a legal power to use reasonable force. This power also applies to any other member of the School staff, and includes staff temporarily put in charge of children by the Headteacher, such as unpaid volunteers or parents accompanying students on a school visit.

Where those limits lie will vary according to the age of the child and the role of the member of staff. For example, a young child may well require being comforted and reassured. Prohibition of any physical contact would clearly not be to the benefit of the child, but staff must use their professional judgement when they feel a child needs this kind of support. It is expected that the need and desirability of such contact with older students is considerably less, though even in these circumstances situations could arise in which it would be a natural and human occurrence.

### **Appropriate Physical Contact**

There are occasions when physical contact with a child may be proper or necessary, for example to demonstrate exercises or techniques during PE. lessons or if a member of staff has to give first aid. Young children and children with additional learning needs may need staff to provide physical prompts or help. However, staff should always be able to justify why they made physical contact in any situation and the nature of the contact should be limited to what is appropriate.

Physical contact may be misconstrued by a child, parent or observer. Touching children, including well intentioned gestures such as putting a hand on a shoulder, can, if repeated regularly, lead to serious questions being raised. As a general principle staff must not make gratuitous physical contact with children. It is particularly unwise to attribute touching to a teaching style or as a way of relating to children.

The circumstances in which staff can intervene with a student are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a student from:

- Committing a criminal offence;
- Injuring themselves or others;
- Causing damage to property;
- Engaging in behaviour prejudicial to good order and to maintain good order and discipline;
- In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported.

## **20. Early Years Foundation Stage (EYFS) informing Estyn**

Registered providers must inform Estyn or their child-minder agency 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). Registered providers must also notify Estyn or their child-minder agency of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

## **21. Overseas students**

The School is aware that for some overseas students, child protection does not have the same level of focus as it does in the UK. Staff are mindful of this when monitoring the relationships between students, particularly those from overseas. Should a member of staff have any concerns about an overseas student in this regard they must share this with the DSL who will contact Children's Services.

If any parent (current or prospective), any staff or volunteers, or any students have any concerns about any aspect of safeguarding and welfare within the community of St John's College, they may contact either the Headteacher, the Deputy Head, the Assistant Head Pastoral (DSL) the Head of Juniors, the Head of Infants (if age applicable), or the Chair of Trustees.

## **22. Confidentiality**

Members of staff have access to confidential information about students in order to undertake their everyday responsibilities.

- Staff are expected to treat information they receive about children and young people in a discreet and confidential manner;
- Staff in any doubt about sharing information they hold or which has been requested of them should seek advice from a member of SLT;
- Staff need to be cautious when passing information to others about a child/young person.

## **23. Communicating policy to parents and students**

All parents have access to the Safeguarding and Child Protection Policy via the School website [stjohnscollegecardiff.com](http://stjohnscollegecardiff.com) then clicking on About Us and then Policies and then choosing the Safeguarding and Child Protection Policy from the menu.

Students are also made aware of how the system works and to whom they should talk, if they have any concerns through assemblies and Tutor time.

## **24. Extended school and before and after school activities**

Where services or activities are provided separately by another body the Board of Trustees will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the School on these matters where appropriate.

## 25. Off-site activities

Where services or activities are provided separately by another body, the Headteacher will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and that there are arrangements to liaise with the School on these matters where appropriate.

In the event of physical restraint on an EYFS child, the parents will be informed the same day or as soon as reasonably practicable.

## 26. Safeguarding and children with ALN and/or EAL

The School recognises that students with ALN/EAL may require this policy to be explained to them in such a way that is sensitive to their learning needs or language needs.

## 27. Pastoral support in the event of a school closure

In order to ensure that the College is in a position to continue to provide the best possible pastoral support to pupils during any period of school closure, subject to parental/guardian agreement, arrangements will be made for any ongoing programmes of 1-2-1 meetings with Mrs. Jones, *Designated Safeguarding Lead (DSL)* and Assistant Head, Pastoral, or Mrs Holland, *Health & Wellbeing Officer*, to continue remotely.

Mrs. Jones or Mrs Holland will facilitate a video/audio call with pupils on a mutually agreed day for the duration of a school closure. Calls will take place **during term-time only** and at a mutually agreed, convenient time.

Mrs. Jones and Mrs Holland will ensure that the Google Meet video call is recorded, and the parent/guardian will be expected to be present/in the building with a pupil for the duration of a call, unless otherwise agreed. In the event that Mrs. Jones or Mrs Holland is required to rearrange a scheduled session, contact will be made with a parent/guardian at the earliest opportunity.

Arrangements for remote 1-2-1 video/audio calls must be agreed in writing via the school's **Remote Contact Agreement form** - available upon request from Mrs. Emma Jones via [ejones@stjohnscollegecardiff.com](mailto:ejones@stjohnscollegecardiff.com)

## 28. Evaluation of this policy

This is carried out annually by the Board of Trustees and the DSL, reviewing records, procedures and any new guidance and guidance is taken from the LLSCB.

The Governing Body undertakes an annual review of the School's Child Protection policies and procedures during the Autumn Term, to ensure that any deficiencies or weaknesses in child protection are remedied without delay. The Board of Trustees statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies.

The following appendices are included in the Safeguarding and Child Protection Policy:

**Appendix 1** - The School Child Welfare Form;

**Appendix 2** - Indicators of Radicalisation;

**Appendix 3** - Actions when there are concerns about a child (KCSIE 2016);

**Appendix 4** - Contact details for other local services;

**Appendix 5** - Child Missing from Education Referral Form;

**Appendix 6** - Safeguarding and Child Protection during the Coronavirus (COVID-19) outbreak.

## **29. Monitoring**

The Assistant Head Pastoral, monitors the Safeguarding and Child Protection Policy through liaison with the Head of Infants and the Head of Junior School, who evaluates the effectiveness of the policy in the Infants and the Junior School.

In the Senior School, the Assistant Head Pastoral monitors the policy through discussions with key post holders, in addition to checking the records of incidents, which are reported.

## **30. Review**

The Assistant Head Pastoral, Trustee for Safeguarding and the full Board of Trustees review the Child Protection Policy annually, prior to the commencement of each academic year.

## **31. Further reading**

- 1989 UN Convention on the Rights of the child;
- 1989 The Children Act;
- 2002 Education Act;
- Department of Health Regulated activity (adults) - The definition of 'regulated activity' (adults) as defined by the Safeguarding Vulnerable Groups Act 2006 from 10th September 2012;
- 2015 Use of reasonable force - Advice for Headteachers, staff, and governing bodies;
- 2015 Working Together to Safeguard Children;
- 2015 The Prevent Duty Guidance.

## 32. Appendices

### Appendix 1: St John's College - School Welfare Concern Form

#### St John's College - School Welfare Concern Form

Use this form to record any concern about a student's welfare and give it to the designated senior person for child protection:

If you suspect the student may be suffering abuse or neglect, or you have received a disclosure of abuse from a student, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated person today.

<b>Student's full name</b>	<b>Class teacher/form tutor</b>
<b>Date of this record</b>	<b>Your name and designation</b>
<b>Why are you concerned about this student?</b>	<b>Signature</b> _____
<b>What have you observed and when?</b>	<b>Have you spoken to the student?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>What have you heard and when?</b>	<b>What did they say? Use the student's own words</b>
<b>What have you been told and when?</b>	
<b>Date and time you handed this form to the designated person</b>	<b>Have you spoken to anyone else about your concern?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Are the parents/carers aware of your concern?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Who?</b>
	<b>Is this the first time you have been concerned about this student?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
	<b>Further details</b>

### Appendix 2: Indicators of Radicalisation



### **Vulnerability:**

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis - Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances - Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations - Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

### **Access to extremism / extremist influences:**

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email, etc.)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

### **Experiences, Behaviours and Influences:**

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?

- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

## **Travel**

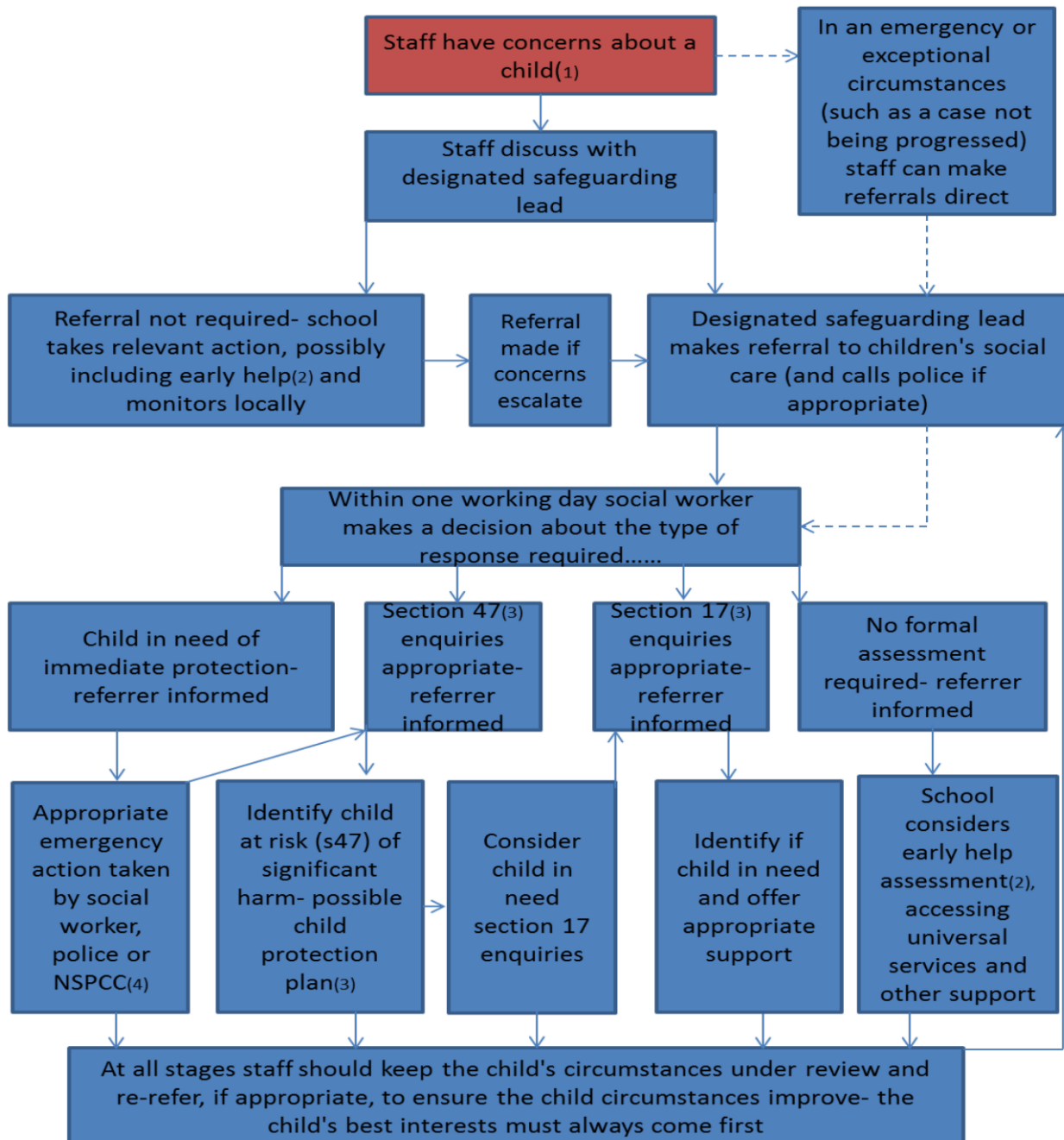
- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?
- Social Factors
- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

## **More critical risk factors could include:**

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer

### Appendix 3: Actions when there are concerns about a child (KCSIE 2016)



**(1)** In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.

**(2)** Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.

**(3)** Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm- full details in Chapter one of Working together to safeguard children.

**(4)** This could include applying for an Emergency Protection Order (EPO)

#### **Appendix 4: Contact details for local services**

Referrals must be made to one of the following agencies depending on where the child lives. The Social Worker will then send an electronic Agency Referral form to be completed by the person making the referral:

- **Cardiff Children's Services:**  
Multi Agency Safeguarding Hub (MASH) - 02920 536 490  
Local Authority Designated Officer (LADO) - 02922 330900
- **Vale of Glamorgan, Children's Services** - 01446 725202
- **Caerphilly Children's Services** - 0808 1001727
- **Newport Children's Services** - 01633 851448
- **Rhondda Cynon Taf, Children's Services** - 01443 851448

## Appendix 5: Child Missing from Education Referral Form

### Referral Checklist for Children Missing out on Education (CME)

All Sections are mandatory - Forms will be returned if not fully completed which may delay support

Name of Student (s)		Address <i>(Last Known)</i>	
AKA		Parents'/Carers' Names	
Date of Birth		Telephone No.	
Gender		Email	
Ethnicity		School/College	
SEN & Disability			
Child in Care?		Date Last Attended	
Any Additional Information, e.g. <i>additional addresses, information surrounding SEN/Care, etc.)</i>			

Action to be Taken by Referrer	
Action	Outcome (Include date completed)
Check possible whereabouts with staff, siblings, friends & other students	
Contact any known extended family and/or emergency contact numbers	
<p>Complete a visit to last known address</p> <p><i>(Check visible signs of property being occupied, checks with neighbours, etc.)</i></p> <p>Please include any additional &amp; relevant information about the child or family</p> <p><i>(e.g. known agencies with involvement &amp; names of contacts)</i></p>	

**Please complete the table below. Indicate as appropriate and mark whether the indicators are current or historic**

<b>No</b>	<b>Vulnerabilities, Warning Signs &amp; Risk Indicators (for the child and/or family)</b>	<b>Yes or No?</b>	<b>Current or Historic (C/H?)</b>
<b>1</b>	History of Local Authority Care (LAC)		
<b>2</b>	Goes Missing from Home/Care		
<b>3</b>	Exclusion and/or unexplained absences from school <i>(or not engaged in education, employment or training)</i>		
<b>4</b>	Social and/or Learning difficulties		
<b>5</b>	Low self-esteem / Self-harm requiring medical treatment / Eating Disorders / Emotional Health Issues <i>(Including anxiety related issues, suicidal thoughts)</i>		
<b>6</b>	History of Being Bullied or Being a Bully		
<b>7</b>	Drug and/or Alcohol Misuse <i>(or a history of)</i>		
<b>8</b>	Involvement in Criminal Activities <i>(Possible offending patterns in the family)</i>		
<b>9</b>	At Risk of Child Sexual Exploitation (CSE) <i>(known or suspected)</i>		
<b>10</b>	Whereabouts Unknown (or unclear) - whether day or night		
<b>11</b>	Displaying Inappropriate Sexualised Behaviours		
<b>12</b>	Aggressive Behaviour Towards Others		

	<i>(sometimes leading to fixed term exclusions)</i>		
<b>13</b>	Breakdown of Living and/or Family Relationships <i>(sometimes leading to staying out overnight)</i>		
<b>14</b>	Gang Member or Association		
<b>15</b>	History of abuse/neglect		
<b>16</b>	History of domestic abuse/violence		
<b>17</b>	History of mental health difficulties		
<b>18</b>	History of sexual, physical and/or emotional abuse		
<b>19</b>	Isolated from peers/social networks <i>(not mixing with their usual friends)</i>		
<b>20</b>	Evidence of Poverty and/or Deprivation		

**Based on the above indicators, if there are any safeguarding concerns or worries, have you considered a referral to Social Care? Yes/No**

**If so, have you gained consent from parents? Yes/No**

### Referrer Assessment

*(The Vulnerabilities, Warning Signs & Risk Indicators above should help inform your professional judgement when completing the final section of this referral form)*

**What do you think is working well?**

*Include protective factors:*

- *People, situations & actions that contribute to the wellbeing of the child & to plans about how they could be*



<p><i>made safe</i></p> <ul style="list-style-type: none"> <li>▪ <i>Actions already being taken to make sure the child is safe</i></li> </ul>	
<p><b>What are you <u>worried</u> about?</b></p> <p><i>Include risk factors, whether they are suffering or likely to suffer significant harm.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Harm – actual hurt, injury or abuse (likely) caused by adults in the past or present</i></li> <li>▪ <i>Risk taking behaviour by the child</i></li> </ul>	
<p><b>Professional Judgment</b></p> <p><i>Please use your professional judgement to reflect upon the indicators you have ticked above and consider the health, welfare and safety of the child in question</i></p>	
<p><b>What do you think needs to happen <u>next</u>?</b></p> <p><i>This is the initial plan and should include what outcomes you are hoping are achieved and by when</i></p>	

Referrer's Details			
Name		Position/Title	
Contact Details		School/College or Agency	
Signature		Date Completed	

## Appendix 6: Safeguarding and Child Protection during a pandemic, as experienced with the coronavirus (COVID-19) outbreak.

The way in which we have to operate during the coronavirus is different. However, many important principles remain the same in relation to safeguarding and child protection.

During challenging times such as these, please consider the following:

- The best interests of children must always continue to come first;
- If anyone in school has a safeguarding concern about any child, they should continue to act immediately;
- The Designated Safeguarding Lead (DSL) is available, but when not on site, Mrs. Emma Jones - Assistant Head, Pastoral and DSL can be contacted via email [ejones@stjohnscollegecardiff.com](mailto:ejones@stjohnscollegecardiff.com) or telephone **07787 528370**. The SLT member of staff that is on duty each day will deputise as DSP;
- Only staff that are supervising the children of keyworkers, plus one member of SLT, will be on the school site when the school is open;
- Children should continue to be protected when they are online. Information will be sent home to parents about keeping their children safe whilst online. If any member of staff or parent is concerned about the manner in which a pupil is conducting him/herself online, please notify Mrs. Emma Jones or a member of SLT;
- Heads of Year and members of their team will make contact with pupils during the lockdown period; this is to ensure that they are well and coping with the challenging circumstances they face. Staff will notify Mrs. Emma Jones about any pupil they are concerned about;
- The Safeguarding and Child Protection Policy should be referred to if a member of staff has any concerns about a child.