

Policy Name: Safeguarding Children and Child Protection

General Statement

All school policies are available for parents and prospective parents by contacting St Crispin's School Office on 0116 2707648 or by emailing: enquiries@stcrispins.co.uk

These policies are adapted to cover the whole school from 2-16 and therefore this policy applies to the whole school, including the EYFS. It should be read by parents/staff alongside all the school policies, the School Welcome Pack and the Admission Form and for staff additional information can be found in the St. Crispin's Staff Handbook and their Terms and Conditions of Employment.

St Crispin's School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

The parents of the children attending St Crispin's School should be aware that the school has a duty to safeguard and promote the welfare of children who are their pupils. This responsibility necessitates a Safeguarding Policy and School may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.

Key Contacts

Designated Safeguarding Lead: Andrew Atkin (Head master)
Contact Details: Telephone: 0116 2707 648 / 07943 940 288

E-mail: headofeducation@stcrispins.co.uk

Deputy Safeguarding Officer: Kerry Massey (SENCo/Deputy Head)
Contact Details: Telephone: 0116 2707 648

E-mail: senco@stcrispins.co.uk

A referral can be made to either of the key contacts above, or direct to either of the contacts below. Anybody can make a referral.

Children and Young People's Service: Emergency Duty Team

Contact Details: Telephone (open 24/7): 0116 454 1004

LADO (Local Authority Designated Officer): 0116 454 2440 (for allegations against staff)

Links to Other Policies

The policy should be read in conjunction with other documents, specifically the Safer Recruitment Policy, Staff Code of Conduct, Health & Safety Policy, Behaviour Policy, Anti-bullying Policy, Computer Usage and E-Safety Policy, Prevent Policy, Visiting Speaker Policy, Missing Child Policy, and the Safeguarding Addendum Covid-19.

In developing this policy, the school has had due regard to:

- Working Together to Safeguard Children (WTSC) (DfE March 2026)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2026)
- Working together to improve school attendance (DfE July 2026)
- Data Protection guidance for schools (DfE April 2024)
- Data (Use and Access) Act 2025
- The School Staffing (England) Regulations 2009 & Amended Regulations 2015; Safer Recruitment in Education
- Guidance for Safer Working Practice Rev 2019 - (Safer Recruitment consortium)
- Prevent Duty Guidance: for England and Wales (2023)
- The Prevent Duty: Department advice for schools and childminders (June 2015)
- The Use of Social Media for on-line radicalisation (July 2015)
- Information sharing: Advice for Practitioners providing safeguarding services (July 2018)
- 'What To Do If You Are Worried A Child Is Being Abused' (March 2015)
- Domestic Abuse Act 2021
- Leicester Safeguarding Children Partnership Board Procedures (LSCPB)
<http://lrs cb.proceduresonline.com/chapters/contents.html>
- The Children Act 1989 and 2004
- Children's Wellbeing and Schools Act 2026
- Crime and Policing Act 2026
- The Education Act 2011 s175/s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE Nov 2018)
- Behaviour in Schools: Advice for headteachers and school staff (DfE July 2022)
- Promoting children and young people's emotional health and wellbeing (2015)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 2021)
- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (July 2017)
- Framework for the Assessment of Children in Need and their Families 2000
- Sexual Offences Act 2003 (Position of Trust offence)
- Sexual Violence and Sexual Harassment between children in schools and colleges Sept 2021
- Voyeurism (Offences Act) 2019
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (2020)

- Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 ("the 2018 regulations")
- Additional Statutory Guidance, Disqualification under the Childcare Act 2006
- Counter Terrorism and Security Act 2015
- Female Genital mutilation Act 2003
- Safeguarding & Child Protection education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools
- Children and Families Act 2014
- Safeguarding and Vulnerable Group Act 2006
- Restrictive interventions, including use of reasonable force, in schools (April 2026)
- Regulation 3, paragraphs 7(a) and (b) of The Education (Independent School Standards) Regulations 2014
- The Statutory Framework for the Early Years Foundation Stage (2021)
- Teachers' Standards: Guidance for school leaders, school staff and governing bodies (June 2013)
- Teacher misconduct: referring a case (March 2014)
- When to call the police: Guidance for schools and colleges (NPCC)
- Outside Agency and Involvement Policy
- Meeting digital and technology standards in schools and colleges (March 2022)

These documents are available to all staff and can be found on St. Crispin's School Hub.

St Crispin's School Policy on child protection and procedures for safeguarding children are in line with the Leicester Safeguarding Children Partnership Board (LSCPB), Multi Agency Child Protection/Safeguarding Procedures; <http://llrscb.proceduresonline.com/chapters/contents.html>), in addition to the statutory requirements

Introduction

KCSIE defines Safeguarding and promoting the welfare of children 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 the 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.

St Crispin's fully adopts this definition of Safeguarding and recognises that it is in alignment with our aim:

“...to create a caring, supportive, and orderly environment where learning can flourish and be enjoyed by all”

St Crispin's School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. St Crispin's School recognises the particular vulnerability of children with special educational needs and/or disabilities, including to child-on-child abuse.

The parents of the children attending St Crispin's School should be aware that the school has a duty to safeguard and promote the welfare of children who are their pupils. This responsibility necessitates a Safeguarding Policy and the school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. St Crispin's School will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

St Crispin's School is a member of the PLA (Pre-School Learning Alliance). These policies were adapted to cover the whole school from 2-16 and therefore this policy applies to the whole school, including the EYFS. It should be read by parents/staff alongside the other school policies, the school Welcome Pack, and the Admission Form. For staff, additional information can be found in the St. Crispin's Staff Handbook and their Terms and Conditions of Employment.

Our Safeguarding Policy is based on the three key commitments of the PLA Safeguarding Children Policy (to prevent, protect, and support), and is applicable to both the Nursery and the school. The purpose of the whole-school safeguarding policy is to provide clear direction to staff and others about expected codes of behaviour in dealing with child protection and welfare issues. This policy makes explicit the school's commitment to the development of good practice and procedures in order that child protection referrals may be handled sensitively, professionally and in ways that support the needs of the child.

Scope

This policy applies to the whole school including the Early Years Foundation Stage (EYFS), before and after school activities and all other activities provided by the school, inclusive of those outside of the normal school hours; all staff (teaching and support staff), the proprietor, pupils on placement, and volunteers working in the school. It includes the designation of a lead practitioner for safeguarding children within the EYFS setting (EYFS 3.4) and liaising with the local authority children's agencies as appropriate. This policy applies to all on and off-site activities undertaken by pupils while they are the responsibility of the school.

Monitoring and Review

The Proprietors will appoint a Designated Safeguarding Lead (DSL) who will take lead responsibility for dealing with child protection issues, including online safety. A formal annual review of this policy will take place for the purpose of monitoring and of the efficiency with which the related duties have been discharged,

by no later than one year from the date shown, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require. The school's policies and procedures will also be reviewed in full and in detail in the event of a substantiated allegation against a member of staff; any deficiencies or weaknesses in arrangements will be remedied immediately. The annual review will be conducted by the DSL with proprietorial oversight.

Training

All staff receive in-house staff training in Safeguarding at least twice a year during staff training days. The DSO (Designated Safeguarding Officer) and the DSL both receive annually Leicester Safeguarding Children Partnership Board (LSCPb) Safeguarding training. The proprietors receive regular Safeguarding and Child Protection (including online) training. All staff receive Prevent training once a year. In-house staff training throughout the year includes feedback scenario training and online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. Other relevant courses and LSCPb Safeguarding Forums are attended by the DSL as and when they occur.

Rationale

At St Crispin's School we are committed to the protection and safety of the children. We maintain rigorous procedures for child protection and we expect everyone working within the setting to take responsibility for following these procedures; these include the school's reporting arrangements whereby contact with the appropriate welfare agency is made immediately and never later than 24 hours of a disclosure or suspicion of abuse. The health, safety and welfare of all our children are of paramount importance to all the adults who work or volunteer in our school. The purpose of this policy is to provide staff, volunteers and the proprietor with the guidance they need and to inform parents and guardians how we will safeguard their children while they are in our care.

Safeguarding children describes the action we take to promote the welfare of children and protect them from harm. We believe that safeguarding children is everyone's responsibility and that everyone who comes into contact with children and families has a role to play. In order to fulfil this responsibility effectively, we adopt a child-centred approach, considering, at all times, what is in the best interests of the child. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. We are committed to continuing to develop our knowledge and skills in safeguarding and protecting children. Staff have access to training to identify and respond early to safeguarding concerns, for example, abuse, neglect and exploitation.

St Crispin's School recognises it is an agent of referral and not of investigation.

Safeguarding in our school is about:

- adopting a child-centred approach to always act in the best interests of the child;
- the school's policy and procedures for dealing with concerns about a child, in accordance with locally agreed interagency procedures;
- the school's arrangements for handling allegations of abuse against members of staff (including supply staff, trainee teachers, volunteers, and contractors) and the head;
- the school's staff code of conduct and pupil behaviour policy;
- safer recruitment procedures (please refer to our 'Safer Recruitment Policy');
- management of safeguarding including the appointment of the Designated Safeguarding Lead;

- training of all staff and volunteers, including the Designated Safeguarding Lead and Proprietors;
- arrangements for reviewing the school's child protection policies and procedures annually;
- the school's arrangements to fulfil other safeguarding and welfare responsibilities;
- promoting safeguarding and on-line safety as part of the curriculum, both within lessons, specific ICT lessons, PSHE/RSE, and tutor time. We also promote this through assemblies and presentations.

We develop, implement and review procedures in our school that enable all staff and volunteers to identify and report cases, or suspected cases, of abuse. We support pupils who have been abused in accordance with their agreed child protection plan and ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children. It is the responsibility of the school to refer, not to investigate or attempt to resolve allegations of abuse.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and parent, the interests of the child must be paramount. The proprietor takes seriously their responsibility to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. We recognise that all adults, including temporary staff, volunteers and proprietors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff believe that our school should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, and moral development of the individual child.

Context

Our children have the right to respect and protection, regardless of age, gender, religion, race, nationality, sexuality, culture or disability. They have a right to be safe in our school. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. We recognise that abuse, neglect and exploitation can result in underachievement. We strive to ensure that all our children make good educational progress. All pupils should care for and support each other.

Safeguarding encompasses all aspects of school life where a child's welfare may be compromised.

Parents, carers and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. While the school will work openly with parents as far as possible, the school reserves the right to contact Children's Social Care or the Police, without notifying parents if this is in the child's best interests. St Crispin's School has a very good working relationship with the Leicester Safeguarding Children Partnership Board (LSCPB).

The three main elements to our policy are:

1. **Prevention** through the creation of a positive school atmosphere, teaching and pastoral support offered to children;
2. **Protection** through procedures for identifying and reporting cases, or suspected cases, of abuse;
3. **Support** for staff in dealing with child protection issues, and support for children who may have been abused in accordance with their child protection plan

Safer Recruitment

The school follows the Government's recommendations for the safer recruitment and employment of staff that work with children. Please refer to the school's *Safer Recruitment Policy* for further information.

School Responsibilities and Commitment to Acting in the Best Interests of the Child

St Crispin's School recognises and ensures that because of their regular and sustained contact with children, all staff, (including temporary, supply staff and volunteers) are well placed to observe the outward signs of abuse and will:

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- inform children that there are adults in the school whom they can approach if they are worried about any problems, including using the "Log a concern" button on the hub to report any concerns;
- reassure victims that they are being taken seriously and that they will be supported and kept safe;
- include opportunities in the curriculum for children to develop the skills they need to recognise, seek support and stay safe from abuse;
- identify children who may benefit from family help, so that support may be provided as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years;
- ensure all policies and procedures are applied with due common sense and sensitivity;
- ensure that parents understand the responsibility placed on the school and its staff for child protection by setting out its obligations in the school prospectus and that parents are offered a copy of the policy on request;
- develop effective links with Children's Social Care and cooperate as required with their enquiries regarding child protection matters including attendance at Child Protection Case Conferences;
- follow the procedures set out by the LSCPB and take account of guidance issued by the Department for Education;
- liaise with other agencies that support pupils through normal referral routes and the CAF process;
- be responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work, and be seen to work in an open and transparent way and be given guidance to help them achieve this, ensuring that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil;
- be aware that they cannot promise a child complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child safe from harm;
- know the name of the designated person for child protection and understand their responsibilities to safeguard and protect children;
- keep a sufficient record of any significant complaint, conversation or event;
- having accessed a copy of the schools Child Protection Policy, be aware of the internal referral process within the school and report any matters of concern to the DSL;
- be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them;
- comply with the Education act 2002 and the Independent school standards regulations;
- contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for any child against specific plans, including with external agencies outside school.

Any parent or other person/organisation engaged by the school to work in a regular voluntary capacity in the school will be subjected to all reasonable vetting procedures of the Disclosure and Barring Service (DBS).

We explicitly require staff to report to the DSL or the Local Authority any concern or allegation about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. Immunity from retribution or disciplinary action is, as far as possible, guaranteed against staff for "Whistleblowing" in good faith. At all levels, including newly appointed and ancillary, staff have been given briefing or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations. If staff members have the slightest suspicion that a pupil is being abused, they should bring this to the immediate attention of the Designated Safeguarding Lead.

Prevent and how it is enabled within school

- See separate *Prevent Policy* also

St Crispin's school:

- **Prohibits extremist speakers/events at the school;** and has established a *Visiting Speaker Policy* and a clear protocol for ensuring that any visiting speakers – whether invited by staff or children themselves are suitable and appropriated supervised.
- **Manages access to extremist material** – including the internet (see Computer Usage and E-Safety Policy).
- **Trains its staff** to recognise signs of radicalisation/extremism, and to know what to do; with the result that staff have the knowledge and confidence to identify children at the risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shaped by terrorist groups. Staff know where and how to refer children and young people for further help.
- **Works in Partnership;** risk assessments and referrals are made in liaison with other local agencies. Channel is the multi-agency process designed to safeguard vulnerable people from being drawn into extremist behaviour, and works in a similar way to existing safeguarding partnerships (see below).
- **Has established referral mechanisms** to identify individuals who are vulnerable to extremism or radicalisation, and works with local partnership to develop appropriate support strategies.
- **Engages in preventative education** through our RSE curriculum.

Information Sites and Local Authority Prevent Lead:

www.lcitylscb.org

<https://leics.police.uk/adviceandinformation/information-zone/terrorism/prevent-officers-pos>

Non-Emergency Police Number: 101

DfE Dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 0207 340 7264

counter.extremism@education.gov.uk

Responsibilities of the DSL for the whole school and the DSL for the EYFS

The DSL takes lead responsibility for safeguarding and child protection matters. The DSL maintains an overview of safeguarding within the school, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of policies and procedures in practice. The role is exercised in conjunction with the DSO. The DSO is trained to the same level as the DSL and reports should be made to the DSO in the absence of the DSL in order that there is the required cover for the role at all times.

Our DSL has the appropriate authority, time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters; including taking part in multi-agency meetings or discussions - and/or to support staff to do so - and to contribute to the assessment of children. There is a job description concerning managing referrals, training and raising awareness, which expands on the bullet points below.

It is the responsibility of St Crispin's School to ensure that there is a Designated Safeguarding Lead (DSL) who will:

- **Organise the in-school provisions for family help, or for listening to children**

This is done through several methods. The first is that at the first signs of any abuse (as detailed below) or in general concern, after discussion and approval by the SLT to generate an opportunity for the child to speak freely about what may be bothering them with. If they do not want to volunteer any information to re-assure them that there is an opportunity to speak to our DSL. Other ways this is done is by providing information through lessons such as PSHE and Citizenship, again reinforcing through the tutors that if any pupils want to discuss some of the issues raised further, we can provide a safe environment for them to do so. There is also the opportunity for pupils to speak to their form tutors during Form time or within the EYFS, Circle Time. Circle time is used if there is a problem that is suspected. The school's Headmaster (and DSL) is also available in his Study for pupils, with no appointments, and pupils are encouraged through our 'Open Door' ethos to knock on the door for a chat. There is also a "Log a concern" button within a pupils private Pupil Portal on the school's Hub. This enables a pupil to e-mail direct to the headmaster with any concerns or points of discussion that they would like to talk about, in confidence. There is no e-mail evidence from the Pupil Portal side to protect the pupil and only the Headmaster will receive this e-mail and then decide on any action to take.

- **Manage referrals**

- refer cases of suspected abuse to the local authority children's social care as required;
- ensure that referrals, where appropriate, are made to the Local Authority Designated Officer (LADO) within 24 hours of receiving an allegation;
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the police as required.

- **Work with others**

- act as a point of contact with the three safeguarding partners;
- notify parents of concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk, having sought advice from the local authority;
- ensure that the proprietor understands their responsibilities under section 175 of the Education Act 2002 and the Independent Schools Standards Regulations;
- liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;

- liaise with staff (especially pastoral support staff, the head of data and attainment, and the SENCo) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for all staff, volunteers, and families within the school;
- ensure that copies of child protection records and records of concerns are transferred accordingly (separate from pupil files, by secure transit, and acknowledged with receipt) when a child leaves the school;
- ensure that, where a pupil on a child protection plan, or is a child looked after, leaves the school, their information is transferred to the new school immediately and that the child's Social Worker is informed;
- ensure that files are transferred within the 5 day timescale required.

- **Undergo training**

- attend refresher child protection training at least every two years in line with LSCPB requirements, including local inter-agency working protocols and training in LSCPB's approach to Prevent duties, and provide inhouse refresher training annually so that staff can fulfil their child protection responsibilities effectively and to comply with the requirements set out in KCSIE (2024) and WTSC (2023); and any further subsequent directives and guidance;
- understand the assessment process for providing family help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure all staff have access to, and understand, the safeguarding policy and procedures, especially new and part-time staff;
- be alert to the specific needs of children in need, those with SEND, and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the GDPR;
- understand the importance of information sharing, both within the school, with the three safeguarding partners, other agencies, organisations and practitioners;
- able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe while they are online at school;
- can recognise the additional risks that children with SEND face online, for example, from online bullying, grooming, and radicalisation and are confident that they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them;
- ensure that, where there are deficiencies or weaknesses recognised in arrangements or procedures, these are remedied immediately and without delay.

- **Raise awareness**

- ensure that all staff and volunteers be given a statement (either written or electronically) on the school's policy and procedures and that they understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns first verbally, and then in writing, to the designated senior person responsible for child safeguarding;

- ensure that the school's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the proprietors regarding this;
 - ensure 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
 - link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements;
 - help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- **Lead online safety**
 - Ensure appropriate filtering and monitoring systems and processes are in place;
 - Understand, monitor, and regularly review the effectiveness of the filtering and monitoring systems and processes in place;
 - ensure that all staff and volunteers understand the filtering and monitoring systems and recognise how to report any concerns related to these;
 - ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Records

Brief and accurate written notes will be kept of all incidents of possible child protection or child in need concerns relating to individual pupils. These include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of any action taken, decisions reached and the outcome.

Child Protection records are not open to pupils or parents. They may only be accessed by the DSL or the Head. Referrals made to Children's Services under Leicester City, Leicestershire & Rutland Safeguarding Children Boards procedures will be recorded on the Interagency Referral form. If a pupil is withdrawn from the school having not reached the normal date of transfer; due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted and to ensure that their educational records are sent without delay to that school. If the parent/carer fails to provide this information, an urgent referral will be made to the Local Authority in order that they might make further enquiries. If educational records are sent to this school concerning a child who is not registered by the parent, the records will be returned to the sending school with a note, advising them to refer to their Local Authority.

A child's name will only be removed from the school's Admissions Register in accordance with the Pupil Registration Regulations and working in line with Part 1, Further Information (Keeping Children Safe In Education).

Child Protection records will be sent to receiving schools separately and under a confidential cover. The content of Child Protection Conference or Review reports prepared by the school will be in accordance with the Local Authority criteria and will, wherever possible, be shared with the parents/carer in advance of the meeting. The school will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate records of those with Parental Responsibility and details of at least 2 emergency contacts. Pupils will only be released to the care of those with Parental Responsibility or someone acting with their written consent.

Confidentiality

We regard all information relating to individual child protection issues as confidential and we treat it accordingly. We pass information on to appropriate persons only. Working notes will be kept on file. It must be made clear that the person confided in as an adult, must tell someone else so that the abuse can be dealt with. Keeping secrets with a child when told about an abusive situation, only adds to the abuse. If a child requests a talk 'in confidence' meaning 'don't tell anyone else', the member of staff will explain that they cannot promise to do so. If an adult who works with children is in any doubt about whether to share information or keep it confidential, then guidance must be sought from the DSL. Any actions should be in line with locally agreed information sharing protocols. While staff need to be aware of the need to listen to and support children and young people, they can only promise to act in the best interests of the child and that they will keep them informed of what is happening. If the child then refuses to talk, staff should ensure that they know of other agencies they can turn to e.g. Child Line: 0800 1111.

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Partnership.

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. The data protection laws 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.

Family Help

All staff work together to identify children who may benefit from family help, so that support may be provided as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Any child may benefit from family help, but staff are particularly alert to the potential need for family help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage, and
- is a privately fostered child.

St Crispin's follows LSCPB procedures for arranging family help assessments. At Tier 2, we undertake our own assessment to identify need and single agency support for children. The LSCPB Early Help Assessment is used when single agency help is not bringing expected outcomes and a multi-agency whole family plan is being considered at Tier 3.

Working in Partnership with Parents

We work in partnership with parents or carers to secure the best outcomes for our children. All parents need to understand that we have a duty to safeguard and promote the welfare of the children of our school, that this responsibility necessitates a child protection policy and procedures, and that we may need to share information in partnership with other agencies when there are concerns about a child's welfare. Parent/carer(s) will also be reminded that, where appropriate, any referral will be discussed with them before the referral will be made. However, parent/carer(s) will not be contacted, nor will the referral be discussed, where it is felt that to do so would place the child at an increased risk of harm, for alleged or suspected sexual abuse, where the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, and/or where children's social care or the LADO have advised as such; the reasons for this course of action will be documented on the referral. The child's safety and welfare will always be our main priority.

All parents applying for places at this school will be informed of our safeguarding responsibilities and the existence of this policy. In situations where pupils sustain injury or are otherwise affected by an accident or incident while they are the responsibility of the school, parents will be notified of this as soon as possible.

We will therefore communicate as clearly as possible about the aims and ethos of the school including:

- using clear statements in our brochures and correspondence;
- involving pupils in the development of Codes of Conduct and Behaviour policies and communicate these to parents;
- liaising with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families;
- being alert to the needs of parents/carers for whom English is an additional language (EAL);
- supporting parents in understanding online risks and sharing guidance on protecting young people online;
- keeping parents informed as and when appropriate, including seeking to discuss any concerns about a child's welfare with parents.

Responding to Parents

The Head must be notified of a concern before involving parents in conversations about abuse. It is important to be open and honest with parents and where appropriate, they should be informed as soon as possible about any concerns regarding their children. Parents will always be told the source of a referral if it comes from a professional agency e.g. a school. Members of the public can ask to remain anonymous. An honest approach is always more productive and likely to help a school's future relationship with the parents. In cases of alleged abuse, especially in cases of sexual abuse, social services should be informed first, in case the alleged abuser is part of the household and they might put pressure on the child to deny or withdraw the allegation. We recognise that most sexual abuse is committed by individuals known to the victim. Staff must be careful neither to blame parents nor to dismiss allegations because they believe the parents are considered to be not the sort of people who would abuse their children.

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for

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

Parents are reminded that in matters of parental contact or residency, the school will not act as a mediator for parents. The school will seek to protect the interests of the child, first and foremost. Any parent asking the school to get involved in contact disputes must refer such matters to the appropriate authorities, such as the court and CAFCASS/NSPCC. Parents wishing the school to actively take sides outside the best interests of the child will find their child is referred to the appropriate relevant agency to protect the child, including from being at risk of emotional harm. Contact orders must be given to the school by the parents so that these can be meticulously followed, including any timely revisions, in accordance with our school's terms and conditions.

Support to families

We believe in building trusting and supportive relationships with families, staff and volunteers.

We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.

We will continue to welcome the child and the family while investigations are being made in relation to any alleged abuse.

We follow the Child Protection Plan as set by the child's social care worker in relation to the Nursery/School's designated role and tasks in supporting that child and their family, subsequent to any investigation.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Partnership.

Parent's Contact Information

As a school we do not give out contact information/personal details to other parents, without the permission of parents. All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children.

First Aid and Medical Plans

Except in cases of emergency, first aid will only be administered by qualified First Aiders. All first aid treatment will be recorded and where significant will be shared with parents/carers at the earliest opportunity. Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a medical plan that has been agreed with the parents.

Pupils at school with medical conditions are properly supported so that they have full access to education, including school trips and physical education. Arrangements are put in place, where required, to respond to the needs of individual pupils. Health and social care professionals, pupils and parents are consulted as necessary to ensure that the needs of children with medical conditions and allergies are properly understood and effectively supported.

See the *Allergy Policy* for further information.

Staff taking medication or other substances

Staff members may not be under the influence of alcohol or any other substance, which may affect their ability to care for children. If any member of staff is taking medication, which may affect their ability to care for children, those practitioners should seek medical advice and should inform the Head. The Head will review the medical advice, in consultation with the member of staff. The school will only allow practitioners to work directly with children if the medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Should a member of staff need to bring their medication to school with them, it must be securely stored, in their locker or in the school office, out of the reach of children at all times.

Promotion of Welfare

The ethos of St Crispin's School is to promote social and moral well-being, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults. All our pupils are encouraged to take part in a large number of charitable activities including supporting those that work on behalf of children living in less favourable conditions than is acceptable. We see this as making an important contribution towards the development of the whole person, who grows up to value society and expect to make a personal contribution towards society as a whole.

Equal treatment

We are committed to equal treatment for all, regardless of an individual's age, disability, sex, race, ethnicity, religion or belief, sexual orientation, or social background. 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.

We recognise that provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need. We also recognise our duty to make reasonable adjustments for disabled children and young people.

Please refer to our *Equality and Diversity Policy* for further information.

Physical Contact and Intervention

We recognise that there are circumstances where touch is appropriate in the context of working with children, and all staff will be given 'Safe Practice' guidance to ensure they are clear about their professional boundary. St Crispin's School follows the *Revised Guidance for Safer Working Practice for Adults working with Children and Young People in Education settings (2019)*, and staff are aware that they '...need to ensure that any physical contact is not open to misinterpretation' and 'the level and type of physical contact should reflect the educational and social needs of the child'.

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness. Staff who are likely to need to use physical intervention will be appropriately trained. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. The *Behaviour Policy* includes the power to use restrictive interventions, including reasonable force, and provides further exemplification of when this may be used. St Crispin's School follows the *Restrictive interventions, including use of reasonable force, in schools (2026)*.

Child-on-child abuse (including harassment and violence)

Child-on-child abuse is a safeguarding issue for both victim and alleged perpetrator, it is preventable and it may involve serious physical harm or threats involving weapons.

Bullying, harassment, victimisation and discrimination will not be tolerated. Child-on-child abuse can also take a number of other forms, including online bullying, sexual violence, sexual harassment, physical abuse, up-skirting, making or sharing of nudes or semi-nudes, initiation/hazing type violence and rituals. We have a zero-tolerance approach to child-on-child abuse. Any kind of child-on-child abuse is unacceptable: abuse is abuse and should never be tolerated or passed off as 'banter', 'just having a laugh', or seen as an acceptable part of growing up. We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

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. Our curriculum, student council, and pastoral support systems aim to minimise the risk of child-on-child abuse and allow early identification of potential issues. Preventative education prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

Child-on-child abuse should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school should report its concerns to the local authority social care department. Allegations will be handled in the same way as any disclosure, taking care to reassure the child that they will be taken seriously, supported and kept safe.

Although it is more likely that girls will be victims and boys perpetrators, all reported cases of child-on-child abuse are unacceptable and will be taken seriously.

Staff dealing with a report of child-on-child abuse must consider:

- the wishes of the victim;
- the nature of the incident: has a crime been committed or are there concerns such as HSB?
- the age and developmental stage of the child involved;
- any power imbalance (age, confidence, SEND, etc);
- is it a one-off incident or a sustained pattern of abuse?
- any ongoing risk to the victim, other children or staff;
- other related issues (contextual safeguarding).

A report of sexual violence requires the immediate completion of a needs and risk assessment. In other cases, the need for a risk assessment should be considered on a case-by-case basis. The risk assessment should consider the victim, the perpetrator, other children, and staff.

Where it is not deemed necessary to complete a referral, a full investigation will be carried out by the DSL and/or Head, who is likely to be aware of other related issues.

Following a report of child-on-child abuse, support will be put in place for the victim, the perpetrator, and other children in the class; this will continue to be provided and regularly monitored until it is deemed that the risk no longer remains.

All incidents of child-on-child abuse should be recorded, in detail, on an incident slip.

Please refer to the school's Anti-Bullying Policy and Behaviour Policy.

Upskirting

Upskirting is a form of child-on-child abuse that is recognised as a criminal offence; the offence of upskirting came into force in April 2019 and has been included in the list of examples of child abuse that staff should look out for. Upskirting involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Perpetrators could face up to two years in prison if convicted.

As a criminal offense, any cases of upskirting should be reported to the police.

Children with SEND

Children with SEND have exactly the same human rights to be safe from abuse, neglect and exploitation, to be protected from harm as non-disabled children. Children with SEND do however require additional action. This is because they experience greater and created vulnerability as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairments. There are also additional barriers when recognising abuse, neglect and exploitation, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration,
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children,
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,
- communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,
- the need for intimate care or that these children are isolated from others,
- that these children are more likely to be dependent on adults for care, and
- these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the special educational needs coordinator (SENCO).

Child's Death

In the event of a death of a child/young person, the emergency services will normally be called and the child taken to hospital, unless the police decide it is not appropriate to move the child's body immediately. The Head must notify the LSCPB Child Death Overview Panel (CDOP) office based at Beaumont Leys Health Centre. Notification can be received via either secure haven fax on 0116 2958712, or by telephone on 0116 2958715.

In the immediate aftermath of a child's death, a copy of "When a Child Dies – a guide for families and carers" will be offered to all bereaved families or carers in order to support them through the child death review process. In addition to supporting families and carers, staff involved in the care of the child will also be considered and offered appropriate support.

Dealing with allegations of abuse against teachers and other staff

It is essential that any allegation of abuse made against a teacher or other member of staff (including supply staff, trainee teachers, volunteers, and contractors) is dealt with fairly, quickly and consistently, in a way which provides effective protection for the child, and at the same time supports the person who is the subject of the allegation. We ensure that allegations or concerns against staff are dealt with in accordance with the framework for managing cases of allegations of abuse against people who work with children, as set out in Part 4 of KCSIE. Allegations found to be malicious should be removed from personnel records. Records must be kept of all other allegations, but any that are not substantiated, are unfounded or malicious will not be referred to in employer references. Further details on the procedure for dealing with allegations of abuse against teachers and other staff is detailed later in this policy.

Allegation of abuse of a child who is not a pupil at the school

If the school was given information that suggested that a member of staff was abusing a child who is not a pupil at the school, we would immediately pass such information to the LADO to handle. We would then formally advise the employee of the allegation, making it clear that the school would not play any part in the investigatory process. The employee would be advised of the possibility of facing suspension, re-assignment to other duties etc, in exactly the same way as if the allegation had involved a pupil at the school. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming their career.

Dismissal or resignation after misconduct

Independent schools are also under a duty to consider making a referral to the *Teacher Regulation Agency (TRA)* where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Further guidance is published on the TRA website. Where a referral has been made to the DBS, a referral should also be made to TRA, and these referrals will be considered in parallel. Where a dismissal does not reach the threshold for DBS referral, separate consideration should be given to a TRA referral.

The School ensures that the safeguarding policy which applies to the rest of the school also applies to the EYFS. We inform Ofsted immediately (on the same day), or as soon as is reasonably practicable, but certainly within 14 days, of any allegations of serious harm or abuse by any person living, working or looking after

children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere). This could include any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

Disqualification

In accordance with regulations made under Section 75 of the Childcare Act 2006, in the event of the disqualification of a registered provider, the provider must not continue as an early years provider – nor be directly concerned in the management of such provision.

Where schools, receive information and are satisfied that an individual working in a relevant setting falls within one of the disqualification criteria in the 2018 regulations they must inform the individual of this and explain the implications of disqualification to them, including whether they can apply to Ofsted for a waiver of disqualification (for example, Ofsted cannot grant a waiver to an individual who is on the Children's Barred List) and make clear what information the individual will need to share with Ofsted and why. Schools should explain to the individual that details about how to make an application for a waiver, and a copy of the form, can be found in the Ofsted fact sheet: Applying to waive disqualification: early years and childcare providers. Ofsted will need the individual to complete the waiver application accurately and fully and will need information about the individual. This should include, where this information is available or known:

- details of any order, determination, caution, conviction, or other ground for disqualification from registration under the 2018 regulations
- the date of the order, determination, caution, conviction, or the date when the other ground for disqualification arose
- the body or court which made the order, determination, caution or conviction, and the sentence/disposal (if any) imposed
- a certified copy of the relevant order (in relation to an order, caution or conviction) - schools should not request DBS certificates from third parties, or copies of a person's criminal record obtained directly from the police, prison service, probation service or courts, as this would be considered an enforced subject access request, which is a criminal offence

A school must not continue to employ an individual who is disqualified in connection with early or later years childcare provision, nor should a disqualified individual provide or be directly concerned in the management of such provision unless they have received a waiver from Ofsted, which covers the role that they wish to undertake.

Staff Code of Conduct - Power, Positions of Trust and Staff Behaviour

All our staff are aware that *Teacher Standards 2012* states that teachers, including the Head, should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties. These standards also apply to trainees, inductees, Newly Qualified Teachers and we fully adhere to these standards with rigour; applying our school disciplinary procedures, where appropriate, in cases of misconduct. Our school has a *Staff Code of Conduct* provided to all staff and volunteers who are expected to adhere to a professional code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the school's Behaviour Policy.

Contractors

Building contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this policy and the reasons for it. Short-term contractors will be under constant supervision while on-site. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks and Barred List checks to be undertaken. The above checks will be undertaken by the Head when individual risk assessments deem this to be appropriate.

During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the school's professional code of conduct for staff.

Use of ICT

More detailed information regarding the use of ICT can be found in St Crispin's School *Computer Usage and E-Safety Policy*.

"Cyber bullying is the unacceptable face of new technology, and we need concerted action across society to address it." (Kevin Brennan, former Parliamentary Secretary of State for Children, Young People and Families)

All computer equipment and internet access within our school is subject to appropriate controls, including filtering and monitoring, and Internet safety rules. Use of any ICT equipment is closely supervised, and we expect this level of supervision to be applied in the home. Safety controls within school are in place at all times. Staff are expected not to use any computer for personal reasons during school hours, unless this is essential, and then, only during their non-contact time, and when children are not present. Technology offers fantastic opportunities for children. However, it can be misused, and this can be very painful for those, both children and teachers, who are the targets of cyber bullying. Adults need to help the children and young people prepare for the hazards of using ICT while promoting the many learning and social opportunities available.

We also outline within our Application Form further details around computer and internet security.

Support and education with regards to online safety is provided to all students, including the risks of generative AI use. Parents are supported in understanding and responding to risks online in order to keep their children safe.

Within school, appropriate filtering and monitoring systems are in place and a review of their effectiveness is carried out at least once every academic year. Reviews are carried out by the SLT, with the support of the DSL. They include checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record is kept of these checks. The DSL ensures that the SLT and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. In assigning network access, we consider the number of and age range of the children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

If staff contribute to internet blogs or access social networking sites such as Facebook, they should neither mention the school nor make any reference to the school or their employment at the school. Staff are also strongly advised not to communicate with parents or pupils via social networking sites, as they may inadvertently place themselves in compromising situations, which may cause themselves embarrassment or bring the school's name into disrepute.

Use of Mobile Phones and Camera's within the EYFS and the whole School

There is no use of personal mobile phones or cameras within the whole school. See the separate policy on Use of Mobile Phones and Camera's and Taking, Storing and Using Images.

Website Child Protection Policy

The school operates the following policy on its website regarding the use of photos, to ensure the privacy and safety of children at the school:

- Where a child is named, no photograph of that child is displayed
- Where a photograph is used which shows a child, no name is displayed
- Where children are named, only their first names are given

Observing these points, the school ensures that visitors to the website cannot link images of children to names of children.

When choosing images for the website, the school is mindful of the way children may appear in them, and will not include images which are in any way inappropriate. No other information about children is ever published on the website such as surnames or contact details.

A "Record of Processing" will document and assess the risks associated with collecting and publishing photographs that may lead to the identification of pupils/students on school websites and social media channels. An "Impact Assessment" will also be carried out for the publication of photographs. St Crispin's will clearly communicate the associated risks to parents and pupils, including this new risk of deep fake child abuse images originating from the school website / social media. The views of parents and pupils are taken into account, and they are given the chance to object or withdraw their consent regarding the use of their photographs on the website or social media.

Making or sharing of nudes and seminudes

This refers to the creation, sending or posting of nude or semi-nude images by young people under the age of 18. The term 'images' includes all visual content, such as photographs, videos and livestreams. They can be sent using mobile phones, tablets, smartphones, laptops – any device that allows a person to share media and messages. Images may be taken by the child themselves (sometimes referred to as 'self-generated imagery') or taken or created by another person. They may also be digitally altered or wholly generated using artificial intelligence, including what are sometimes described as 'deepfakes' or 'deep nudes'.

Children may see the exchange of images as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if:

- They take an explicit photo or video of themselves or a friend
- Share an explicit image or video of a child, even if it's shared between children of the same age
- Possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created

What are the risks?

- No control of images and how they are shared.
- Blackmail
- Bullying
- Harm and self-harm
- Psychological damage
- Danger of images shared with predators

Safeguarding in Education: Curriculum

As a school we will educate and encourage pupils to Keep Safe through a school ethos and curriculum which promotes a positive, supportive and secure environment and gives pupils a sense of being valued. We recognise that our senior leadership team need to ensure that teachers incorporate elements of safeguarding into their lesson objectives and schemes of work, so that safeguarding is seen as part of wider teaching and learning. We create a culture that helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued. We recognise the contribution the school can make to helping keep children safe throughout the teaching of self-safeguarding skills and encouragement of responsible attitudes to adult life through. Our teaching of Personal, Social, Health and Economic Education (PSHEE); Relationships and Sex Education (RSE); and Citizenship helps to develop appropriate attitudes in our children and it makes them aware of the impact of their decisions on others. Integral to this, is our policy concerning Social, Moral, Spiritual and Cultural (SMSC) education.

We also teach them how to recognise different risks in different situations, and how to behave in response to them. We teach them how they can keep themselves safe, both on-line and off, and who to ask for help if their safety is threatened. Pupils are taught about mental and physical health and wellbeing to build resilience and equip them to stay happy and healthy.

The outcomes we want our pupils to achieve are to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic wellbeing. We are fully aware, and implementing, our responsibility to provide a safe learning environment for children to live, learn and play to ensure that no child is left behind and all children flourish in our care. We pride ourselves on our culture of open and effective communication between the staff and pupils, and on our excellent pastoral support structures at the school.

We prepare all our pupils to make reasoned, informed choices, judgments and decisions. From time to time staff will base circle time and assemblies on related topics.

We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.

We teach children about healthy relationships, in-line with the introduction of compulsory relationships education and RSE from September 2020, so that the children can be happy, safe, and secure within their relationships. Our programme for relationships education helps children develop an understanding that both online and offline relationships carry both risks and rewards, and where and how they can seek support or advice.

Preventative education prepares our children for life in modern Britain and creates a culture of understanding, with zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. RSE tackles at an age-appropriate stages issues including healthy and respectful relationships; boundaries and consent; stereotyping, prejudice and equality; body confidence and self-esteem; how to recognise an abusive relationship, including coercive and controlling behaviour; the concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support; what constitutes sexual harassment and sexual violence and why these are always unacceptable.

We create within the Nursery/School a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.

We ensure that this is carried out in a way that is developmentally appropriate for the children.

Safety in School

No internal doors to classrooms will be locked while pupils are present in these areas. Entry to our school premises will be controlled by doors that are secured physically or by constant staff supervision. Authorised visitors to the School will be logged into and out of the premises and will be asked to wear their identity badges or be issued with School visitor badges. Unidentified visitors will be challenged by staff or reported to the Head, School Office, the Police, or the Leicester Safeguarding Children Partnership Board.

Carelessness in closing any controlled entrance will be challenged. Parents, carers or relatives may only take still or video photographic images of pupils in school or on school organised activities with the prior consent of the school and then only in designated areas. Volunteers will work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of the School.

Planning EYFS

The layout of the rooms allows for constant supervision and free flow is encouraged; children need to become independent over toileting and a watchful eye is kept on the nursery children at all times. The correct child to adult ratio is maintained at all times. No child is left alone with volunteers in a one-to-one situation without being visible to others. All volunteers and students are DBS and reference checked. An open-door policy is in place.

Our Safeguarding Procedures

Where a member of staff suspects abuse or a child/young person makes a disclosure of abuse or neglect:

We will:

- Take the child seriously
- Reassure the child that they are being taken seriously
- Listen carefully and record their concerns
- Tell the child they have done the right thing by telling us
- Reassure the child that they will be supported and kept safe
- Clarify if necessary
- Make an accurate record as soon as possible
- Make the next steps clear
- Inform the DSL without delay

We will not:

- Promise confidentiality
- Investigate
- Ask leading questions
- Repeatedly question/ask the child to repeat the disclosure over and over
- Give the impression that the child is creating a problem by reporting abuse, sexual violence or sexual harassment
- Cause the child to feel ashamed for making a report

Suspicious bruising or other injury should be mentioned at once so that information can be gathered and appropriate action taken. Use the diagrams on the reverse of the Concern Form to indicate place and nature of injuries.

If at any time we consider that the child may be defined as a child in need (Children Act 1989), or that the child has suffered significant harm or is likely to do so, we will immediately refer to children's social care services. If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children's social care immediately, or if a crime has been committed the police may be called. NPCC - When to call the police is used to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do. We understand that within one working day of a referral being received, a local authority social worker should make a decision about the type of response that is required and inform us, if we have been the referrer, whether:

- the child requires immediate protection and urgent action is required;
- the child is in need, and should be assessed under section 17 of the Children Act 1989;
- there is reasonable cause to suspect that the child is suffering or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
- any services are required by the child and family and what type of services; or
- further specialist assessments are required in order to help the local authority to decide what action to take.

It is not the role of adults in our school to investigate or resolve allegations of abuse. Once an adult has clarified that a concern is present, cease questioning the child and pass the information on to the Designated Safeguarding Lead without delay. Adults must not think 'I can protect this child better on my own.' Adults working with a child often know something, which no one else knows. Our staff will share anything they know with the DSL. Referrals can also be made directly by staff.

- It is explained to the child that this information will need to be shared with particular people in order to help them.
- We do not promise to keep secrets – all allegations of harm and potential harm must be acted upon.
- Report it to DSL immediately.
- If there is a requirement for immediate medical intervention, assistance will be called for.
- We make an accurate written record (which may be used in any subsequent court proceedings), within 24 hours of the disclosure, of all that has happened, including details of:
 - what they have observed and when;
 - injuries;
 - times when any observations / discussions took place;
 - explanations given by the child / adult;
 - what action was taken;
- The records must be signed and dated by the author

Following a report of concerns from a member of staff, the DSL must:

Decide whether or not there are sufficient grounds for suspecting significant harm.

If there are grounds for concerns they must contact the Children and Young Peoples' Service: Duty Advice Service (DAS) on 0116 454 1004, who will advise on whether a Multi-Agency Referral Form must be completed. You will be expected to provide the following information (where possible):

- Parents details
- Home address
- Ethnic origin
- Religion
- Details of any other key agencies involved
- A clear statement of the known facts, any suspicions or allegations, and whether or not there has been any contact with the child's family

Calling the DAS to discuss concerns does not constitute a child abuse referral and may well help to clarify a situation. The DSL will decide if a referral should be made to the LADO, and will do so within 24 hours of a disclosure.

The DSL must confirm any referrals in writing to Children's Social Care, within 24 hours, including the actions that have been taken. The written referral should be made using the Multi-Agency Referral Form (MARF) available from Leicester Safeguarding Children Partnership Board.

Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether, and if so when and by whom, the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the DSL should help the parents understand that a referral is in the interests of the child and that the school will be involved in the enquiry or police investigation, as per the Children Act 1989. Where a known

social worker is already involved with the family, we will inform them of our concerns and actions accordingly. Parent/carer(s) are obliged to inform us of any external agency involvement in keeping with our school's terms and conditions. Where we have received no reply from children's social care services about the type of response that is required within three days of a referral, we will immediately inform the appropriate line manager in children's social care to establish progress.

When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DSL should take the child to the Accident and Emergency Unit at the nearest hospital, having first notified Children's Social Care and sought advice about what action Children's Social Care and /or the police will take and who and how the parents will be informed, remembering that parents should normally be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until Children's Social Care and the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. If the decision is made not to inform the parents there must be a responsible adult with the child at all times, whether from the school, Children's Social Care or the police. We understand that there are no absolute criteria on which to rely when judging what constitutes significant harm. We understand that the LSCP procedures require us to consider the severity of the ill-treatment which may include the degree and the extent of physical harm, the duration and frequency of abuse, neglect and exploitation, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements. Sometimes a single traumatic event may constitute significant harm, such as poisoning or a violent assault. However, more often it is a compilation of significant events, both acute and longstanding, which can change or damage a child's physical and psychological development.

In dealing with allegations or suspicions against an adult in the school environment, inclusive of all staff, volunteers, contractors, or other adults:

- Report to the Head or Proprietor any concern about the conduct of other school staff, volunteers, or other adults on the school site.
- Inform the Heads or Proprietors as soon as practical if a child makes an allegation against a member of staff, volunteer, or other adult on site.
- The DSL will consider whether the allegation may meet the harms threshold or whether an onward referral to the LADO is required.

Low-level concerns: concerns that do not meet the harms threshold

St Crispin's School aims to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff. Staff and students are encouraged to share any concerns, so that appropriate actions may be taken. Prompt and accurate reporting will allow us to:

- identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Low-level concerns do not meet the harms threshold and could 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
- using inappropriate sexualised, intimidating or offensive language

All concerns will be investigated and records kept to establish whether these may form part of a wider pattern of behaviour over time. Action will be taken to reinforce expectations and correct unwanted or unhelpful behaviours from staff.

All low-level concerns should be reported to the Head or Proprietor and a written record made. Low-level concerns which are shared about supply staff and contractors are notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. Records must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

Following a report of a low-level concern, the Head or Proprietor will collect as much evidence as possible by speaking:

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

At St Crispin's we aim to minimise low-level concerns by ensuring all staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others. We:

- empower staff to share any low-level safeguarding concerns
- address unprofessional behaviour and support the individual to correct it at an early stage
- handle and respond to such concerns sensitively and proportionately when they are raised

Outcomes of the investigation will be recorded and corrective action to address unprofessional behaviour will be documented.

Allegations that may meet the harms threshold

Allegations may meet the threshold where teachers and other staff have:

- 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
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In the case that an allegation is made against a member of staff:

- The DSL is responsible for looking after the welfare of the child.
- The proprietor will act as the case manager, discussing the allegation with the LADO, agreeing a course of action and supporting the member of staff.

If appropriate, the DSL/proprietor may nominate a deputy in their place.

The Heads or Proprietors will contact the Local Authority Designated Officer (LADO) on 0116 454 2440: the current LADO for Leicester is Jude Atkinson or Elisha Ward.

If the Heads or Proprietors are absent the allegation is passed to the Deputy Safeguarding Officer (DSO). In the case of serious harm the police are informed from the outset. In borderline cases a discussion may be held with the LADO without naming the individual.

If the allegation concerns the Head or Proprietor, the person receiving the allegation should immediately inform the LADO without first informing the Head or Proprietors. In the case of serious harm, the police are informed from the outset.

St Crispin's School will not undertake our own investigations of allegations without prior consultation with the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations. Basic enquiries may be made in order to establish facts to support the LADO, such as:

- was the individual in the school or college at the time of the allegations?
- did the individual, or could they have, come into contact with the child?
- are there any witnesses? and,
- was there any CCTV footage?

Parents or carers of the child or children involved will be formally told about the allegation as soon as possible. The case manager (usually the proprietor) will consult the LADO and where involved children's social care and/or the police on what information can be disclosed. Parents will be kept informed about the progress of the case, but only in relation to their child – no information can be shared regarding the staff member. They will also be made aware of the requirement to maintain confidentiality and unwanted publicity about any allegations made against teachers in schools whilst investigations are in progress as set out in section 141F of the Education Act 2002.

St Crispin's does not use supply staff, but if supply staff were used and allegations or suspicions were raised, the DSL would take the lead while keeping the supply agency fully informed and involved. In no circumstances would the school simply cease to use supply staff for safeguarding reasons.

All Staff are reminded of the need to exercise professional judgement in order that they do not leave themselves exposed to the risk of vexatious allegations particularly in one to one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on. Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references. Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. The school complies with legislation whereby it is an offence to:

- "knowingly employ (or take on as a volunteer), in an Disclosure and Barring Service (DBS) regulated activity, someone who is barred from such activity." (*NB this is in effect not a new requirement: it broadly replaces an offence under protection of children legislation which had existed since 2000*); or
- not refer to the DBS details of anyone who is removed from regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

The School reports to the Disclosure and Barring Service (DBS) whose contact details for referrals is DBS Barring, PO Box 3963, Royal Wootton Bassett, SN4 4HH, immediately upon leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because the person is considered unsuitable to work with children. You can either make a referral via a secure online form or by downloading a paper form and posting it to the address above. Both forms can be found on the DBS website www.gov.uk/dbs.

In the above context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. We ensure that reports include as much evidence about the circumstances of the case as possible. We also ensure that 'Compromise Agreements' never apply

in such circumstances. We also appreciate that failure to make a report constitutes an offence and that the school may be removed from the DfE register of independent schools.

We are aware that there are restrictions on the reporting or publishing of allegations against teachers, and so the school makes every effort to maintain confidentiality and guard against unwanted publicity. We are aware that these restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case.

We understand that Proprietors of Independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources. Where a dismissal does not reach the threshold for DBS referral, separate consideration is given to a *Teacher Regulation Agency (TRA)* referral. If there has been a substantiated allegation against a member of staff, the school works with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future. We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of our service delivery.

We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too. There is refresher training every year for existing employees, who are also advised of any new legislation that comes into place.

St Crispin's School complies with the Disqualification Under the Childcare Act 2006 revised August 2018.

All staff/Volunteers including our Site Manager and Office staff may come into contact with Nursery and children under 8 both inside and outside of our School hours; St Crispin's Staff have elected to sign the declaration as part of their holistic duty towards safeguarding this encompasses the disclosure of any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us); that they are still medically fit and able to work with children; that their family circumstances have not changed during the past year and that they have read and understood and will work within the Nursery/School policies and procedures.

Where staff applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.

Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child. Our application form invites parents/carers to put in writing to the Head any objections to their child being photographed/filmed and parental wishes will always be considered and adhered to whenever possible.

St Crispin's School is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2006). All staff have read and have signed to say that they understand the government document KCSIE Part 1, and Annex A for leaders and those who work directly with children. Since February 2015 a copy of KCSIE Part 1 has been given to all new staff and volunteers, with Annex A also provided to those working directly with children.

Signs of Abuse NSPCC Website: From <http://www.nspcc.org.uk/>

- Talks of being left home alone or with strangers.
- Poor bond or relationship with a parent, also known as attachment.
- Acts out excessive violence with other children.
- Lacks social skills and has few if any friends.
- Doesn't cry or respond to parent's presence or absence from an early age.
- Reaches developmental milestones late, such as learning to speak, with no medical reason.
- Significantly underweight but eats well when given food.
- Becomes secretive and reluctant to share information.
- Reluctant to go home after school.

- Unable to bring friends home or reluctant for professionals to visit the family home.
- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for sports etc.
- Wets or soils the bed.
- Drinks alcohol regularly from an early age.
- Is concerned for younger siblings without explaining why.
- Becomes secretive and reluctant to share information.
- Talks of running away.
- Shows challenging/disruptive behaviour at school.
- Is reluctant to get changed for sports etc.

St Crispin's school recognises that children absent from education can act as a vital warning sign of a range of safeguarding possibilities, so early intervention is necessary to identify the existence of any underlying safeguarding risk. Please refer to our *Absent from Education Policy* for further detail.

Types of abuse, neglect and exploitation taken from KCSIE

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. 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, including where they see, hear or experience its effects. 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. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

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.

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 verbal abuse, such as persistent criticism, belittling, or name-calling, as well as 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 from 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.

Sexual abuse: involves forcing, causing or inciting a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, such as acts of penetration, whether that is with part of a person's body or an object (e.g. rape or assault by penetration), and non-penetrative acts such as masturbation, kissing, rubbing, and touching over clothing. Sexual abuse may also include noncontact 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. Sexual abuse can take place online as well as offline, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Children can be sexually abused within the family, an institution or a community setting, and are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

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, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children in need: A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. The local authority provides services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Responding to suspicions of abuse

St Crispin's School acknowledge that abuse of children can take different forms: physical, emotional, and sexual, as well as neglect. When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:

- significant changes in their behaviour;
- deterioration in their general well-being;
- their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
- changes in their appearance, their behaviour, or their play;
- unexplained bruising, marks or signs of possible abuse or neglect; and
- any reason to suspect neglect or abuse outside the Nursery/School.

All staff 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. Mental health concerns are reported in the same way as other safeguarding concerns so that immediate action may be taken.

We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability. We take into account and fully investigate and report to the LCC Children Absent from Education if a child becomes Absent from Education. See Attendance Policy and Absent from Education Policy.

We recognise the signs that pupils may be at risk from serious violence, CCE and CSE including 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, signs of assault or unexplained injuries, and unexplained gifts or new possessions that could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. We recognise that both girls and boys are at risk of criminal exploitation (including financial exploitation), though the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not

be the same for boys and girls, but both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

We recognise that CCE and CSE can be committed or facilitated by an organised network or gang, and victims may identify as part of this group. This may constitute modern slavery, so a relevant child protection and modern slavery referral should be completed where a potential victim of CCE or CSE is identified.

We understand that there are specific risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

We are aware of other factors that affect children's vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; criminal exploitation including financial exploitation and cyber crime; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation (FGM); that may affect, or may have affected, children and young people using our provision – we recognise that FGM is a criminal offense and as such staff are aware that it is mandatory for them to report FGM directly to the police.

We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or "honour based" violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting our older children and young people who we may come into contact with.

Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns.

Where such evidence is apparent, the child's key person/staff makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the 'designated person'. The information is stored on the child's personal file. The record will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome

We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation. In some cases this may require the involvement of the police or another agency identified by the Local Safeguarding Children Partnership.

We take care not to influence the outcome either through the way we speak to children or by asking leading questions of children.

We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the DSL or DSO may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

Mental health

All staff are aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If a child is struggling with their mental health, self-harming, has an eating disorder or is experiencing suicidal ideation and making plans to end their life, there are likely to be potential warning signs which education staff are well placed to recognise. These include:

- significant changes in behaviour,
- ongoing difficulty sleeping,
- withdrawing from social situations,
- not wanting to do things they usually like, and
- physical signs of self-harm or neglecting themselves.

The Head Master and CFO are trained to support students and their families to access appropriate support where mental health concerns have been raised, this may be in the form of early interventions, or appropriate specialist support.

We recognise that where children have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

St Crispin's creates a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. Our curriculum provides strategies to identify risks and support physical and mental health, including physical activity, healthy eating, and healthy relationships.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, and concerns should be reported to the designated safeguarding lead or a deputy. If staff feel that a child is in danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently for their mental health, but it's not an emergency, staff can get help from NHS 111 online or call 111 and select the mental health option

Serious violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The designated safeguarding lead should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant, consider action to de-escalate peer conflict

Making a referral to the local authority children's social care team

We follow the procedures for recording and reporting set down by our Local Safeguarding Children Partnership. Children in Need are referred to Social Care and Children at Risk are referred immediately to the Children's Social Care.

The referral procedure for Leicester Safeguarding Children Partnership Board (LSCPb) is first to contact the Children and Young Peoples' Service: Duty Advice Service (DAS) on 0116 454 1004, who will advise on whether a Multi-Agency Referral Form must be completed or if other action should be taken.

Liaison with other agencies

We work within the Local Safeguarding Children Partnership guidelines.

The current version of 'What to do if you're worried a child is being abused' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.

We have procedures for contacting the local authority regarding child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the Nursery/School and children's social care to work well together.

Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept within the Office.

Operation Encompass

The Domestic Abuse Act 2021, section 3 recognises that a child is a victim of domestic abuse in their own right if they see, hear or experience the effects of domestic abuse and are related to either victim or perpetrator of the abuse, or either the victim or perpetrator of the abuse has parental responsibility for that child.

Operation Encompass is a police and education early information sharing partnership enabling schools to offer immediate support for children and young people experiencing domestic abuse. Information is shared by the police with a school's trained Key Adult (DSL) prior to the start of the next school day after officers have attended a domestic abuse incident thus enabling appropriate support to be given, dependent upon the needs and wishes of the child. St Crispin's works to ensure that support is in place following any reported incidents, to give the child a positive school experience and help to reduce the short, medium and long-term impact from experiencing domestic abuse.

Allegations against staff (including supply staff, trainee teachers, volunteers, and contractors)

We ensure that all parents know how to complain about the behaviour or actions of staff (including supply staff, trainee teachers, volunteers, and contractors) within the Nursery/School. **Additional guidance is available on page 25 of this document, and in the Whistleblowing Policy.**

We respond to any inappropriate behaviour displayed by members of staff, contractors, volunteers, or any other person working on the premises. The harm threshold is met if staff have:

- 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.

Examples of inappropriate behaviour includes, but is not limited to, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. Inappropriate behaviour may also include reports of behaviour outside the school premises which calls into question an individual's suitability to work with children.

We follow the guidance of the Local Safeguarding Children Partnership when responding to any complaint that a member of staff or volunteer within the Nursery/School, or anyone working on the premises occupied by the Nursery/School, has abused a child.

We respond to any disclosure by children or staff that are abused by a member of staff or volunteer within the Nursery/School, or may have taken, or is taking place; by first recording the details of any such alleged incident.

We refer any such complaint immediately to the Local Authority Designated Officer (LADO) to investigate:

Local Authority Designated Officer (based within the Safeguarding Unit) - Telephone Number: 0116 454 2440

Email: Lado-allegations-referrals@leicester.gov.uk

We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this. We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.

Where the management team and children's social care agree it is appropriate in the circumstances, the Head, member of staff, or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families throughout the process.

Any one may refer to the LADO for clarification, they do not have to go through the School. St Crispin's is an Open Environment where staff feel free to raise concerns and where children are listened to. Anybody, at any time can refer directly to the LADO.

Training

St Crispin's School is committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering young children, through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

Induction and training

The school's requirements for the training in safeguarding are as follows:

- The Designated Safeguarding Lead and any Designated Safeguarding Officers receive updated child protection training at least every two years.
- The Proprietors receive updated child protection training at least every two years.
- All staff must receive regular child protection and online safety training appropriate to their role, in line with advice from the Leicester Safeguarding Children Partnership Board.
- All staff, including temporary and peripatetic staff, the Proprietor and volunteers, must be provided with induction training that includes:
 1. The school's Safeguarding and child protection policy;
 2. Other relevant policies, including but not limited to: The staff code of conduct, behaviour policy, children absent from education policy, Staff Handbook, health & safety policy, whistleblowing policy, anti-bullying policy, computer usage and e-safety policy, prevent policy, and the missing child policy
 3. Terms and Conditions of Employment;
 4. The identity of the Designated Safeguarding Lead (DSL), the Designated Safeguarding Officer (DSO) and the Director(s) with Safeguarding Responsibility.
 5. A copy of Part 1 of Keeping Children Safe in Education (KCSIE) Department of Education and Department of Health 2024 which, in accordance with the KCSIE requirements, all staff (existing and newly appointed) are required to read, and a copy of Annex A for those who work directly with children.

Training opportunities are sought for all adults involved in the Nursery/School to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse, neglect and exploitation, and that they are aware of the local authority guidelines for making referrals. We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision. Detail is provided on how to receive a disclosure.

All staff are trained to manage a report of child-on-child sexual violence and sexual harassment. Staff respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school premises, and/or online. Staff are advised to maintain an attitude of 'it could happen here'.

Staff are aware that they should never view or forward illegal images of a child; in some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection. The school makes use of DfE guidance on Searching, Screening and Confiscation and the UKCIS guidance on nude and semi-nude images and videos.

All staff receive Safeguarding and Online Safety Training refreshers, during in house staff training at the beginning of each term, along with informal updates as required.

Local Multi-Agency Safeguarding Partnership Arrangements

There is a programme of training/updates over the course of the academic year which is on offer to early years settings and schools. All schools, including the independent sector, are included in the invitation. Education partners in the local authority collate information from schools via a Schools Safeguarding Survey/Safeguarding through Education audit. The Partnership will use this to ask specific questions each year about priority areas.

Headteachers meetings and Local Authority education briefings and bulletins are also be used as a mode of communication and engagement.

EYFS Head Mr Andrew Atkin

Designated EYFS Safeguarding Lead: Mr Andrew Atkin.

Designated Safeguarding Officer: Miss Kerry Massey

The School EYFS Department ensures that the safeguarding policy which applies to the rest of the school also applies to the EYFS. St Crispin's School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises.

St Crispin's will train all staff to understand their safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues. Training will enable staff to identify signs of possible abuse, neglect and exploitation at the earliest opportunity, and to respond in a timely and appropriate way.

These may include:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- 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;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Specific Safeguarding Issues as set out in KCSIE

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to issues such as drug taking and or alcohol misuse, unexplainable and/or persistent absences from education and making or sharing of nudes and semi-nudes can be signs that children are at risk.

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), physical abuse, gender-based violence/sexual assaults, sexual harassment, upskirting, consensual and non-consensual sharing of nudes and semi-nudes, and initiation/hazing.

Staff should be clear as to the school's policy and procedures with regards to child-on-child abuse: see behaviour policy. Children with SEND require additional support, as they may experience greater and

created vulnerability as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairments.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites.

Staff can access further information on the issues listed below via GOV.UK and Annex A of KCSIE 2026:

- Child abduction and community safety incidents
- Child criminal exploitation (CCE) and child sexual exploitation (CSE)
- County lines
- Children and the court system
- Children who are absent from education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Modern slavery and the National Referral Mechanism
- Preventing radicalisation
- Serious violence
- Honour or faith-based abuse (including female genital mutilation and forced marriage)
- Additional advice and support

Annex A contains important additional information about specific forms of abuse and safeguarding issues. All staff are required to read Annex A, as they are all likely to work directly with children. This is found in Keeping Children Safe in Education 2026, of which a copy can be found on the school Hub.

Duty to Report

We will report promptly to the DBS any person whether employed, contracted, a volunteer or student, who has harmed or poses a risk of harm to a child and who has been removed from working (that is paid or unpaid) with children, or would have been removed had he or she not left earlier.

We will also consider a referral to the TRA where a teacher has been dismissed for misconduct or would have been dismissed had he/she not resigned first. The following information will be submitted with the Teacher misconduct referral form for employers:

- details of all relevant conduct by the teacher
- all relevant evidence regarding such conduct
- all relevant evidence submitted by the teacher

Safeguarding responsibility

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information, and taking prompt action.

We have within St. Crispin's School, four key Safeguarding Staff:

- Mr Atkin, our Head master, acts as our Designated Safeguarding Lead. He has overall responsibility for any Safeguarding concerns within the school, pupils or staff.
- Miss Massey acts as our Designated Safeguarding Officer, who can provide support for the Designated Safeguarding Lead.
- Mr Christopher Lofthouse acts as our Director with Safeguarding Responsibility for any allegations against the Head.
- Mrs Catherine Lofthouse acts as our Director with Safeguarding Responsibility who can provide support with the management of Safeguarding records.

Contact details

Mr Andrew Atkin
Designated Safeguarding Lead
St. Crispin's School, 6 St. Mary's Road, Leicester, LE2 1XA
Telephone: 0116 270 7648

Miss Kerry Massey
Designated Safeguarding Officer
St. Crispin's School, 6 St. Mary's Road, Leicester, LE2 1XA
Telephone: 0116 270 7648

Mr Christopher Lofthouse
Director with Safeguarding Responsibility
St. Crispin's School, 6 St. Mary's Road, Leicester, LE2 1XA
Telephone: 0116 270 7648

Mrs Catherine Lofthouse
Director with Safeguarding Responsibility
St. Crispin's School, 6 St. Mary's Road, Leicester, LE2 1XA
Telephone: 0116 270 7648

Contact the LSCPB:

Leicester Safeguarding Children Partnership Board, 6 St. Martins, Leicester, LE1 5DB
E-mail: lcitylscb@leicester.gov.uk Telephone: 0116 454 6520

Contact Children and Young People's Service:

Children and Young People's Services
"Use One Number": Duty and Advice Service (DAS), Emergency Duty Team, Family Help Assessments
Telephone (open 24/7): 0116 454 1004

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA
E-mail: info@isi.net Telephone: 0207 600 0100

Ofsted Piccadilly Gate

Store Street, Manchester, M1 2WD
E-mail: enquiries@ofsted.gov Telephone: 0300 1234234

This School Policy was adopted by St. Crispin's School Limited on:
04.01.13

To be updated: Annually

Reviewed/Updated:

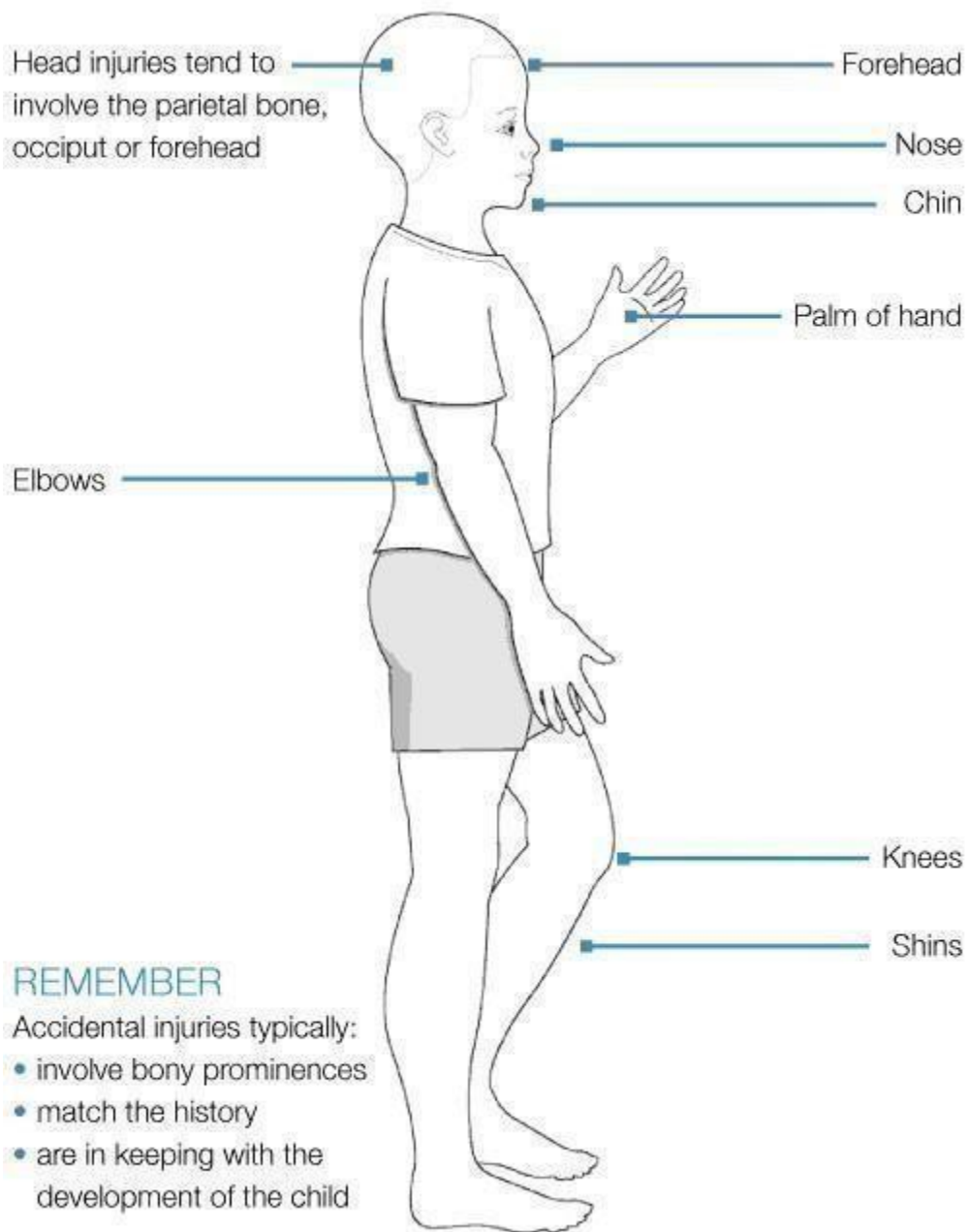
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01/09/20, 08/03/2, 01/09/21, 18/02/22, 01/09/22,
04/10/22, 01/09/23, 02/12/23, 02/09/24, 01/09/25,
01/09/26

Signed on behalf of the Provider:

A handwritten signature in black ink, appearing to read 'A. Atkin', written over a horizontal line.

Mr. A. Atkin
Head master

Appendix 1 - Common Sites for Accidental Injury



Appendix 2 - Uncommon Sites for Accidental Injury

