



MOUNT
BARLBOROUGH HALL
EDUCATING MEN AND WOMEN FOR OTHERS SINCE 1842

Safeguarding Policy

ISI Regulatory Code – 7a

Policy written by	Head Teacher – Mrs Karen Keeton
Policy Date	September 2024
This Policy is for	Barlborough Hall School
Related Policies	EYFS Policy, Staff code of conduct, Behaviour, Anti-Bullying, Whistleblowing, Child on Child Abuse, KCSIE 2023
Review date	September 2025

Barlborough Hall School

Educating Men and Women for Others since 1842

Telephone: 01246 810511

Email: headteacher@barlboroughhallschool.com

Address: Barlborough Park, Barlborough, Chesterfield
S43 4ES

Contents	Page
Introduction	2
Legislation and Guidance	3
Awareness Raising	3
Staff Recruitment, Employment and Training	4
Procedures	5
EYFS	8
Use of Personal Mobile devices in the workplace	8
Responsibilities of the DSL	8
Managing risks of self-harm	11
Music and Sports Coaching Lessons	11
Teaching Remotely	11
Pupils – including filtering and monitoring	12
Vulnerable Pupils	13
Missing Child Procedure	14
Action to be taken by where abuse is suspected	14
Children absent from school	15
What school staff should do if they have concerns about a child	15
Contact to Social Care	15
What school staff should do if a child is in danger or at risk of harm	16
Out of school Providers	17
Safeguarding Personnel and Contacts	18
Flowchart of action to be taken by staff where abuse is suspected	19
Allegations of abuse against a member of staff	20
Low Level Concerns	21
Other policies and practices	22
Whistleblowing	23
Safeguarding issues – Types of Abuse	23
Mental Health	36
Tackling Extremism	37
Response to concerns of Radicalisation	38
Responsibilities of the Single Point of Contact (SPOC)	39
Information Sharing and Confidentiality	39
Annex 1 - Personal and professional code of conduct for members of staff	41
Annex 2 - Briefing document for staff	45
Annex 3 – Visitors’ Procedures	46
Annex 4 – Checklist of Visitors’ Procedures	47

1 Introduction

- 1.1 As a Jesuit School inspired by the insights of St. Ignatius, Barlborough Hall School stresses the importance of each person in the sight of God. Each is unique in creation and has different gifts and talents, which are to be developed to the full. This requires a genuine respect and concern for the wellbeing, physical, spiritual and emotional security of others, for their feelings and beliefs, their strengths and weaknesses and their cultural or racial backgrounds. Central to this notion is a love for justice, a hatred of unfair treatment or discrimination, a special concern for the poor, vulnerable and helpless and a resolution to protect children against abuse of any kind.

Driven by our Christian values we provide high standards of pastoral support to safeguard the welfare and wellbeing of all our pupils. In the same spirit, together with the Jesuits in Britain, we are keen to assist/support any former pupils still affected by past experiences in our school which were particularly traumatic/abusive. They concerned family or friends can speak in confidence with Mrs Karen Keeton, our school Designated Safeguarding Lead. She will listen with empathy to their concerns and assist them to access appropriate support where this may be of benefit. Her contact details are:

safeguardingbarlboroughhallschool.com

If they prefer, Julie Ashby-Ellis, safeguarding coordinator for the Jesuits in Britain, can also be contacted directly and in confidence for such assistance. Her contact details are:

safeguarding@jesuits.org.uk

- 1.2 All those who come into contact with our pupils in their everyday work at this school, including those who do not have a specific role in relation to Safeguarding, have a duty to safeguard and promote the values, which the tradition and ethos of the school holds dear, and to safeguard the welfare of the young people in our care. This means being supportive to children in need and safeguarding those who are at risk of harm.

For the purposes of this policy safeguarding is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

At Barlborough Hall School, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

- 1.4 Child abuse can happen within or outside the school environment and all staff must raise their awareness of the signs in order to protect the pupils with whom they work. An attitude that "such things cannot happen here" is unhelpful and untrue. In many cases of child abuse, those who have caused harm to the child are the parents or carers but there are others who may harm children, this could include Governors, volunteers, supply

teachers and agency staff. It is particularly important in the school context that all staff are aware that an alleged abuser could be another pupil, or a young person with whom the pupil has contact outside school. Staff should also be aware that abuse can happen exclusively on-line. Whether the suspected abuser is adult or another child the procedure in this policy should be equally followed. The school will have no hesitation in referring abuse to outside agencies, nor in working with outside agencies to support pupils in need.

1.5

The school assesses the risks and issues in the wider community when consider the well-being and safety of its pupils.

Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

2 Legislation & Guidance

2.1

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, the Education Act 2002 and Working Together to Safeguard Children (2018) (WT). WT refers to the non-statutory advice: *Information sharing* (March 2015). This policy reflects the DFE statutory requirements within Keeping Children Safe in Education (KCSIE September 2024) including the non – statutory advice What to do if you're worried a child is being abused (March 2015) and Children Missing Education (2016). This policy regards the Prevent Duty Guidance: for England and Wales (July 2015) and the guidance contained in The use of social media for online radicalisation (July 2015). We are committed to the principles that lie behind this legislation that are articulated in the 'Every Child Matters' initiative and we aim to achieve best practice in all areas of child protection. This policy also shows our commitment to support the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools and The Prevent Duty (2015). As a school we must have regard to it when carrying out our duties to safeguard and promote the welfare of children under section 175, of the Education Act 2002, paragraph 7(a and b) (Independent School Standards) Regulations 2015. In addition to the relevant legislation above, the policy follows the local procedures of Derby and Derbyshire Safeguarding Children Partnership (DDSCP) (www.dscb.org.uk). The Board of Governors approve this policy on an annual basis. This policy demonstrates the school's commitment and compliance with safeguarding legislation and the Governors arrangements for ensuring the policy is fully implemented in practice.

3 Awareness Raising

3.1

Parents and pupils are informed about this policy and about sources of help and advice in Barlborough Hall School, including agencies such as **Childline** and the **NSPCC**. Opportunities exist in PSHEE, in ICT (and other areas of the curriculum if appropriate), in the houses and in form groups for pupils to develop an understanding of what constitutes acceptable or unacceptable behaviour on the part of others and to develop their own self-confidence and assertiveness. Staff take opportunities to outline guidance to pupils at all times to keep them safeguarded. This is part of the culture of our School to teach pupils about risk and how to keep themselves safe at all times. Examples of resources used are www.saferinternet.org.uk and www.thinkuknow.co.uk. We have also invested in training of pupils, staff and parents on advice of how to adjust behaviours in order to reduce risks, including the safe use of electronic equipment and the internet.

At Barlborough Hall School, pupils are taught about safeguarding, including online through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognize when they are at risk and how to get help when they need it.

To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

- 3.2 This policy is available on the external website. Barlborough Hall School establishes open and professional communication with parents in which the safety and wellbeing of all pupils is a clear priority.

4 Staff Recruitment, Employment and Training

- 4.1 We believe that the first step to safeguarding all pupils is to appoint staff who share its commitment to their welfare and to screen out unsuitable applicants through rigorous recruitment procedures, in line with the Independent Schools' Inspectorate Regulatory Requirements which are outlined in the school's Recruitment Selection Policy. The Head, Governors and other key staff involved in employing staff are trained in these procedures. All staff provide a read receipt that they have read and understood at least Part 1 and Annex A of KCSIE 2024. We take additional steps to check that staff with EAL understand the key information. The DSL receives updated child protection training at least every two years and all staff are trained in child protection regularly in line with advice from DSCB. All staff receive induction training that includes:

The School's Child Protection (Safeguarding) Policy

- The Staff Code of Conduct
- Acceptable User Policy (AUP), including use of social media
- The Behaviour Policy including staff behaviour
- The safeguarding response to children who go missing from education
- The Whistleblowing Policy
- The role of the designated safeguarding leads
- To personally meet the DSL and Deputy DSL's
- Providing a Read Receipt that they have read and understood Part 1 and Annex A of KCSIE 2024

- 4.2 As an ongoing measure staff are provided with regular opportunities to discuss issues and concerns and the school offers advice and support in accordance with the LSCB guidance. All training is in accordance with the locally agreed inter-agency procedures. The DSL will remind staff at the beginning of each Autumn Term of their role as the school's Designated Safeguarding Leader, and draw attention to the Staff Code of Conduct.

- 4.3 Refresher training will also be provided on a three-yearly basis or more frequently if required by DSCB. The DSL and Deputy DSLs will attend suitable training in child protection including DSL For inter-agency working not longer than every two years. The Headteacher, Deputy Headteacher and DSLs will have undertaken the latest higher-level WRAP Training that took place on 1st March 2016. All staff have attended Channel Awareness training which gives them knowledge and confidence to identify children at risk of being drawn into terrorism and to challenge extremist ideas and to know how to refer children for further help.

- 4.4 The Head Teacher and Nominated Governors' Member will also undergo appropriate child protection training and updates; this will involve refresher training every two years. Staff are encouraged to pay attention to safeguarding issues in all areas of Barlborough Hall School life for instance (but by no means exclusively) risk assessments for trips and planning of staff accommodation on residential trips/external events.
- 4.5 All staff and governors in Barlborough Hall School are internally trained in child protection, whether they are teaching or non-teaching, part-time or full-time, including peripatetic music or specialist one-to-one teachers privately engaged by Parents. All staff receive appropriate safeguarding and child protection updates, at least annually to provide them with relevant skills and knowledge. All staff are made aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- 4.6 Temporary staff or volunteers are also inducted on commencement and trained, and are always made aware of the policies and procedures concerning safeguarding and child protection, which includes spotting signs of radicalisation. We seek assurances from third party providers that they have carried out DBS and safer recruitment checks. The DSL keeps a record of such training. Staff also sign as 'read and understood' any updates to the safeguarding policy which is also kept on file by the DSL.
- 4.7 All Visitors to school must be signed in and wear a visitors badge attached to a school lanyard. Visitors are signed into the Reception. The school, where appropriate, may insist that employees of other organisations visiting or working on the school site have had a DBS check.
- 4.8 Any visitors will be Risk Assessed regarding potential radicalisation before they are allowed to talk/work with the pupils. This will be the responsibility of the member of staff who has booked/invited the visitor.
- 4.9 It is essential that all staff (including Full time, Part time, Supply and Peripatetic) having access to pupils have an enhanced DBS check. Volunteers will be risk assessed by staff to decide if an enhanced DBS check is needed or not. This also applies to people employed by another organisation, or self-employed, who may be working with our pupils on or off site. KCSIE incorporates the statutory guidance Disqualification under the Childcare Act 2006 which states that schools should not knowingly employ people to work in the early years or be involved in before or after school care.

5 Procedures

Our school procedures for safeguarding children are in line with Derbyshire's Safeguarding Children Board (DSCB), "Working Together to Safeguard Children" (2018) and "Keeping Children Safe in Education" (September 2021).

We ensure that:

- 5.1 There is a designated member of Governors who takes responsibility for independent scrutiny and challenge of the school's safeguarding policies and practice. This is currently Fr. Simon Ellis, who can be contacted via the Clerk to the Governors: nself@msmcollege.com or 01246 810511. The nominated Trustee responsible for safeguarding/child protection will meet termly to discuss any CP issues with the DSL and reports to meetings of Governors, reviewing this policy fully for approval once a year.

- 5.2 The Governors undertake an annual review and compliance check of Barlborough Hall School policies and procedures relating to safeguarding and child protection, and of the efficiency with which the related duties have been discharged.
- 5.3 In addition to this independent scrutiny, the school's Senior Leadership Team regularly review whether policy and practice in safeguarding are effective and compliant with current legislation by having compliance of regulations.
- 5.4 All staff have read Part One and Annex A of the statutory guidance from the Department for Education: Keeping Children Safe in Education (September 2023): information for all school staff. All members of the Senior Leadership Team are aware of their responsibility to act as role models for staff and pupils in all areas of Barlborough Hall School life but particularly about safeguarding.
- 5.5 The designated person responsible for child protection matters is Mrs. Karen Keeton (Head Teacher). She has appropriate training in child protection issues; all concerns should be passed to her in the first instance. If the DSL is not in school, all matters should be referred to the Deputy DSL's (listed at the end of this policy)
- 5.6 All permanent and temporary members of staff (both full and part time) and designated Governors have received detailed instructions in how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. In particular all staff, Governors and volunteers will be told:
- the signs of possible abuse
 - that confidentiality cannot be promised to a pupil giving evidence
 - the need to avoid asking leading questions
 - guidance to ensure that their behaviour and actions do not place themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil).
- 5.7 All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding & Child Protection Policy on the school website. A paper copy will be sent on request.
- 5.8 We are aware that it is a criminal offence to allow a person barred from working with children to work at Barlborough Hall School. Our Safer Recruitment Policy sets out our procedures for carrying out checks on staff suitability, including DBS checks as recommended by the Local Authority and Independent Schools Standards Regulations, the DFE's 'Keeping Children Safe in Education' guidance, and in accordance with current legislation.
- 5.9 The names and photos of the Designated Safeguarding Leads are clearly shown in the staff room and high visibility areas in Barlborough Hall School.
- 5.10 The high importance of safeguarding and child protection requires immediate attention to be given to any deficiencies or weaknesses identified in our school procedures. We will always upgrade these or remedy them without delay.
- 5.11 The safety of the child is paramount, and if a member of staff were ever to feel that their reported concerns had not been taken sufficiently seriously, they should contact Social Services

directly. In line with the Barlborough Hall School policy on whistleblowing, any member of staff taking such action would not be penalised.

- 5.12 Barlborough Hall School obtains assurance that child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site. The Derbyshire and Derby Safeguarding Children Partnership establishes the procedures to be followed if concerns are raised about a child; Barlborough Hall School will follow these procedures. We will work closely with Social Services and the Police as required, for example by attending case conferences, and will keep appropriate, confidential and secure records of any concerns, even if a referral is not necessary. If a pupil on the Child Protection Register is absent for more than two days or leaves the school, his/her social worker will be informed by the DSL. If any pupil under the age for compulsory school attendance (Pre-Prep III) leaves Barlborough Hall School, this will be reported to the relevant local authority, along with his/her destination if known.

The school will follow the guidance in KCSIE (Part Four) where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

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

- 5.13 Staff will be informed about individual Child Protection issues on a need-to-know basis. We will endeavour to achieve the best balance between the desire for confidentiality on the part of the child and the need to give members of staff sufficient information for them to fulfil their role responsibly.
- 5.14 Every effort will be made to support any children who are known to have experienced abuse of any kind. In everyday school life, we will seek to provide a stable, secure and consistent environment and to create opportunities to build a sense of self-worth; we will also find external professional help if appropriate. We recognise that children who have suffered abuse may display challenging or withdrawn behaviour. While making it clear that some behaviour is unacceptable, we will also ensure that the pupil knows he or she is valued and not blamed for any abuse that has occurred.
- 5.15 It is important that our students receive help as early as possible so that issues do not escalate and risks are appropriately managed. This is why we are committed to listening to the voice of the child, keeping clear records, sharing information and challenging inaction.
- 5.16 All Governors understand and fulfil their responsibilities and discharge KCSIE September 2024 requirements.
- 5.17 The school is compliant with Part 2: The Management of Safeguarding (Page 15 - 22) KCSIE September 2024, by ensuring the 26 specific safeguarding duties for a governing body are implemented.
- 5.18 The Board of Governors has a system in place for all staff to have read at least Part 1 and Annex A of the new KCSIE September 2024 statutory guidance and this is now included in all staff induction and whole school training.

- 5.19 The procedures contained in this policy apply to all staff, volunteers, sessional workers, agency staff, contractors or anyone working on behalf of Barlborough Hall School. We recognise the duty to consider at all times the best interests of the child and take action.

6 EYFS

Collection Protocol

- 6.1 In the EYFS, we have a collection protocol to ensure that children are safely dismissed to an appropriate adult.
- 6.2 Parents are asked to inform the school if an adult who is unfamiliar or new to the staff at the setting will be collecting their child. Parents can communicate this to staff verbally, via email or through the home-school liaison book. Parents are requested to provide the name of the person collecting, their relationship to the child and a password. This password must then be given to the staff by the person collecting before the child can be dismissed.
- 6.3 For parents collecting other children from the school as well as their own, written or verbal consent from the child's parent must also be provided.
- 6.4 If staff have not had written or verbal consent for a child to be collected by a different adult, the child's parents will be contacted by phone to validate the arrangements before the child will be allowed to leave the premises.
- 6.5 This procedure forms part of the EYFS protocol document. Please refer to this for further details.

7 Use of Personal Mobile Devices in the Workplace

- 7.1 In the EYFS, guidance is in place to avoid the use of mobile phones causing unnecessary disruptions and distractions within the workplace, and to ensure effective safeguarding practice is promoted to protect against potential misuse.

Mobile phones must not be used to take photos of children in EYFS. School staff must use I-Pads provided by school and photos must be deleted from devices when uploaded on the school system.

- 7.2 Practitioners are permitted to have their mobile phones about their person; however, there is a clear expectation that all personal use is limited to allocated lunch and/or tea breaks. Other than in exceptional circumstances to be agreed with a member of the Senior Leadership Team in advance, phones must be switched off or on silent. Calls and texts must not be taken or made during lessons or any other time when the member of staff is on duty.
- 7.3 If staff use their own mobile phone for taking photos for social media and school newsletters, they must make sure the photos are deleted from their mobile phones within 12 hours of taking the photo to ensure that photos are not stored on their own personal devices.
- 7.4 EYFS practitioners or other teaching staff in regular contact with EYFS children are asked to sign a written declaration agreeing to the above terms. Any breach of the conditions outlined will lead to disciplinary action being taken.
- 7.5 These guidelines form part of the EYFS protocol document. Please refer to this for further details.

8 Responsibilities of the DSL

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

- 8.1 Referring a child, if there are concerns about a child's welfare, possible abuse or neglect, to Children's Social Services as soon as is reasonably practical (within 24 hours). This may take place without informing parents/guardians where appropriate. Understand that GDPR compliance cannot stand in the way of safeguarding children.
- 8.2 To develop links between the LSCB and LADO and keep staff aware of child protection procedures and regulations.
- 8.3 Support staff who make referrals to local authority children's social care.
- 8.4 Refer cases to the Channel programme where there is a radicalisation concern as required.
- 8.5 Support staff who make referrals to the Channel programme.
- 8.6 Referring all cases of suspected abuse to the LADO for child protection concerns.
- 8.7 Promptly reporting to the Disclosure and Barring Service any person (whether employed, contracted or student) whose services are no longer used for regulated activity and therefore pose a risk or harm to children.
- 8.8 Refer cases where a crime may have been committed to the Police as required.
- 8.9 Ensuring that all records are kept confidentially, securely and separate from pupil records.
- 8.10 Acting as a focal point for staff concerns and liaising with other agencies and professionals including acting as a source of support, advice and expertise to staff on matters of safety, and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- 8.11 Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process and provides a report which has been shared with parents.
- 8.12 Ensuring that any absence of two days, without satisfactory explanation, of a pupil currently on The Child Protection Register, is referred to their Education Welfare Officer and/or Social Worker.
- 8.13 Liaising with appropriate agencies especially ongoing enquiries under Section 47 of the Children Act 1989 and Police investigations.
- 8.14 Ensuring that all school staff are aware of the school's Safeguarding Policy and Procedures and know how to recognise and refer any concerns.
- 8.15 Ensuring that the Safeguarding Policy is reviewed annually, and the procedures and implementation are updated and regularly reviewed, and work with the governing body regarding this.
- 8.16 Ensuring that the Safeguarding 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 in this.
- 8.17 As required, liaise with the "case manager" (as per Part four of KCSIE 2024) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member).
- 8.18 Understand and support the school or college 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.

- 8.19 Ensuring that the school links with the local DSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- 8.20 Ensuring that when children leave the school, their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- 8.21 Designated Safeguarding Lead will usually decide whether to make a referral to Children’s Social Care, but any member of staff can refer their concerns directly to social care but staff that do so are also asked to pass on their concerns to the DSL.
- 8.22 To be the SPOC (Single Point Of Contact) in the case of a **Prevent** concern relating to radicalisation or potential involvement in terrorism.
- 8.23 To inform the local Prevent Lead (LADO: Miles Dent at DSCB) of any concerns relating to radicalisation or extremism. (Or call 101 if Miles Dent is not available).
- 8.24 To refer any terrorism concerns to the CHANNEL programme via the Police on 101. (LADO, Miles Dent at DSCB must also be informed).
- 8.25 To report all historical cases to the Police and the Jesuit Safeguarding Officer, Julie Ashby-Ellis in the Jesuit Provincial Offices safeguarding@jesuit.org.uk or call 07715 669128
- 8.26 To work with others to ensure that the school’s filtering and monitoring systems are functional and effective.
- 8.27 The DSL keeps up to date with knowledge to enable his/her to fulfil her role, including attending relevant training, at least every two years, provided by the Derbyshire’s Safeguarding Children Board, the Safeguarding in Education Team or a similar provider.
- 8.28 We recognise that children cannot be expected to raise concerns in an environment where members of staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. Any staff member can refer their concerns to Children’s Social Care directly. Our child protection training gives advice on how our staff can establish a safe working environment for children, hence reducing the risk of staff being falsely accused of unprofessional conduct, which may have a bearing on child protection. We are also aware of the differentiation between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former should be reported to Children’s Social Care immediately; the latter should lead to inter-agency assessment using local processes, including use of the “Common Assessment Framework (CAF)” and “Team around the Child” (TAC) approaches. Although decisions to seek support for a child in need would normally be taken in consultation with parents and pupils, their consent is **NOT** required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.
- Be responsible for online safety.
- 8.29 Keep a safeguarding Record of Evidence.
- 8.30 GDPR compliance cannot stand in the way of preservation of records about allegations.
- 8.31 Be aware of pupils who have a social worker
- 8.32

Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

9

- 9.1 Safeguarding children may mean protecting them from self-inflicted harm. A pupil who self-harms may not be at serious risk but will still need support. However, it is important that those caring for the pupil be aware of dark thoughts, depression, anxiety and any self-harm or suicidal thoughts, in order to provide proper support, monitoring and protection. Accordingly, any member of staff who becomes aware that a pupil is harming herself or is thinking of doing so should inform the DSLs. They will then determine what, if any, further action taken.

10 **Music and Sports Coaching Lessons**

- 10.1 The teaching of individual music lessons takes place in designated areas around the school. The doors to all of the practice rooms have windows. The timetable for each teacher's lessons is published on the departmental noticeboard. It is recognised that there may be occasions when it is necessary for physical contact between pupil and teacher in order to demonstrate a particular technique.
- 10.2 It is recognised that there may be occasions when it is necessary for physical contact between pupil and teacher in order to demonstrate a particular technique for example in music or sports lessons. The use of touch should never be to meet the adult's needs, but only those of the pupil. Teachers should always have first attempted other methods of instruction (e.g. demonstration, verbal instruction); an explanation should always be given in advance of physical contact and permission asked of the pupil; if the contact involves an area other than, for example, the hands or lower arm (e.g. the throat in singing lessons) then another adult should be present. Physical contact should not involve the genital areas, breast, buttocks or other areas which may be uncomfortable or embarrassing. Physical contact should not cause pain or harm to the pupil and may not be used as a punishment.
- 10.3 Physical contact during sport must always be intended to meet the child's needs, not the adult's. The adult may only use physical contact if their aim is to:
- Develop sports skills or techniques
 - To treat an injury
 - To prevent an injury or accident from occurring
 - To meet the requirements of the sport
- 10.4 The adult must explain the nature and reason for the physical contact to the child reinforcing the teaching or coaching skill. Unless the situation is an emergency, the adult should ask the child for permission.
- 10.5 The principles outlined above should be applied to all lessons. If a teacher is unsure about the use of physical contact then they should seek advice from the Safeguarding Lead in advance of the lesson.

11 **Teaching Remotely**

- 11.1 There may be occasions when it is necessary to teach via video-conferencing or other devices to allow for remote learning including e-mail and messaging services. If this is the case then this should be done using a device approved for school use and via an agreed channel (Teams, Skype, Sharepoint). This should be done at agreed times (for example according to the school timetable) and every effort should be made to avoid one-to-one teaching. In the limited number of cases where one to one is necessary (for example instrumental music lessons and speaking lessons in modern foreign languages) the following conditions must be met:

- Permission sought from the DSL
- Permission received in writing from the parent
- A timetable of approved lessons to be held by the relevant Head of Department

The lesson should be recorded by the teacher and the lesson saved via the school network

12 Pupils

12.1 Pupils are made aware of the online procedures. The Safeguarding Lead, form tutors and support staff have a particular role in raising pupils' awareness. The school is concerned to help pupils be safe at all times and is particularly aware that safety is an important consideration, awareness of e-safety is encouraged through the PSHEE programme and the Health Day. All staff are aware of the provisions in our Anti-bullying and ICT policies. The school has an appropriate filter system which ensures children are safe when accessing the internet at school.

12.2 Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Monitoring can include [specify those that are in use]:

- Physical monitoring
- Live software monitoring
- Monitoring user logs
- Monitoring individual devices

We make sure that any school devices used away from the school site are also subject to filtering and monitoring procedures.

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

All our staff undertake training to understand the risks of poor information and monitoring, and know how to share their concerns

All our staff have taken part in annual cybersecurity training

12.2 Through the programme of assemblies, the provision of PSHE lessons and through the teaching of the values of St Ignatius the School seeks to encourage a respect for others and a love of service which strengthens pupils against radicalisation. The school should be a safe place where pupils can discuss and understand sensitive topics such as terrorism and extremist ideas that are a part of terrorist ideology, and learn how to challenge these ideas.

12.3 These measures are designed to encourage resistance to abuse, confidence to complain if necessary and an attitude in pupils that "it is right to tell."

12.4 Children are taught to recognise when they are at risk and how to get help when they need it, for example, by speaking to the school nurse about mental or physical health concerns such as anxiety or self-harm, or by raising concerns about bullying with their form tutor.

- 12.5 It is important that the voice of pupils is heard and that pupils are confident in speaking to all members of staff. Pupils are made aware through assemblies, form time and PSHEE that they should speak to trusted adults if they are unhappy or have concerns about other pupils.

The list includes, but is not exclusive to:

- Form Tutor
- Class teacher
- Head of Key Stage
- Sports Coach
- The School Nurse

13 Vulnerable Pupils

- 13.1 Children and young people with special educational needs and disabilities or certain health conditions can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities or certain health conditions can be disproportionately impacted by things like bullying without outwardly showing any signs;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- difficulties may arise in overcoming communication barriers.
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges
- The fact that a child or a young person may be Lesbian, Gay, Bisexual or Gender Questioning (LGBGQ) is not in itself an inherent risk factor for harm. However, children who are LGBGQ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBGQ (whether or not they are) can be just as vulnerable as children who identify as LGBGQ. Risks can be compounded where children who are LGBGQ lack a trusted adult with whom they can be open. We endeavour to reduce the additional barriers faced by providing a safe space for them to speak to by using 'Share a Concern'.
- However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.
- When families/carers are making decisions about support for gender questioning children, they should will be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

- As such, when supporting a gender questioning child, the school will take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. We will refer to Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

13.2 We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.

At Barlborough Hall School we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- sharing clear information with all staff via iSams and CPOMS
- form tutors meeting one-to-one with their tutees

14 Missing Child Procedure

14.1 A pupil who has been registered as present but is absent from a lesson or activity without explanation is deemed to be a missing pupil. Contact with office is the first action when a pupil is missing.

14.2 If a pupil cannot be found the Deputy Head and Headteacher will be informed immediately. They will decide whether or not the parents should be informed immediately. If the child is not found the parents should be informed to see if they have any information as to the child's whereabouts.

14.3 If no further information is ascertained, or the child is not found, then the Police are to be formally notified that the child is missing. Parents must be informed at all stages.

14.4 If a child is not collected from school, parents will be called in the first instance. If parents can not be contacted, other contact details will be used. In the case that no one can be contacted, the child will be taken to MSM to our boarding house until contact can be made.

15 Action to be Taken by Staff where Abuse is Suspected

15.1 Possible indicators of abuse are covered in initial child protection training and re-visited during subsequent refresher sessions.

15.2 There are five main categories of abuse: physical, sexual, emotional abuse, neglect and radicalisation.

15.3 All of these can happen at home, at school, or elsewhere, inflicted by adult on child or by child on child.

16 Children Absent from School

16.1

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

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

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

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

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Where possible pupils who are missing from school will have a home visit from a member of the Pastoral team. After being absent for 5 days' contact will be made with the Derbyshire Missing Education Officer and parents will be informed by a letter of referral.

Named person for CME:

Marilyn Simcock, Children Missing Education Officer Tel: 01629 536520.

17 What School staff should do if they have concerns about a child

17.1

If staff members have any concerns about a child (as opposed to a child being in immediate danger - see Female Genital Mutilation) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board. If the DSL is not available, staff should speak to the deputy DSL in the first instance or a member of the SLT.

18 All initial contact to Social Care is through Call Derbyshire on tel: 01629 533 190

- 18.1 If anyone other than the designated safeguarding lead makes the referral they should inform the designated safeguarding lead, as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool “Starting Point” www.derbyshire.gov.uk/startingpoint Reporting child abuse to your local council directs you to your local children’s social care contact number.

See page 12 for a flow chart setting out the process for staff when they have concerns about a child.

- 18.2 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 reconsideration to ensure their concerns have been addressed and, most importantly, that the child’s situation improves.
- 18.3 If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment and intervention including the use of the ‘Common Assessment Framework’ (CAF) and ‘Team around the Child’ (TAC) approaches.
- 18.4 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 does not appear to be improving.

19 What School staff should do if a child is in danger or at risk of harm

- 19.1 **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.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, orally and with a follow-up report as soon as possible, that a referral has been made. Reporting child abuse to your local council directs you to your local children’ social care contact number.
- 19.2 Cases of suspected abuse will be referred to Social Services, usually by the DSL. The DSL will follow the guidelines published by the Derbyshire Safeguarding Children Board on their website but is duty bound to report cases of suspected abuse or disclosures of abuse within 24 hours. The Head Teacher and Nominated Governors Member will also be informed. In any case where there has been serious harm or the allegation of serious harm, the Police will be informed from the outset.
- 19.3 In the absence of the DSL, suspected cases of abuse should be passed to the Deputy DSLs who also have appropriate training. The School will contact the Local Authority Designated Officer (LADO), Mr. Miles Dent (01629 531 940). The school will not investigate or seek the approval of parents before first speaking to the LADO. The school will not take any further action until the LADO has been consulted.
- 19.4 However, staff are aware that anyone can make a referral to social care and staff training emphasises the importance of children receiving the right help at the right time to address risks and prevent issues escalating. All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- 19.5 In borderline cases, the DSL or other designated person considering the suspected abuse will refer the allegation or suspicion to the authorities for advice, rather than making the decision themselves.

19.6 If a pupil confides in a trusted member of staff that he/she has been abused, he/she should be allowed to talk without any suggestion that the judgement is being passed. He/she should not be questioned in any depth as this could compromise a subsequent investigation by specially trained Social Workers or Police. Staff should not promise unconditional confidentiality as it may be necessary to involve these other agencies but the pupil should be reassured that any information passed on will be on a "need-to-know" basis for his/her own welfare. Members of staff should make written notes immediately after a talk with a pupil in which abuse has been alleged, and sign and date them. These confidential notes should be retained by the member of staff involved and a copy passed to the DSL only. They could be needed for reference should the case go further.

20 **Out of School Providers**

Where the school hosts out-of-school providers on our premises it is the responsibility of these groups to have their own safeguarding and child protection policies. However, should the school have concerns about the provider these will be referred to the local authority.

21 Safeguarding Personnel and Contacts

Safeguarding Personnel at BHS

Designated Safeguarding Leader	Mrs. Karen Keeton kkeeton@barlboroughhallschool.com (01246) 810511
Deputy Designated Safeguarding Lead with responsibility for Early Years	Mrs. Andrea Booth (Head of EYFS) abooth@barlboroughhallschool.com (01246) 810511
Deputy Designated Safeguarding Lead	Mrs. Catherine Chadbourne (Deputy Head) cchadbourne@barlboroughhallschool.com (01246) 810511
Nominated Safeguarding Governor	Fr. Simon Ellis governors@msmcollege.com
Chair of Governors	Via Clerk to Governors (Nicola Self) nself@msmcollege.com

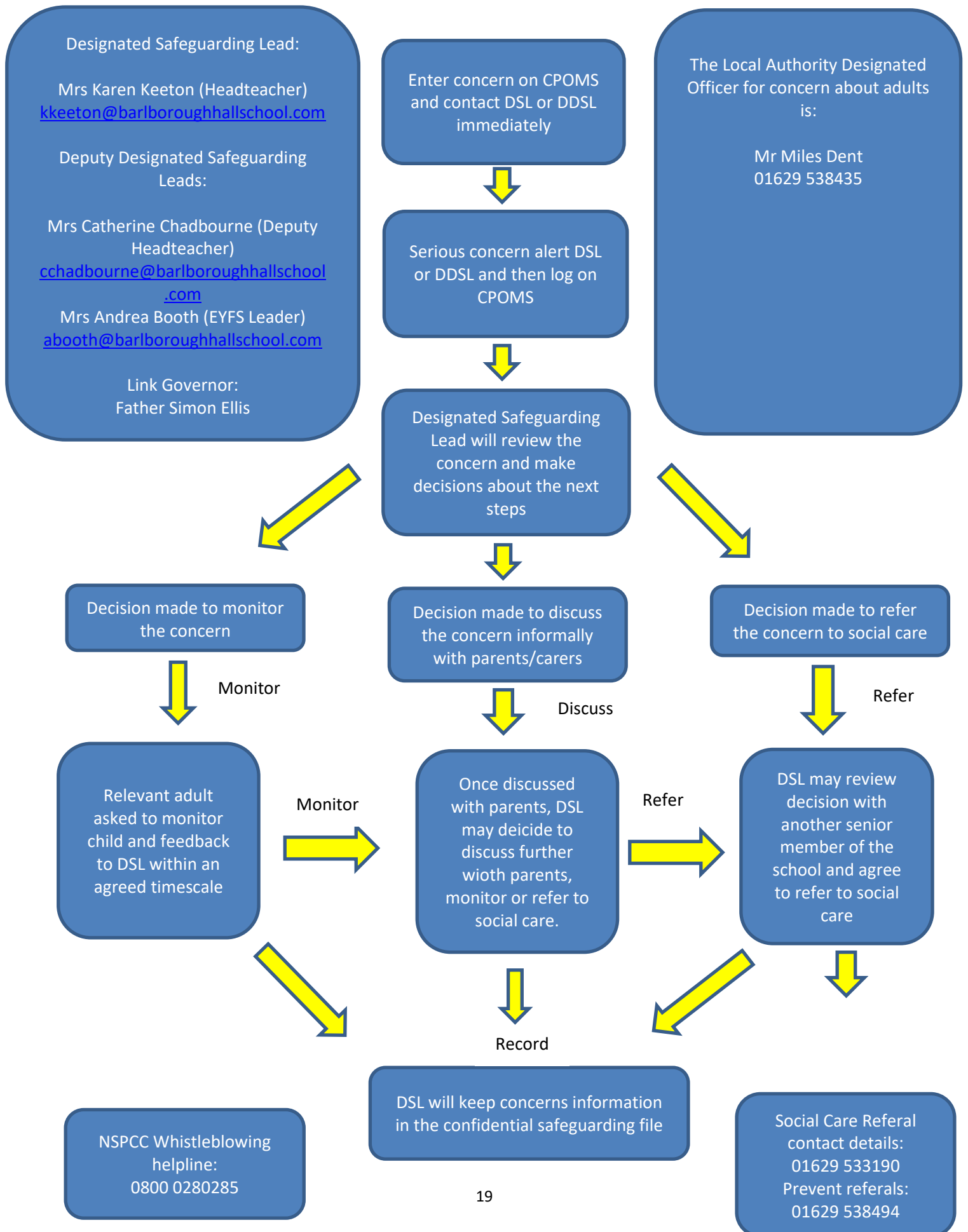
Safeguarding Contacts:

All initial contact to be made through Call Derbyshire	01629 533 190
Local Authority Designated Officer (LADO)	Miles Dent (01629) 538435 professional.allegations@derbyshire.gov.uk
Derby and Derbyshire Safeguarding Children Partnership (DDSCP)	www.DSCB.org.uk
The DSCB's helpdesk	(01629) 532181
For EYFS contact can be made with OFSTED	0300 123 3155 www.ofsted.gov.uk
Childline	0800 1111 www.childline.org.uk

Prevent and Chanel Contacts:

Derbyshire Counter Terrorism and Community Initiative	Contact Seamus Carroll on 01629 538 494 or email: seamus.carroll@derbyshire.gov.uk
Police non-emergency contact	101
Crimestoppers	0800 555 111
Anti-Terrorism Hotline	0800 789 321
DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and Governors:	0370 000 2288 and counter-extremism@education.gsi.gov.uk

Flow chart for raising concerns about a child



21 Allegations of abuse against a member of staff

- 21.1 Where a member of staff is suspected of abuse, Barlborough Hall School owes a duty of care both to the alleged victim and the employee, and must handle any allegation of abuse in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

At Barlborough Hall School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors who can be contacted by [state method of contact].

- 21.2 Allegations that a member of staff or a volunteer has abused a pupil or pupils either inside the school premises or during a school trip, or visit could be made by:
- Parents
 - The abused pupil
 - Other members of staff
 - Other pupils
 - The police or social services
 - A third party
- 21.3 We understand that a pupil may make an allegation of abuse against a member of staff or volunteer. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher.

The Head Teacher (or in her absence the Nominated Safeguarding Governor or the Chair of Governors) has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer.

Allegations

It is an allegation if the member of staff (anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.) has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

Allegations against the staff member with the LADO, Miles Dent (01629) 531940: (WITHOUT DELAY).

Before contacting the LADO, the school will conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

Low-level Concerns

21.4 Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the staff member has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

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

If the concern has been raised via a third party, the headteacher/principal should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- 21.5
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

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

21.6

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

- name (if the individual wishes to remain anonymous then that should be respected as far as reasonably possible of individual sharing their concerns)
 - details of the concern
 - context in which the concern arose
- 21.7
- action taken

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

21.8

If the Head Teacher/ DSL is the focus of the allegation, please contact Chair of Governors on clerktothegovernors@msmcollege.com who will contact the LADO and no further action will be taken by the school. The LADO will follow the procedure as laid down in 'Working Together, 2018' and advise the school accordingly.

21.9 If parents do not already know of an allegation, they will be told as soon as possible. However, where outside agencies such as Police or Social Services are involved, disclosure will only be made when and to the extent indicated by those agencies. Parents will be kept

informed of the progress of the case and the outcome (but not the content) of any disciplinary proceedings. Parents will need to be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

- 21.10 Barlborough Hall School has a statutory duty to make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. There are reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation).
- 21.11 A member of staff may be suspended from duty while a proper investigation is carried out, but Barlborough Hall School is required to suspend only as a last resort and all options to avoid suspension must be considered before taking that step. Alternative measures (e.g. redeployment, or providing an assistant to accompany the member of staff) may provide the same result as suspension and should be implemented wherever possible. Disciplinary measures may be taken even if there is insufficient evidence for a prosecution. All unnecessary delays will be eradicated in dealing with allegations against staff.
- 21.12 Where a person leaves the employment of Barlborough Hall School, or ceases to offer services to Barlborough Hall School, after an allegation of abuse is substantiated, the DSL will consult with the LADO as to whether to refer the case to the Disclosure and Barring Service (DBS) and to the Teaching Regulatory Agency (TRA)
- 21.13 Where Barlborough Hall School terminates the employment of a person because of conduct that harmed (or is likely to harm) a child, or because that person otherwise poses a risk of harm to a child, the Head Teacher will inform the DBS within one month. The Head Teacher will also do this if the person chooses to cease relevant work in circumstances where they would have been removed had they not done so.
- 21.14 If an allegation is shown to be deliberately invented or malicious, the Head Teacher will consider whether any disciplinary action is appropriate against the pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.
- 21.15 If abuse is alleged or occurs, the normal channel of communication is through the DSL to the relevant Social Services Departments. The Children Act 1989 and 2004 requires an additional channel for serious complaints or concerns should the normal channel be blocked. Concerns or allegations about Barlborough Hall School practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm can also be referred directly to Derbyshire Safeguarding Children Board, (01629) 532181. Parents, staff and children can talk to OFSTED or Childline.

22 Other policies and practices

This policy and the Annexes should be considered in conjunction with the policies already referred to in this document and the following additional policies:

- 22.1 Anti-Bullying Policy
22.2 Equal Opportunities Policy
22.3 eSafety Policy

- 22.4 Health and Safety Policy
- 22.5 First Aid and Medication Policy
- 22.6 Off-site Visits Policy (OSV)
- 22.7 Admissions Policy
- 22.8 Acceptable User Policy (AUP)
- 22.9 PSHEE and child on child abuse Policy
- 22.10 Tackling Extremism & Radicalisation Policy
- 22.11 EYFS Policy and protocols
- 22.12 Staff Code of Conduct (Annex 1)

23 Whistleblowing

What staff should do where they have concerns about the safeguarding practices within the school

- 23.1 Barlborough Hall School and its Governing Body is committed to the principles and practices of openness, probity and accountability. In line with this commitment the school encourages all staff with serious concerns about any aspect of its work to come forward and raise their concerns without fear of being disloyal or suffering harassment or victimisation. The earlier the concern is raised the easier it is to take action and deal with the matter. This is a cornerstone of safeguarding and protecting the welfare of pupils. **All staff are expected to whistle-blow if they are concerned about the conduct of another member of staff towards our pupils and these concerns will be dealt with in a timely and appropriate way. The policy to which we work has been made available to all staff and is published on the website.**
- 23.2 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
 - General guidance can be found at “Advice on whistleblowing”
 - The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

24 Safeguarding Issues: Types of Abuse or Neglect

- 24.1 All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
- 24.2 **Abuse:** 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. Domestic Abuse is defined as any incident of controlling, coercive or threatening behavior, violence or abuse between intimate partners or family members, regardless of their gender or sexuality. Children may see this in their family environment. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.

This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

Indicators of Abuse:

24.3 Child on Child Abuse

Staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with child on child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence. It is more likely that girls will be victims and boys perpetrators but all peer-on-peer abuse is unacceptable and will be taken seriously.

Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

Child on child abuse is minimised by the education of the students in the school on their rights and responsibilities and our expectations of their behaviour. Peer-on peer abuse is addressed explicitly in the PSHEE programme. The school is explicit in its attempts to form ‘men and women for others’ and the teaching of the virtues in the Jesuit Pupil Profile. The school also encourages students to share their concerns with a range of staff and allows the reporting of concerns either about themselves or others through the ‘Share a Concern’ link.

At Barlborough Hall School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil.
- is of a serious nature, possibly including a criminal offence.
- raises risk factors for other pupils in the school.

- indications that other pupils may have been affected by this student.
- indications that young people outside the school may be affected by this student.

If there are indications of significant harm the school would involve other agencies as with any safeguarding concern.

Where child on child abuse occurs appropriate support will be given to both victim and perpetrator. This may include reference to outside agencies, one to one or peer mentoring or additional education as deemed appropriate. A risk assessment or support plan may also be put into place.

Peer-on peer abuse will be recorded and monitored on C-Poms. It is acknowledged that even where there are no reported cases of such abuse they may still be taking place.

The school will ensure support for victims of child on child abuse through our behaviour and anti-bullying procedures set out in these policies. In the cases of 'Sexting' we follow guidance given to schools by the UK Council for Child Internet Safety (UKCCIS) 2017' and also the UK Council for Internet Safety (UKCIS) Guidance: Sharing nudes and semi-nudes (December 2020)

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

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. At Barlborough Hall School, we endeavour to reduce the additional barriers faced by providingng a safe space for them to speak to others. We have supportive listeners and time when the children can go to see these staff.

24.4 **Sexual Violence and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

24.5 All staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. Sexual violence refers to are sexual offences under the Sexual Offences Act 2003:

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

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

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

24.9 **What is consent?**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

24.10 Sexual harassment is defined as ‘unwanted conduct of a sexual nature’ that can occur online and offline.

24.11 Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- offences under the *Voyeurism (Offences) Act of 2019* such as ‘up-skirting’, a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person’s clothing to take a voyeuristic photograph without their permission
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos.
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.
- 24.12 Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. All victims are taken seriously and offered appropriate support.
- 24.13 All staff are aware that sexual violence and sexual harassment is not acceptable and it is not to be tolerated or dismissed as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
- 24.15 If witnessed all staff will challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- 24.16 All of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.
- 24.17 Allegations of sexual violence or harassment will be handled according to the advice in ‘Sexual Violence and Sexual Harassment between children in schools and Colleges’ (May 2018).
- 24.18 All victims will be reassured and taken seriously when making a report. Whilst confidentiality cannot be promised the Safeguarding Lead will always attempt to protect the identity of any victim and give careful consideration to the impact of social media where appropriate.
- 24.19 The victim may ask the school or college not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. For example, the public task basis may apply, where the overall purposes is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law. Advice should be sought from the designated safeguarding lead (or deputy), who should consider the following:
- parents or carers should normally be informed (unless this would put the victim at greater risk)
 - the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children’s social care, and
 - rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.
- Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim’s wishes against their duty to protect the victim and other children.

24.20 If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

24.19 Where there has been a report of sexual violence the DSL will make an immediate risk assessment which will be stored and reviewed as appropriate. In cases of sexual harassment this will be considered on a case by case basis. This risk assessment will include the time and location of the incident.

24.20 Important considerations in the School's initial response will include:

- * the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered

- * the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour

- * the ages of the children involved

- * the developmental stages of the children involved

- * any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?

- * is the alleged incident is a one-off or a sustained pattern of abuse?

- * are there ongoing risks to the victim, other children, adult students or school or college staff?;

- * other related issues and wider context.

24.21 **Sharing Nudes and Semi-Nudes**

The latest advice for education settings is *Guidance: Sharing Nudes and Semi-nudes* by the UK Council for Internet Safety (UKCIS) published in March 2024. (UKCIS.

Sharing Nudes and Semi Nudes is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. Nudes and semi-nudes, including material created by Artificial Intelligence, can be shared online via social media, gaming platforms, chat apps, forums, or involve sharing between devices using offline services. Alternative terms used by children and young people may include 'dick pics' or 'pics'. The motivations for taking and sharing nude and semi-nudes are not always sexually or criminally motivated.

In responding to an incident as per UKICS (2024) it is important to:

Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately. Your setting's child protection policy should outline codes of practice to be followed.

Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal** (see note below).

Note: In exceptional circumstances, it may be necessary for the DSL (or equivalent) only to view the image to safeguard the child or young person. That decision should be based on the professional judgement of the DSL (or equivalent).

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

Do not delete the imagery or ask the young person to delete it.

Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

Do not say or do anything to blame or shame any young people involved.

Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

24.21 Physical Abuse

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

Specific Indicators may include:

- injuries that are not consistent with the explanation offered
- injuries not consistent with the child's age and development
- repeated injuries over a period
- runaway attempts and fear of going home
- stilted conversation, vacant stares or no attempt to seek comfort when hurt
- describes self as bad and deserving to be punished
- cannot recall how injuries occurred or offers an inconsistent explanation
- wary of adults or reluctant to go home
- often absent from school
- may flinch if touched unexpectedly
- extremely aggressive or withdrawn
- displays indiscriminate affection-seeking behaviour
- abusive behaviour and language in play
- overly compliant and/or eager to please
- poor sleeping patterns, fear of the dark, frequent nightmares
- sad, cries frequently

- depression
- poor memory and concentration

24.23 **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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.

Specific indicators include:

- unattended medical and dental needs
- Consistent lack of supervision
- consistent hunger
- nutritional deficiencies
- inappropriate dress for weather conditions
- poor hygiene
- persistent (untreated) conditions (e.g. head lice or other skin disorders)
- developmental delays (e.g. language, weight)
- irregular or nonattendance at school
- lack of parental participation
- regularly displays fatigue or listlessness, falls asleep in class
- frequently absent or late
- lacks trust in others, unpredictable

24.25 **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 cyberbullying), 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.

Specific indicators include:

- bedwetting and/or diarrhoea
- frequent psychosomatic complaints, headaches, nausea, abdominal pains
- mental or emotional development lags
- behaviours inappropriate for age
- fear of failure, overly high standards, reluctance to play

- fears consequences of actions, often leading to lying
- extreme withdrawal or aggressiveness, mood swings
- overly compliant, too well-mannered
- excessive neatness and cleanliness
- extreme attention-seeking behaviours
- poor peer relationships
- severe depression, may be suicidal
- runaway attempts
- violence is a subject for art or writing
- complains of social isolation

24.26 **Children and young people with Special Educational needs (SEN) and disabilities**

Children and young people with Special Educational needs and disabilities or certain health conditions can face additional safeguarding challenges:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation
- Children with SEN and disabilities or certain health conditions can be disproportionately impacted by things like bullying without outwardly showing any signs.

Children with SEN and disabilities or certain health conditions are given extra mentoring and support by their form tutors using systems the children are familiar with or are structure to their individual needs.

24.27 **Sexual abuse including CSE (Child Sexual Exploitation) and FGM (Female Genital Mutilation)**

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 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.

24.28 **Child Sexual Exploitation**

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

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;

- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being

Potential vulnerabilities include:

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

24.29 **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

24.30 **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

24.31

Domestic Abuse

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

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

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

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here:

<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Since May 2024 there has been a statutory duty on all police forces in England and Wales to participate in Operation Encompass. The aim is to ensure that staff in schools are always aware of incidents of domestic abuse. The school ensures that its dedicated safeguarding e-mail is known to its partners and acts in line with DDSCP's 'Stopping Domestic Abuse Together' (SDAT) Guidance (see Appendix)

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse.

The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

24.32 'Honour Based' Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

24.33 Female Genital Mutilation

Female genital mutilation (FGM) typically takes place between birth and around 15 years old.

Risk Factors for FGM include:

- Low Level of integration into UK society
- Mother or sister who has undergone FGM
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special procedure' to become a woman

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

In the case of **FGM**, and in accordance with The Serious Crime Act (2015,) teachers **must** report to the police known cases of FGM or 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 such a case with the School's DSL and involve children's social care as appropriate.

If you believe an act of FGM has been carried out it is mandatory to report this to the children's social care and/or the police immediately. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

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 also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Reporting FGM

It is recommended that staff make a report orally by calling 101, the single non-emergency number.

Where there is a risk to life or likelihood of serious immediate harm, staff should report the case immediately to police, including dialling 999 if appropriate.

In most cases reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day.

The procedures also set out what information is needed, in order to make a report.

More information for reporting can be found by clicking the link below

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information/mandatory-reporting-of-female-genital-mutilation-procedural-information-accessible-version#reporting>

24.34 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: fmfco.gov.uk.

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

24.35 Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or

unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

24.36 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

25 Mental Health

25.1

All staff at Barlborough Hall School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy, using C-POMS.

26 Tackling Extremism

- 26.1 The school seeks to protect children and young people against the messages of all violent extremism. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The school aims to build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- 26.2 The school has adopted the Government's definitions for the purposes of compliance with the Prevent Duty. Consideration has taken consideration of the advice of *The Prevent Duty: departmental advice for schools and childminders (June 2015)* and *The use of social media for on-line radicalisation (July 2015)*. The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.
- 26.3 Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.
- 26.4 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 26.5 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- 26.6 **Extremism** is, '*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.*' (*The Prevent Strategy, July 2015*).
- 26.7 The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

- 26.8 Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of Vulnerability to Radicalisation include:

- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
- Personal Crisis – the pupil may be experiencing family tensions, a sense of isolation, and low self-esteem. They may have dissociated from their existing friendship group and become involved with a new and different group of friends. They may be searching for answers to questions about identity, faith and belongings.
- Personal Circumstances – migration, local community tensions and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – pupil may have perceptions of injustice, a feeling of failure, rejection of civic life.
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment and poor resettlement/ reintegration.
- Special education needs – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and / or behavior
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

Support and Documentation: CTSA 2015 (Counter-Terrorism and Security Act), Prevent Duty 2015 (DFE), 'Protecting Children at Risk of Radicalisation', The CHANNEL programme (support if concerned that a pupil may be vulnerable to radicalisation).

IT Policies: The School ensures that the pupils are safe from terrorist and extremist propaganda material when accessing the Internet at school, through the use of suitable filters. The *Lightspeed* filtering system is focused around education and is deployed throughout our school network to protect our users from unwanted content. The system is flexible and has the tools to generate reports on all web activity. It also enables personal mobile devices to connect to the school network, but restrictions apply.

27 Response to concerns of radicalization

- 27.1 The school must have a Prevent Single Point of Contact (SPOC) who is the lead within the school for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for Barlborough Hall School is Karen Keeton (DSL and Head Teacher). When a member of staff has concerns that a pupil may be at risk of

radicalisation or involvement in terrorism, they should speak with the SPOC. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

- 27.2 As with all safeguarding matters staff should refer concerns to the Safeguarding Lead. The Department for Education has a dedicated line for advice to staff and governors: 0370 000 2288 counter-extremism@education.gsi.gov.uk.

28 Roles and responsibilities of the Single Point of Contact (SPOC)

- 28.1 The SPOC for the School is Karen Keeton (Head Teacher & DSL) who is responsible for:
- Ensuring that staff of the school are aware of who is the school's SPOC in relation to protecting pupils from radicalisation and involvement in terrorism
 - Maintaining and applying a good understanding of the relevant guidance in relation to Preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
 - Raising awareness about the role and responsibilities of the school in relation to protecting pupils from radicalisation and involvement in terrorism
 - Monitoring the effect in practice of the School's RE and PSHEE Curriculum Policies (including assembly procedures) to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs. Through the curriculum and PSHEE, children will be helped to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the Internet. They will be taught to understand the risk posed by adults or young people, who use the Internet and social media to bully, groom, abuse or radicalise other people (see E-Safety, RE and PSHEE Policies). Resources for teachers include www.saferinternet.org.uk.
 - Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism
 - Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism
 - Collating relevant information in relation to referrals of vulnerable pupils
 - Attending meetings as necessary and carrying out any actions as agreed
 - Reporting progress on actions and liaising with relevant agencies
 - Sharing any relevant additional information to staff and/or other agencies in a timely manner

Information Sharing and Confidentiality

- 29 The school is aware that The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
- 29.1 As stated in 'Information Sharing: advice for practitioners providing safeguarding services' (DfE, 2024) there must be a lawful basis for the school to share information, but consent is not always required as that lawful basis.

- 29.2 Information sharing is essential for identifying patterns of behaviour, or circumstances in a child's life that may be evidence that they are at risk of harm or are being harmed and need some form of support or protection.
- This includes but is not limited to:
- child abuse, neglect or exploitation

- situations where timely supportive intervention could prevent concerns about a child's wellbeing from escalating
- when a child is at risk of going missing or has gone missing
- when multiple children appear linked to the same risk
- where there may be multiple local authorities and agencies or organisations involved in the care of a child's care

ANNEX 1

STAFF CODE OF CONDUCT Autumn 2024

This policy outlines the ways in which staff are expected to behave in their relationships with pupils.

At Barlborough Hall School a common spirit underpins teaching and learning, the broad curriculum and the entirety of school life. Our mission, inspired by the Jesuit vision and Ignatian characteristics of education, is to nurture well rounded, well-educated and mature men and women of conscience, compassion and competence who will follow the example of Christ as “Men and Women for Others”.

We, therefore, in pursuit of excellence expect the best from everyone, aim for the highest standards in all things and set ambitious targets for both students and staff.

Proclaiming that we are all God’s creation, made in His image, we insist on respect for the dignity and potential of everyone. We value everyone; are ambitious for everyone; look for, and seek to develop, everyone’s talents.

This staff behaviour policy has at it’s core

a love for justice, a hatred of unfair treatment or discrimination, a special concern for the vulnerable and helpless and a resolution to protect children against abuse of any kind.

POSITION OF TRUST

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be appropriate to suggest that a pupil sees their form teacher or member of the Chaplaincy Team. Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse.

They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car.

Communication with Pupils

Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system. The group leader on all trips and visits involving an overnight stay should take a mobile phone with him/her. The school mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record

of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any staff numbers that they may have acquired during the trip. ParentMail will be used for communication on trips from Barlborough Hall School.

Physical contact with pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the Designated Safeguarding Lead informed and, if appropriate, a copy placed on the pupil's file.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the Designated Safeguarding Lead/ Head Teacher who will decide what to do next.

Where this relates to the school's nursery/EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

Physical education and other activities requiring physical contact

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Transporting pupils

No teacher is to give a lift in a car to a pupil. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff.

Confidentiality

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

EQUAL TREATMENT

We are committed to equal treatment for all pupils regardless of sex, race, disability, religion or belief. We keep a record of racist incidents.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil.

Children regularly engage in discussion about experiences and feelings with regards to lunchtimes, playtimes and friendships as part of PHSEE, RE, assemblies and Pastoral times.

BULLYING

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable and the school keeps a record of any incidents. Please see our school policy on countering bullying for further details.

COMPLAINTS

Copies of the school's complaints procedure can be sent to any parent on request. Any complaint arising from the implementation of this policy will be considered under the school's complaints procedure.

WHISTLEBLOWING

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Head Teacher and to the Designated Safeguarding Lead

(or to the Chairman of Governors where the concern relates to the Head Teacher). Any concern will be thoroughly investigated under the school's whistle-blowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it.

DAILY CONDUCT REQUIREMENTS FOR STAFF Attendance and Timekeeping

Should a staff member need to be absent or expect to be late for any reason, he/she should ask their Deputy Head in advance when possible. If this is not possible, he/she is asked to contact the Deputy Head or Phase Leader at the earliest opportunity.

Eating and Drinking - During normal meal times and when working on duty, staff are able to have a meal from the Ref.

Smoking - To promote a healthy and pleasant working environment and because of the fire risk, smoking is not allowed anywhere on site.

Alcohol and Illegal Drugs - Consumption of alcohol or illegal drugs is not permitted on site save where at a school function or otherwise agreed when modest amounts of alcohol may be consumed. Employees conduct and performance must not be adversely impacted by alcohol or drugs when undertaking their duties.

Security - Staff must not remove any school documents from the site nor take any photographs without due permission. The school reserves the right to search the outer clothing, bags, lockers and vehicles etc. of staff members whilst on site. The staff member may have a colleague in attendance on such (rare) occasions.

Personal Appearance - The school regularly receives visits from parents, potential parents and others, and naturally wishes to convey an impression of efficiency and organisation. Therefore whilst not wishing to impose unreasonable obligations of staff they are, nonetheless, required to look smart in appearance.

Mobility and Flexibility - Due to the demands and nature of the school, staff should be prepared to transfer upon request within departments either temporarily or permanently, to undertake work of a different nature, providing it is reasonable and safe to do so and the staff member is adequately trained.

Use of Mobile Phones and Cameras - Photographs will only be taken of children with their parents' permission (provided in writing via consent form). Photographs will only be taken by a designated staff. Where photographs are taken by staff to give evidence of children's progress, they must be downloaded onto school computers, where they will be monitored. Photos cannot be used or passed on outside the school. Photographic evidence for E profiles in Early Years is uploaded to secure Tapestry website.

ANNEX 2

Barlborough Hall School Briefing Document for Staff

Information Sheet for Staff

All teaching and support staff should be aware of the basic procedures to be followed should a situation arise in which a Barlborough Hall School pupil wished to confide in them. Please read the following carefully.

The Five Categories of Significant Harm

- **Neglect** - Failure to meet a child's basic physical/psychological needs, including food, shelter, clothing, emotional support, medical care and a protective environment safe from physical harm.
- **Physical Abuse** - This includes hitting or shaking a child, or grabbing a child by an article of clothing.
- **Sexual Abuse (including CSE and FGM)** - This includes physical contact, making children look at pornography or encouraging children to behave in sexually inappropriate ways.
- **Emotional Abuse** – Persistent ill-treatment of a child, which may involve conveying that the child is worthless, unloved, or inadequate. It may also involve the imposition of inappropriate expectations.
- **Bullying** - deliberately hurtful behavior, usually repeated over a period of time, where it is difficult for those bullied to defend themselves.

Radicalisation – Encourage, justify or glorify terrorist acts upon a child. **Vocally or actively oppose children to fundamental British values, including democracy, the rule of the law, individual liberty and mutual respect and tolerance of different faiths and beliefs. What to do when a pupil wants to tell you about something that has happened:**

- Listen very carefully.
- Do not promise confidentiality.
- Ask open questions like, 'tell me what happened' and avoid any leading questions like 'did s/he do *!?!*!?'.
- Make written notes as soon as possible, quoting the child's words and noting anything that you have said.
- Do not take it upon yourself to *investigate* what the pupil has told you.
- Do not tell the person about whom the pupil has complained.

If you think a child is at risk contact the Designated Safeguarding Lead immediately

ANNEX 3

Barlborough Hall School Visitors' Procedure

Barlborough Hall School assures all visitors of a friendly and professional welcome. The school has a legal duty of care for the health, safety, security and wellbeing of all pupils, including protecting them from being drawn into terrorism through the Prevent Strategy.

All visitors must:

- Report to the main or front office once they arrive on site.
- Show identification (unless on the approved visitor list).
- Sign the visitors book.
- Wear an identification badge.
- Be escorted at all times.

Visiting speakers must comply with the following procedures:

- Information on the speaker or institution must be provided in advance. This must align with the Catholic Ethos of the school and to British values, taking the Prevent Strategy into account.
- Whenever possible, a notice period of one month should be given prior to the speaker's visit to school with the presentation content of the talk being provided in advance.
- Staff will be present at all presentations to ensure that a talk/workshop is aligned with the Catholic ethos of the school and to British values and takes the Prevent strategy into account.

So that this can be facilitated, standard operating procedure at Barlborough Hall School will be:

- **1 month prior to visit:** An initial meeting is convened with the speaker to discuss the content and context of the talk. Ideally this will be face to face. At this time the speaker receives a statement of our ethos and values and returns a read receipt to acknowledge they have understanding.
- **2 weeks prior to visit:** A copy of the planned presentation is delivered to Senior Leadership Team by the Teacher lead and questions are returned to the visiting speaker
- **1 week prior to visit:** Questions from SLT are returned. Visit is approved
- **Assembly / presentation take place** – staff are present at the presentation
- **1 week after visit:** Talk is reviewed by SLT

Whilst we will always follow this procedure, the times frames may be reduced if necessary.

ANNEX 4

Barlborough Hall School Visitors' Checklist Procedure

Barlborough Hall School assures all visitors of a friendly and professional welcome. The school has a legal duty of care for the health, safety, security and wellbeing of all pupils, including protecting them from being drawn into terrorism through the Prevent Strategy.

Key Staff Member:

Date of planned Visit:

Name of Visitor:

Organisation they represent:



Procedure	Date
1 month prior to visit: An initial meeting is convened with the speaker to discuss the content and context of the talk. Ideally this will be face to face. At this time the speaker receives a statement of our ethos and values and returns a read receipt or email to acknowledge they have understanding. This must align with the Catholic ethos of the school and to British values, taking the Prevent Strategy into account.	
2 weeks prior to visit: A copy of the planned presentation is delivered to Senior Leadership Team by the Teacher lead and questions are returned to the visiting speaker.	
1 week prior to visit: Questions from SLT are returned. Visit is approved.	
Assembly / presentation take place – staff are present at the presentation.	
1 week after visit: Talk is reviewed by SLT.	

Signed by Key Staff Member: _____ Date: _____

Signed by Head Teacher: _____ Date: _____

As a reminder, all visitors must:

- Report to the main or front office once they arrive on site.
- Show identification (unless on the approved visitor list).
- Sign the visitors book.
- Wear an identification badge.
- Be escorted at all times.

APPROVED DATE	September 2024		
REVIEW DATE	September 2025		
SIGNED Vice Chair of Governors		PRINT NAME	Mr Shaun Whyman
SIGNED HEADTEACHER		PRINT NAME	Karen Keeton