

Safeguarding and Child Protection Policy  
October 2023

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## Introduction

St John's College School is committed to safeguarding and recognises the school has under section 157 of the Education Act 2002 (as amended), and the Education (Independent School Standards) Regulations 2014 to have arrangements in place to safeguard and promote the welfare of children.

When making provisions for safeguarding and safer recruitment, the school takes into account the nature, age range and other significant features of the school including specifically, EYFS pupils, pupils who board, including boarders and those with special educational needs and disabilities

This policy has been drawn up having regard to the following:

- [Keeping Children Safe in Education \(KCSIE\) 2023](#)
- [Disqualification under the Childcare Act 2006 \(September 2018\)](#)
- [What to do if you're worried a child is being abused \(March 2015\)](#)
- [Working Together to Safeguard Children \(September 2018, updated July 2022\)](#)
- [Information sharing \(2018\)](#)
- [Prevent Duty Guidance: for England and Wales \(April 2021\)](#)

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school and to ensure that the policy is fully implemented. Our policy applies to all staff, volunteers and contractors, paid and unpaid, working in the school including governors. Teaching assistants, catering staff, caretakers, administration staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is important to note that safeguarding is everyone's responsibility and that anyone can make a referral to children's social care if necessary. At all times staff should consider what is in the best interests of the child. If you make a referral please inform the Designated Safeguarding Lead as soon as possible.

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

As a member of the Boarding School Association, our school has adopted the BSA's Commitment to Care Charter. [Please click here to view a copy of the Charter](#)

There are four main elements to our policy:

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

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

## Prevention

We recognise that identifying children who may benefit from early help is imperative and our whole pastoral system is set up accordingly. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school led by the Designated Safeguarding Lead will therefore:

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

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

Train staff to recognize the importance of children receiving the right help at the right time to address risks and to prevent issues from escalating and to constantly review and reflect on their practice.

Train staff to act on and refer on the early signs of abuse and neglect, including radicalization.

Include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation both in the real and the virtual world and information about who to turn to for help.

Tailor our curriculum to be age and stage of development appropriate so that it meets the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

Incorporate into the curriculum, activities and opportunities that enable children to develop their understanding of stereotyping, prejudice and equality.

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How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.

How to recognise and report feelings of being unsafe or feeling bad about anyone other than children

How to ask for advice or help for themselves or others, and to keep trying until they are heard.

How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Where to get advice e.g. family, school and/or other sources.

For the top two year groups (Years 7 and 8), the curriculum also includes activities and opportunities that equip children at an older age with the skills they need to stay safer from abuse and exploitation in all contexts, including:

How to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

The characteristics of positive and healthy friendships

That some types of behaviour within relationships are criminal, including violent behaviour and coercion.

Create a whole school protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated.

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

Ensure that staff do not dismiss instances of child-on-child abuse, including sexual violence and sexual harassment as an inevitable part of growing up, or 'banter'.

Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online

Provide high quality Relationship and Sex Education) (RSE) for enrichment programmes, including teaching about consent.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. Schools will ensure that these children have a trusted adult in school to talk to.

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Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Personnel are and the procedures for passing on concerns from the point of induction. Staff then receive regular updates, at least annually. Staff members are required to log a concern via the electronic system and submit it to the DSL/DDSL immediately or complete a logging concern form where they have no access to the electronic system

Ensure that every member of staff and every governor knows: how to identify signs of abuse and neglect understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online that children may no.1 (o)-7.Tw [1e3.9 (d)--4.4 (ec)- ( l)x[1e3.9f-a.241 (a)s ( .1 (o)27.1 (w)12



Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Ensure the Safeguarding and Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing body regarding this.

Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and dealt with by the school in this.

Ensure that parents are informed of the responsibilities placed on the school and staff in this.

- o The actions where there are concerns about a child. Please see the flowchart on page 22 of [KCSIE Sept 2023](#)
- o their personal responsibility by having a thorough knowledge and understanding of the school's Code of Conduct
- o their responsibility in relation to whistleblowing and have a thorough knowledge and understanding of the school's [Whistleblowing Policy](#)
- o the need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation, female genital mutilation, criminal exploitation, online abuse including through social media, child-on-child abuse, radicalization and children missing in education
- o who the Designated Safeguarding Lead and Prevent Lead is
- o how to receive a disclosure





## Supporting Children

The school recognises that any child may be subject to abuse and neglect and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.

The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.

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We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. We review this policy annually.

#### Intimate Care

There may be occasions when a member of staff needs to undertake personal care tasks with children but particularly to those who are in the Early Years and Foundation Stage. The normal range of development for this group of

and other technologies and the need for pupils and staff to keep themselves safe and deal sensibly with risk. Cyberbullying is part of the taught curriculum in PSHE and Staying Safe. Parents are invited annually to an online safety evening

Health & Safety

Our Health & Safety policy, set out in a separate document, is reviewed annually. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school activities. [Link](#)







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## Other Related Policies

[Physical Restraint and Use of Reasonable Force](#)

[Searching and Confiscation Policy](#)

[Anti-Bullying Policy](#)

[Cyberbullying Policy](#)

[Health and Safety](#)

[Acceptable Use Policy](#)

[Digital Devices Guidelines for Parents and Children](#)

[Digital Devices Guidelines for Staff](#)

[Intimate Care Policy](#)

[Code of Conduct for Staff](#)

[Safer Recruitment Policy](#)

[Use of Mobile Phones and Other Smart Devices Policy](#)

[Whistleblowing](#)

[Complaints Policy & Procedure](#)

[Behaviour Policy](#)

[Protocol for Requesting Approval for Tuition Taking Place Outside of School](#)

[Staying Safe Guidance for Staff regarding Boarders, Choristers and Children on Overnight or Extended Trips and Tours](#)

[Equal Opportunity Policy](#)

Use of Mobile Phones and other Smart Devices Policy

The [Use of Mobile Phones Policy](#) is a requirement for all schools with EYFS.

Our policy on use of mobile phones and other smart devices, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

After School Activities (on or off school site)

For all after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body, using the school's pupils, either on or off school site, the school will seek assurance that the body a(5.1 ( a)(5.1 ( ( pr)44-1 (e)3 ( 5g2(l)-0.9 ( a)-4 (f-1.6 ( f)

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## Categories of Abuse

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

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

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

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

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

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate practices
- Ensure access to appropriate medical care or treatment

Emotional Abuse is the persistent emotional maltreatment so as to cause severe adverse effects on a child's emotional development.

It may involve conveying to a child that they are worthless/unloved, inadequate, valued only insofar as they meet another person's needs

It may include:

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

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

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

It may involve:

- Seeing or hearing the ill-treatment of another
  - Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
  - The exploitation or corruption of children
- Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

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

This may involve:

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



## Appendix B

### Useful Contacts: Numbers/Emails/Websites

Lisa Bedford Designated Safeguarding Lead, Prevent Lead Online SafetyLead	01223 27218 <a href="mailto:lbedford@sjcs.co.uk">lbedford@sjcs.co.uk</a>
Althea Pipe EYFS Designated Safeguarding Lead, Domestic Abuse Lead, Deputy Designated Safeguarding Lead	01223 272729

The Deputy Designated Safeguarding Lead ~~Miss~~ Althea Pipe and Dr Tristan Igglesden







Useful Contacts

Police Central Referral Unit: Tel: 01480 847743 or (for non-emergencies)

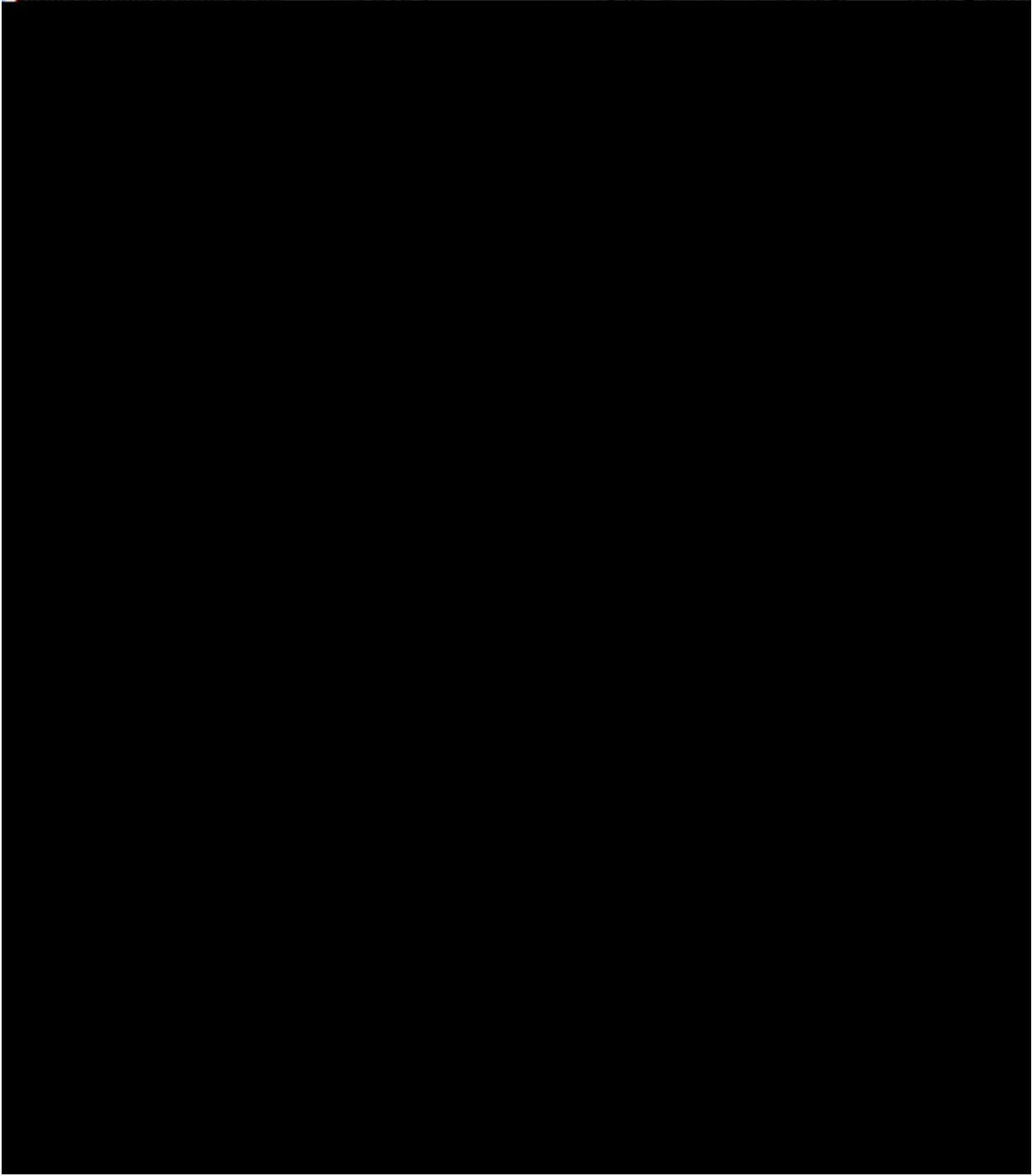
DfE Prevent Helpline: Tel: 020 7340 7264 (if you are worried about radicalisation)

Early Help Hub: 01480 376666 (early help assessment and advice for non-emergencies)

## Appendix E

# FGM Mandatory Reporting Process Map

*within existing processes. It is not intended to be an exhaustive guide, and should be considered in the context of wider safeguarding guidance and processes.*



*From Mandatory Reporting of Female Genital Mutilation – procedural information  
Home Office October 2015*