



SAFEGUARDING AND CHILD PROTECTION POLICY

This policy is applicable to all College Boarding and Day pupils, including those in EYFS

This Policy is available on the College website, or upon request from the School Administration Office.

This document should be read in conjunction with the following:

- Keeping Children Safe in Education 2024 dated 1 Sep 2024
- [Sexual violence and sexual harassment between children in schools and colleges guidance \(Sept 2021\)](#)
- [Review of sexual abuse in schools and colleges \(Ofsted, June 2021\)](#)
- [Working Together to Safeguard Children” \(WTTSC\) \(2023\);](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)
- [Prevent Duty \(Departmental advice for schools and childcare providers, June 2015\)](#)
- [Mandatory Reporting of FGM – procedural information \(Home Office October 2015\)](#)
- [What to do if you’re worried a child is being abused \(HM Government 2015\)](#)
- Children Act [1989](#) and [2004](#)
- [Early Years Foundation Stage 2024](#)
- [Equality Act 2010](#)
- [Supporting Pupils at School with Medical Conditions 2015](#)
- [UK Council for Internet Safety 2020](#)
- [Staff Code of Conduct Policy](#)
- [Safer Recruitment Policy](#)
- [Staff ICT Acceptable Use Policy](#)
- [Safer Practice with Technology - Advice to Staff \(KCC Guidance\)](#)
- [Online-Safety Policy](#)
- [Mobile Phone and Camera Acceptably Use Policy \(Senior School\)](#)
- [\(Use of\) Mobile Phones & Cameras Policy \(Junior School including EYFS\)](#)
- [Anti-Bullying Policy \(Junior and Senior\)](#)
- [Good Behaviour Policy \(Junior and Senior\)](#)
- [Self-harm Policy](#)
- [Prevent Duty Risk Assessment Policy Dec 23](#)
- [Missing Pupil Policy](#)
- [EYFS Supervision Policy](#)
- [Whistleblowing Policy](#)
- [Curriculum Policy inc RSE and RE in the PSHE policies \(Junior and Senior\)](#)
- [Attendance Policy](#)
- [Covid Risk Assessments and Covid Health and Safety policy](#)
- [Staff and Volunteers Code of Conduct Policy](#)
- [Low Level Concerns Regarding Staff Policy](#)
- [Intimate Care Policy \(Junior School\).](#)

INTRODUCTION

St Lawrence College takes seriously its responsibility to safeguard and promote the welfare of all children and young people in its care, both in the Junior and Senior Schools, and expects **all staff (teaching and non-teaching), Governors and volunteers** to share this commitment.

Reference:	
Owner:	SS Dep Hd (P)
Version:	4.3
Effective Date:	Sep-20
Last reviewed:	August 2024
Next review due:	August 2025

The College also recognises the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse, neglect and mental health problems, keeping clear records, listening to the children's views, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. School staff have a responsibility to provide help and support to meet the needs of children as soon as problems emerge, whether that is within or outside the home, including online. KCSIE defines children as including everyone under the age of 18.

Safeguarding and promoting the welfare of children is defined in the WTTSC 2023 and for the purposes of this policy as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

1. The School will take all reasonable measures to:

- ensure that it practises safe recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with regulations and guidance given in the College's Safer Recruitment Policy. Shortlisted candidates will be informed that as part of due diligence an online search may be undertaken. St Lawrence College also pays full regard to "Keeping Children Safe in Education (KCSIE)– statutory guidance for schools and colleges" (September 2024), and "Working Together to Safeguard Children" (WTTSC) (Dec 2023);
- ensure that it carries out all necessary checks on the suitability of people who serve on the School's governing body in accordance with regulations and guidance given in "Keeping Children Safe in Education (KCSIE)– statutory guidance for schools and colleges" (September 2024);
- ensure that any person (whether employed, contracted, a volunteer) who works with children will be made aware of the School's Safeguarding arrangements as part of their induction and will undergo statutory Safeguarding training annually;
- ensure that appropriate child protection checks and procedures apply to any staff employed by another organisation who work with the College's pupils on another site (e.g. a separate institution);
- ensure policies are clear about the expectations placed on staff;
- create a culture and environment where staff feel comfortable, if appropriate, to discuss matters outside work, which may have implications for the safeguarding of children in the workplace;
- ensure that all visiting speakers are suitable and appropriately supervised;
- ensure that specific attention is given to safeguarding where children are engaged in one-to-one teaching, particularly in specialist performing arts and sports provision.
- ensure that in cases where a member of staff living in one of the boarding houses is suspended from work following a child protection allegation, the School will make alternative arrangements for accommodation away from the pupils. In the event that a resident of School or School-owned accommodation is dismissed for gross misconduct, whether summarily or with pay in lieu of notice, they must vacate the property within 48 hours of notice of their dismissal;
- follow the local inter-agency procedures of the **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)** and participate in local safeguarding arrangements as appropriate;
- share information about concerns with agencies who need to know and involve children and their parents/carers appropriately, through use of the 'Kent Family Support Framework' or 'KFSF' (formerly CAF) or the 'Team Around the Child' (TAC);
- ensure all school staff recognise that they have a duty not only to children in need (e.g. those with mental health issues, self-harming), but also to children at risk of abuse;
- ensure all school staff know they have a responsibility to identify children who may be in need of extra help or who are suffering, or likely to suffer, significant harm and that although referrals are usually managed by the DSL, safeguarding is everyone's responsibility and anyone (staff, pupils or parents) may refer a child to children's social care if necessary;

- ensure that safeguarding is a regular item in staff meetings, with posters and displays helping to make sure that it has a high profile within the whole school community;
- monitor children known or thought to be at risk of harm and contribute to assessments of need and support packages for those children;
- protect all pupils from any form of abuse, whether from an adult or another pupil (or group of pupils);
- ensure that all staff recognise the particular vulnerabilities of children with SEN/D to abuse and mental health problems;
- ensure that all staff recognise the needs of children from minority ethnic groups and disabled children and the barriers they may face especially around issues over communication;
- ensure that our boarders are not more susceptible in being away from their parents, that the pastoral staff ensure they are fully cared for in every aspect
- ensure that, as and when appropriate, risk assessments or care plans are carried out in a sensitive manner for transgender/ transitioning pupils, taking into account their wishes and feelings. The school has heightened care for these pupils as they have heightened vulnerability to being bullied, self harm and leaving school at a young age;
- be alert to signs of abuse both in the School and outside;
- deal appropriately with every suspicion or complaint of abuse;
- operate a clear 'Missing Pupil' policy, known to staff and used in practice, for searching for and if necessary reporting, any pupil missing from School (and recording any incident, the action taken and the reasons given for the pupil being missing);
- design and operate procedures which promote this policy;
- design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- be alert to the particular medical needs of children with medical conditions;
- operate robust and sensible health and safety procedures;
- operate clear policies on drugs and alcohol;
- operate a clear anti-bullying/cyber bullying policy;
- operate a clear online-safety policy and provide suitable on-going education of pupils in order that they know how to stay safe on-line (both when at the College and at home), and are aware of the risks of 'Sexting', the potential dangers associated with Social Media sites etc. (including the legal thresholds) and how to obtain victim support;
- operate a self-harm policy (held by the Designated Safeguarding Lead and the Medical Centre). Self-harm behaviours can include cutting, scratching, bruising, burning, hair-pulling, non-suicidal overdosing and bone-breaking. The behaviours are usually chronic, repetitive and habitual;
- establish a positive, supportive and secure environment in which children can learn and develop, together with a School ethos which promotes in all pupils a sense of being valued, listened to and respected;
- establish an open environment where staff feel comfortable to listen to children, to raise concerns and are prepared to involve agencies (see 'Whistle blowing policy');
- provide pastoral support that is accessible and available to all pupils and ensure that pupils know that there are adults in the School whom they can approach if they are worried;
- teach children how to keep safe. The College will include in the curriculum, activities and opportunities which equip pupils with the skills they need to stay safe from abuse, support their mental health and which will help them develop realistic attitudes to the responsibilities of adult life. This will include advice on how children can adjust their behaviour to reduce risks, by promoting the safe use of electronic equipment and access to the internet. The latest resources promoted by DfE can be found at:

the UK Safer Internet Centre (www.saferinternet.org.uk)

CEOP's Thinkuknow website (www.thinkuknow.co.uk)

- ensure Senior School pupils given positions of responsibility (e.g. School and House Prefects) over other pupils are briefed on appropriate action to take should they receive allegations of abuse or have concerns about a pupils mental health;
- ensure that all children are able to express their concerns and that any issues they may raise will be taken seriously and will be acted upon as appropriate;
- ensure that all staff are particularly alert to relationships between pupils and the potential for pupil to pupil abuse. Child on child abuse can take different forms and should never be tolerated or passed off as "banter" or "part of growing up". Should such instances arise the staff concerned will inform the DSL immediately;
- ensure that all victims of abuse will be supported appropriately by a member of the Pastoral Staff (eg Housemaster/Housemistress, Tutor, Chaplain, Independent Listener).
- ensure that if staff have any concern about a child's welfare they will act immediately.
- ensure that parents are made aware of their responsibility to put guardianship arrangements in place for their children who board at the College. The School does not appoint guardians, nor does it make or facilitate the arrangement of guardianship.
- ensure safeguarding procedures are adapted in extreme circumstances, such as a national lockdown, with an appropriate annex created by the DSL and distributed to staff as was the case with Covid-19.
- Ensure the EYFS provision safeguards children and practitioners [online](#).
- Ensure the DSL and School Administration Teams are familiar with the guidance for Local Authorities should a parent withdraw their child from school and move to elective home education.
- Ensure that pupils are not unlawfully discriminated against because of their protected characteristics, and consider how to support children with protected characteristics, and take positive action, where proportionate, to deal with the disadvantages that these pupils face. LGBTQ+ children are able to speak out or share concerns with staff through the EDI Committee, independent listener or pastoral staff.

Mobile Phone, Electronic Devices and Cameras (MPED&C) in the EYFS and Junior School

The use of mobile phones, electronic devices and cameras, including watches and other devices with imaging and sharing capabilities is restricted in the EY and JS setting, in accordance with the Junior School Mobile Phone, Electric Devices and Camera Policy, which details that staff may bring personal mobile telephones, smart watches and tablet computers into school for their own use. However, staff using personal devices in school must ensure there is no inappropriate or illegal content on the device.

Staff may use MPED&C but only during breaks or in a staff member's own time, unless there is an emergency. Staff may not use MPED&C whilst on playtime duty. Staff must *not* use personal MPED&C to take photographs of children in school or on school visits. Staff who regularly take photographs of children to provide evidence of learning, personal development sports events or to celebrate events have been provided with a MPED&C. It is the responsibility of all members of staff to be vigilant and to report any concerns to the Head of the Junior School who is the DSL or a Deputy DSL. Concerns will be taken seriously and investigated appropriately. The Head of the Junior School reserves the right to examine the contents of both work and personal devices at any time, and/or to withdraw or modify a member of staffs' authorisation to take or make official images at any time. All members of staff must ensure that all images are available for scrutiny and be able to justify any images in their possession.

EYFS and JS children are not allowed to bring MPED&C into school. The school will display a notice advising visitors and parents/carers throughout the school that MPED&C are not to be used in the school. If a visitor or parent/carer is seen using their mobile phone, they will be asked to switch this off, unless at an event for which photography has been permitted by the member of staff hosting the event. In the event of a JS pupil bringing their phone to school, they must hand it into the school office for safe keeping, until the end of the school day.

Looked after and Previously Looked After Children Staff also have the skills, knowledge and understanding necessary to keep safe children who are/were looked after by a local authority, should there be such children on roll. This would include ensuring that a designated member of staff has responsibility for their welfare and progress and has up-to-date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers.

Children with a social worker (child in need and child protection plans) may be more susceptible to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The Designated Safeguarding Lead will maintain a list of pupils within the school that have a social worker and will liaise with key pastoral staff so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes, for example, considering the provision of pastoral and/or academic support, alongside action by statutory services.

Every complaint or suspicion of abuse from within or outside the School will be reviewed. Should the DSL consider it necessary, the matter will be referred to the appropriate external agency. The contact details for the **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)** can be found on page 23 of this document.

Schools Officers Kent Police

Dedicated policing resource designed to support students, teachers, parents and communities in the identification and disruption of criminality and exploitation. This will be through early intervention and safeguarding approaches.

The school officer will support us:

- In delivering diversion and intervention schemes for susceptible children
- Act as a point of contact for teachers, parents and children in need
- Actively safeguard children at risk of criminality or exploitation
- Be there for our children and young people to talk to and seek advice from.

The schools' officers will:

- Be a named officer as core liaison as a consistent, visible and accessible presence
- Maintain regular contact with HOC and HJS and respond to the school needs and requests
- Support teachers in developing content for PSHE lessons to ensure a consistent and appropriate crime and policing message
- Will work alongside community based officers and education partners for enhanced services
- Support schools with reported incidents, reacting to the needs of the school and children
- Signpost to or deliver early intervention and awareness inputs for young people
- Support children in recognising signs of danger and harm and how to report them.

2. The Designated Safeguarding Person(s)

We have eight Designated Safeguarding Persons at St Lawrence College. In the Senior School the Designated Safeguarding Lead (DSL) is Mr Tom Moulton (Senior School Deputy Head, Pastoral) and four Deputy Designated Safeguarding Leads (DDSLs): Mrs Elle Matthews, Mr Adam Gunn, Dr Kate Barwell and Mrs Georgina Owen. In the Junior School the DSL is Mrs Ellen Rowe (Head of the Junior School). The DDSL is Mr Robin Perry (Deputy Head). The boarding DDSL in the Junior School is Mrs Linda Morgan. the DDSL within the EYFS is Mrs Sarah Peskett (Head of Pre Prep). The EYFS DDSL is responsible for liaison with local statutory children's service agencies and with the LSP local safeguarding partners. All EYFS practitioners are alert to any issues of concern in the child's life at home or elsewhere. A member of the Designated safeguarding team are always available for the term time, during day and boarding hours and when Holiday Camp occurs during the holiday period.

The Designated Safeguarding Lead is the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection. The DSL co-ordinates the child protection procedures in the School and works with the HR manager to ensure an ongoing training programme for all school employees. The Designated Safeguarding Lead and Deputy DSL all receive appropriate training at least every two years.

The DSL and DDSLs has the duty to recognise, respond, record and refer as appropriate.

The Designated Safeguarding Persons will advise and act upon all suspicion, belief and evidence of abuse reported to them and will liaise with the Social Services Department and other agencies on behalf of the School using the Front Door referral system. If the Designated Safeguarding Lead is unavailable his or her duties will be carried out by the DDSLs as appropriate.

Reference:	
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Version:	4.3
Effective Date:	Sep-20
Last reviewed:	August 2024
Next review due:	August 2025

3. Duty of Employees, Trustees and Volunteers

Every employee and Governor of the School as well as every volunteer who assists the School are under a general legal duty:

- to promote children's welfare;
- to protect children from abuse;
- to not just be aware of what they know about pupils in the school setting, but also to have regard for safeguarding concerning what they know about the pupils' lives outside school
- to be aware of the School's child protection procedures and to follow them;
- to sign in acknowledgement that they have read the reviewed Child Protection Policy on an annual basis; and to complete online training modules regarding safeguarding by the deadline detailed;
- to receive induction in Child Protection at the start of their St Lawrence College career;
- to know how to access and implement the procedures, independently if necessary;
- to keep a sufficient record of any low-level concern via CPOMS or if this is not practical to complete a paper based green form, significant complaint, conversation or event;
- to report any matters of concern to the Designated Safeguarding Lead (or in his or her absence one of the Deputy Designated Safeguarding Leads);
- to undertake appropriate training including refresher training annually online and in person at three-yearly intervals and to attend regular internal staff briefings where safeguarding is on the agenda.

Governors have a strategic leadership responsibility in relation to safeguarding, and this includes ensuring that any organisations which use the College site have appropriate safeguarding policies and procedures in place. They have responsibility for ensuring that everyone in the school understands and discharges their safeguarding responsibilities. This is carried out via an annual review of safeguarding both concerning the school and Lets. As with all safeguarding allegations, for Lets, we will follow safeguarding policies and procedures, including informing the Local Authority Designated Officer (LADO).

4. Definition of Safeguarding

"Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety." (Inspecting safeguarding in early years, education and skills, Ofsted, September 2016).

Being subjected to harassment, violence and or abuse, may breach children's rights, as set out in the Human Rights Act.

The school acknowledges that there is a range of specific safeguarding issues (including but not limited to those listed below), some of which are covered in more detail in this policy. Staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children absent from education for prolonged periods and repeated absences
- child missing from home or care
- child sexual exploitation (CSE)
- child criminal exploitation (CCE)
- children and the court system
- children family member in prison
- domestic violence / abuse
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- child marriage
- gangs and youth violence

- gender-based violence/violence against women and girls (VAWG)
- hate
- homelessness
- LGBTQ+
- mental health
- children with SEND
<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send>
- Deaf children and children with disabilities
<https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children#risk-and-vulnerability-factors>
- missing children and adults
- child on child abuse
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- sexual violence and sexual harassment between children
- Transgender and transitioning
KCSIE 2024 has removed the term trans and flags this section “remains under review, pending the outcome of the [gender questioning children guidance consultation](#)” which closed in December 2023. However, the [Cass review](#) identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder. It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience. As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child’s parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to [Guidance for Schools and Colleges in relation to Gender Questioning Children](#), when deciding how to proceed.
- trafficking
- upskirting (which is a criminal offence under the Voyeurism Act 2019)

Staff should be conscious that pupils with protected characteristics may be more at risk of harm.

5. Types and Signs of Abuse

(A full description can be found from page 10 onwards of the document: Keeping Children Safe in Education 2024)

https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping_children_safe_in_education_2024.pdf

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. A child may be abused by an adult or adults or another child or children. Staff should also be alert to relationships between pupils and the potential for child on child abuse. Staff should be aware of contextual information for indicators of abuse and exploitation. Abuse does not necessarily fall into neat compartments, but multiple issues may overlap, so staff should exercise professional curiosity about what they are seeing and hearing.

- **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 not giving

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the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Sexual abuse:**

involves forcing or enticing a child or young person to take part in sexual activities, which need not involve any violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or the production of, pornographic material, or watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- **Neglect:**

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 involve failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- **Signs of Abuse:** (NB: these signs are not necessarily evidence of abuse)

Unexplained injuries; fabricated or induced illness; improbable explanations; fear of returning home or parents being contacted; aggression/bullying; running away; significant change in behaviour without explanation; deterioration in work or attitude; unexplained pattern of absence; self-harm; compulsive stealing; 'don't care' attitude; social isolation; eating disorders; depression/withdrawal; low self-esteem; poor social skills.

- **Domestic Abuse:**

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. Domestic abuse is defined by the act and covers a range of behaviours (physical, emotional, economic abuse; coercive and controlling behaviour). Staff understand intra-familial harms and any necessary support for siblings following incidents. The School would be part of any necessary discussions with statutory safeguarding partners.

- **Child on Child Abuse**

As a school we recognise the gendered nature of child on child abuse whilst acknowledging that all child on child abuse is unacceptable and will be taken seriously. The different forms child on child abuse can take include bullying (including cyber-bullying), sexual violence and sexual harassment; physical abuse, sexting; initiation/ hazing type violence and rituals; upskirting.

Pupils who are concerned about any form of child on child abuse may wish to report it to the **NSPCC (Report Abuse in Education) Helpline** - 0800 136 663

The School will take all reasonable measures to minimise the risk of child on child abuse, including:

- Adopting a whole school approach to safeguarding & child protection
- Providing training to staff and to Prefects/Senior Pupils
- Providing a clear set of values and standards, underpinned by the College's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the curriculum.
- Allocating time in assemblies and PSHE to discussions about what constitutes appropriate behaviour and why bullying and a lack of respect for others is never acceptable
- Engaging with specialist support and interventions.
- Explaining to older pupils that the law is in place to protect rather than criminalise them.

Child on Child Sexual Violence and Sexual Harassment

- Children can abuse other children physically, emotionally and sexually
- Children do behave in sexual ways – although not always with sexual knowledge or harmful intent
- Behaviour can vary along a spectrum



KCSIE 2024 recognises the effects of harmful sexual behaviour upon children in light of the **Ofsted review** of June 2021 and the DfE's **Sexual violence and sexual harassment between children in schools and colleges guidance (Sept 2021)** exists as a separate document.

The Ofsted review found that:

- sexual harassment and online abuse were prevalent for children and young people. *
- “the frequency of these harmful sexual behaviours means that some children and young people consider them normal.”
- sexual violence often occurs outside school eg. at parties
- children and young people felt that there were barriers to reporting (fears of being ostracised, getting others in to trouble, not being believed, being blamed).
- children felt that the RSHE they had received had been inadequate or too late.
- the problem was underestimated in schools and colleges

As a school we aim to ensure that:

- staff are able to reassure victims that they are being taken seriously and that they will be supported and kept safe
- victims are not blamed or made to feel ashamed or that they are creating a problem by reporting abuse
- staff are aware that technology can and often does play a significant role in abuse, for example sharing nude or semi-nude images (UKCIS 2020).
- staff are aware that even if there are no reported cases of sexual violence and sexual harassment, this does not mean to say that it is not happening
- the scale of the problem is acknowledged and not downplayed
- any victims are provided with ongoing support
- staff recognise that there can be more than one perpetrator
- staff recognise the need to question whether the perpetrator is also a victim
- staff have a zero-tolerance approach to any sexual violence or sexual harassment that they identify
- staff address inappropriate behaviour even it appears innocuous or “just banter” which can lead to a culture of unacceptable, unaddressed behaviour.
- staff are aware that incidents outside school will impact on children in school
- staff are aware that a wide range of behaviours can constitute sexual violence or harassment

Sharing Nudes and Semi-Nudes

Definition

In the advice for schools and colleges ([UKCIS, 2020](#)), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

Responding to Incidents

- Anyone becoming aware of an incident should report it to DSL immediately.
- Staff should **never** view, copy, print, share, store or save the imagery themselves, or ask a child to share or download – **this is illegal**.
- If staff have already viewed the imagery by accident (e.g. if a pupil has showed it to them before they could ask them not to), they should report this to the DSL and seek support.
- Staff should **not** delete the imagery or ask the pupil to delete it.
- Staff should **not** ask the pupil(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Staff should **not** share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Staff should **not** say or do anything to blame or shame any young people involved.
- Staff **should** explain to them that they need to report it and reassure them that they will receive support and help from the DSL.

Dealing with allegations of sexual violence and sexual harassment

Any such allegations will be taken seriously by the school. A pupil against whom an allegation of abuse has been made may be suspended from the College during the investigation and the College's policies on behaviour, discipline and sanctions will apply. The College will take advice from children's social care on the investigation of such allegations and will take appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of sexual violence or sexual harassment. If it is necessary for a pupil to be interviewed by the police in relation to allegations, the College will ensure that, subject to the advice of children's social care, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her during the investigation. Children with special educational needs and disabilities (SEND) will be appropriately supported in order to reduce any additional barriers that may prevent the recognition and discussion of abuse and neglect. Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. The DSL will keep secure written and electronic records of all incidents.

- **Self Harm**

Please refer to our self-harm policy, copies of which are also kept by The Designated Safeguarding Lead and the Medical Centre

6. Pupils Absent from Education for prolonged periods and repeated absences

- All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Effective information sharing between St Lawrence College, parents, and the local authority is critical to ensuring that all children are safe and receiving suitable education.
- All pupils at St Lawrence College are included in both our Admissions Register and Attendance Register as the law requires. These are kept accurate and up-to-date, and parents are encouraged to inform the College if any contact details change or their child is going to be absent for a particular reason. This can assist the school and local authority when making enquiries to locate children absent from education.
- St Lawrence College monitors attendance closely and in instances when it is poor or irregular seeks to address it as quickly as possible. The College will inform the local authority of any pupil who fails to

attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

- Where a parent notifies us that a pupil will live at another address, the College will record the following information in the Admissions Register:
 - the full name of the parent with whom the pupil will live;
 - the new address; and
 - the date from when it is expected the pupil will live at this address.
- Where a parent of a pupil notifies the College that the pupil is registered at another school or will be attending a different school in future, the following information will be recorded in the Admissions Register:
 - the name of the new school; and
 - the last date on which the pupil attended.
- Following the advice given in the Children Missing Education guidance, the College will endeavour to ascertain the whereabouts of any pupil who leaves without giving the name of their new school.
- The College, as part of its duty to identify children of compulsory school age who are absent from education, will also follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.
- College staff will follow our procedures for unauthorised absence and for dealing with children who have unexplainable and/or persistent absences from education, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.
- Being absent / missing, from education can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

7. Child Sexual Exploitation, Honour-based Abuse (including Female Genital Mutilation and Child Marriage), Child Criminal Exploitation (including gangs and county lines), Domestic Abuse, Online Safety

Given the wide cultural and social mix of St Lawrence College's pupil roll it is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and child marriage. It is also important for us to be aware of the growing number of cases in the UK of Child Sexual Exploitation and Honour-Based Abuse which have occurred against children and the fact that such forms of abuse could be a safeguarding/child protection issue for some of our pupils in the School population.

• **Child Sexual Exploitation (CSE)**

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

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

Staff will be aware that there may be possible health concerns following a sexual assault.

Reference:	
Owner:	SS Dep Hd (P)
Version:	4.3
Effective Date:	Sep-20
Last reviewed:	August 2024
Next review due:	August 2025

- **Honour-based abuse (HBA)**

So-called HBA encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including girls of a very young age being susceptible to Female Genital Mutilation (FGM), child marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

- **Female Genital mutilation (FGM):**

It is important that all staff understand their role in protecting those who have undergone or are at risk of abuse, including FGM, and if necessary know to whom to refer cases both internally and externally, in a timely manner. It is now mandatory for all Staff to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has good reason not to, they should still consider and discuss such a case with the DSL and involve children's social care as appropriate. Staff may wish to refer to the NSPCC helpline which supports schools when approaching parents with concerns of FGM.

- **Child marriage**

Forcing a person into a marriage is a crime in England and Wales. A child marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. As such, St Lawrence College can play an important role in safeguarding children from forced marriage. It is noted that child marriage is different from arranged marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk

There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or child marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of child marriage.

If staff have a concern regarding a child that might be at risk of HBA, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

- **Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers

- **Child Criminal Exploitation (including county lines)**

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as

individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more susceptible to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Many indicators pointing to CCE are similar to CSE and are listed below:

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

Children who have been exploited will need additional support to help keep them in education. Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

- **County Lines**

Children can be targeted and recruited into county lines in a number of locations including schools. Children are often recruited to move drugs and money between locations with threats of violence (including sexual violence), intimidation and weapons used to ensure compliance. Children are increasingly being targeted using online social media. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the network.

Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator or alleged perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters • have their bank accounts used to facilitate drug dealing.

- **Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded

- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

- **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

- **Serious Violence**

Violence is a public health issue because living without fear of violence is a fundamental requirement for health and wellbeing. The school will collaborate with the Multi agency approach with regards to tackling serious violence which involves knife crime, gun crime and homicide. Risk factors for pupils that might increase the likelihood of involvement in serious violence include being male, having been frequently absent or excluded, having experienced child maltreatment, having been involved in offending such as theft or robbery.

- **Domestic Abuse**

The Cross-Government definition of domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. It can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Domestic abuse can impact on children through seeing, hearing or experiencing the effects it, and/or experiencing it through their own intimate relationships. It can be difficult to tell if a child is suffering the effects of domestic abuse. It often happens at home and victims and perpetrators can both hide their fear/anger to friends, family and other professionals. The effect upon children can be profound and life lasting. Children experiencing/witnessing domestic abuse and violence may:

- Become aggressive
- Display anti-social behaviour
- Suffer from depression or anxiety
- May not achieve as well at school/may not attend school.

Where staff suspect pupils are being exposed to domestic abuse, the DSL will seek specialist support from both government sources (such as Operation Encompass) and charities (for example Oasis which is local to Thanet).

- **Online Safety**

- Online safety for staff should be integrated as part of the overarching safeguarding approach.
- Our staff are able to understand what it is and the unique risks associated with online safety for pupils both in school and at home (including cyberbullying, grooming, radicalisation etc).
- Our staff recognise the additional risks that children with SEN and disabilities (SEND) face online.
- Our pupils are supported to develop their understanding of online safety and can be taught to keep themselves and others safe.
- In line with the School's Online-safety Policy the IT staff monitor the use of the internet and emails, maintain content filters, and will report inappropriate usage to the online-safety coordinator.
- The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online when using the School's IT system. This aims to reduce the risk of children being exposed to illegal, inappropriate or harmful materials online (content risk); reduce the risk of children being subjected to harmful online interaction with others including commercial advertising and grooming (contact risk); restrict access to online risks such as online gambling, phishing or financial scams (commerce risk); and help manage online behaviour that can increase a child's likelihood of, or causes, harm for example making, sending and receiving explicit images.
-
- The School recognises however that children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G) which means that children may consensually and/or non-consensually share indecent images, sexually harass their peers via mobile and smart technology, and view and share pornography and other harmful content whilst at school undetected. The School tries to address these risks through education (PSHE, visiting speakers) and it's behaviour policies.
- Where teaching is happening remotely (for example during a quarantine or local lockdown) staff will be aware of the additional online risks facing pupils who are mainly interacting online.
- The school refers to the Department for Education's published [filtering and monitoring standards](#) to ensure that it:
 - identifies and assigns roles and responsibilities to manage filtering and monitoring systems.
 - reviews filtering and monitoring provision annually.
 - all staff have annual training in the importance of filtering and monitoring
 - blocks harmful and inappropriate content without unreasonably impacting teaching and learning.
 - has effective monitoring strategies in place that meet the school's safeguarding needs
- Governors regularly review the effectiveness of school filters and monitoring systems. They ensure that the leadership team and relevant staff are aware of and understand the systems in place, manage them effectively, and know how to escalate concerns when identified.
- The school uses communications with parents to reinforce the importance of children being safe online. The school shares information with parents about what systems are in place to filter and monitor online use, what children are asked to do online, including the sites they are asked to access, and who from the school their child is going to be interacting with online. The Pupil Acceptable Use agreement is shared with parents and pupils must sign this annually.

Abuse can take place wholly online or technology may be used to facilitate off line abuse. Online safety is a safeguarding issue. It is about safe and appropriate behaviour

- **Grooming**

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse. It is now a criminal offence for anyone aged 18 or over to intentionally communicate with a child under 16, where the person acts for a sexual purpose and the communication is sexual or intended to elicit a sexual response. The offence applies to online and offline communication, including social media, e-mail, texts, letters, etc.

- **Teaching about safeguarding issues**

Reference:	
Owner:	SS Dep Hd (P)
Version:	4.3
Effective Date:	Sep-20
Last reviewed:	August 2024
Next review due:	August 2025

Pupils will be taught about a number of safeguarding areas through timetabled PSHE lessons delivered by teaching staff in the Junior School and tutors in the Senior School. Topics will include those identified in the statutory Relationships Education (Junior School) and Relationships and Sex Education (RSE) (Senior School) guidance including online safety, consent, mental health and wellbeing.

Mental Health

The College recognises that it has an important role to play in supporting the mental health and wellbeing of pupils and staff. Staff will be aware that mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. Whilst only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, College staff 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. Where this is the case, the DSL must be informed, and appropriate action taken to ensure the safety of the pupil, for example a HSM or other pastoral lead referring the pupil to the independent listener or the school medical centre, where all staff are trained as mental health first aiders. If a child is in immediate danger or at risk of harm, for example through an act of extreme self-harm, the emergency services should be contacted immediately.

8. Radicalisation

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. A new [definition of extremism](#) was published on 14 March 2024:

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2)

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

In accordance with the Prevent Statutory Guidance:

- The College will establish an understanding of the risk profile of radicalisation amongst the School's pupils and staff;
- The College will ensure staff understand the risk and build the capabilities to deal with it. For further guidance staff should refer to the Prevent duty Risk Assessment Policy;
- The DSL will communicate and promote the importance of the Prevent duty, providing appropriate training for staff involved in the implementation of the Prevent duty to ensure effective implementation;
- The College will work in partnership and co-operation with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums;
- The College will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Staff will maintain awareness of the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people through the use of social media and the internet;
- Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection, taking into account that there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their

professional judgement in identifying children who might be at risk of radicalisation and act proportionately;

- Teachers or childcare providers are not required to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern. Even very young children may be susceptible to radicalisation by others, whether in the family or outside, and display concerning behaviour;
- School staff must share information to ensure that a person at risk of radicalisation is given appropriate support whilst taking into account factors such as necessity and proportionality, consent, the power to share and relevant legislation;
- School staff must ensure that those within the school community suspected or identified as already engaged in illegal terrorist-related activity are referred to the police;
- The DSL will maintain appropriate records to show compliance with the school's responsibilities and provide reports when requested;
- The DSL should understand when it is appropriate to make a referral to the Channel programme. This is a programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. The DSL will make a referral if s/he is concerned that an individual might be susceptible to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

9. School Dog

The Junior School have two 'School Dogs' Betsy and Barley. The value of School Dogs is widely accepted and is researched to aid stimulation and communication in children. The presence of companion animals can improve the well-being of children, lower the rate of anxiety and make the school environment a friendly, happy and homely space. The school dog will be handled to ensure the dog is not a nuisance and does not interfere with the school environment. If any pupil or parent objects to their presence then arrangements can be made to ensure the dog is kept away from them. If necessary, the dog may be excluded from specific areas. Having a School Dog does bring a risk, but a managed risk enables children to benefit greatly from their presence. There is a full risk assessment available upon request from the Junior School office. The School Dog's presence is covered under the school's full public liability insurance.

10. Boarding

In a boarding school it is important to be alert to the extra vulnerabilities of SEND children, inappropriate pupil or student relationships and the potential for child-on-child abuse, particularly if there is a gender imbalance.

The Senior School has a policy for close personal relationships between pupils and makes it clear that sexual relationships or sexual activity between pupils are against the school's rules.

11. Procedures

Responding to concerns

Concerns for a child or young person may come to the attention of staff in a variety of ways, for example through observation of behaviour or injuries or disclosure. We ask that you be curious and report anything which may worry you, however insignificant this might appear, to the DSL. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible. If a child is in immediate danger or at risk of harm a referral should be made to children's social services and/or the emergency services immediately. Anyone can make a referral. Staff have all been trained and all know how to recognise, respond, record and refer as per Working Together to Safeguard Children 2023.

Where referrals are not made by the Designated Safeguarding Lead, they should be informed, as soon as possible, that a referral has been made.

It is important that staff are aware children may not feel ready or know how to tell someone that they are being abused.

Disclosure - What to do if a child starts to disclose abuse:

A child may disclose abuse; they may do this directly by telling you what happened or indirectly by telling friends or by asking for advice about a situation, say involving another person.

- Reassure the child that s/he is right to tell and is not to blame;
- DO NOT promise confidentiality; explain that you have to make sure the child is safe and may need to ask other (named) adults to help you to do this;
- DO NOT ask leading questions; let her/him tell you what s/he wants to tell you and no more; s/he may need to have to disclose to a specialist later, and too much detail now may interfere with later investigations;
- When the child has finished, make sure s/he feels secure; explain what you are going to do next;
- Write down notes, including the child's name and date of birth; record as much as you can remember, using the child's own words. It is important that the records are factual and reflect the words used by the child, not your opinion. If recording bruising/injuries, indicate position, colour, size, shape and time on a body map. However, there is no requirement for pupils to undress in order to show bruising/injuries. Do not take a photograph of an injury. This should be left to further investigation by Social Services or the Police. If a child wishes to show an injury of a more personal nature, they should be taken to the Medical Centre where they can show the duty nurse in private. Opinion should not be given unless there is some form of evidence base which can also be quoted. Records must be signed and dated with timings if appropriate. It is important to remember that any issues are confidential and staff should know only on a 'need to know' basis;
- Inform the DSL.
- In the event that a DSL or DDSL from the Junior School or Senior School cannot be contacted, all members of staff have the duty to make the referral themselves. Immediate action must be taken, with reference to Section 17 (a referral with consent from parents) and with regards to further concerns, reference Section 47, if there is risk of significant harm. This may override parental consent. If in doubt staff should consult the Area Safeguarding Advisor (Robin Brivio – details at the end of this policy). Staff will provide as much detail as possible as part of the referral process to help social services assessments.

These basic details are vital to the information gathering process and do not constitute an investigation. Written information should be passed to the DSL.

Storage of records

- The DSL will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely;
- Information will be shared on a strictly 'need to know' basis and in line with child protection policy guidance.
- The need to preserve records concerning allegations of abuse (both pupil and staff records) is of paramount importance and as such GDPR will not be allowed to stand in the way of safeguarding children.

Transferring child protection information

- The DSL will ensure that child protection information is be copied (so that the College retains the original) and sent under separate cover to the pupil's educational file to the Designated Safeguarding Lead (DSL) at the new school whilst the child is still under 18. The DSL will ensure secure transit and confirmation of receipt will be obtained. This procedure stands for all ages of pupils. The transfer of the file will occur as soon as practical, ideally within 5 days for an in-year transfer or within 5 days of the new term.
- Where a child is removed from roll to be educated at home, the file should be sent to the Local Authority (LA), with a copy being retained by the College.
- Should a pupil transfer from SLCJS to SS, the files will be moved by hand by the JS DSL to the SS DSL with any necessary briefing. The JS will not retain originals or copies in this instance.

Referrals to Social Services

- It is the responsibility of the DSL to make a referral to the 'Front Door' which is a single integrated team that are responsible for dealing with all requests for support. The DSL, or in their absence any member of staff, will need to complete a single 'Request for Support' form which can be accessed from the **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
- Staff should be aware that anyone may make a direct referral if necessary, not just the DSL.
- To help with this decision the DSL can consult with the Area Safeguarding Adviser for advice on differentiating between safeguarding a child who has suffered or is at risk of suffering serious harm and one who is in need of additional support from one or more agencies. The former will be reported to children's social care immediately; the latter should lead to inter-agency assessment using local processes;
- Advice may also be sought from Social Services who offer opportunities for consultation as part of the Child in Need / Child Protection process;
- The pupil's wishes and feelings will be taken into account when determining what action to take;
- In most cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Social Services will be sought. However, the best interests of the child will be the primary consideration and thus consent from parents for contact with external agencies will not always be sought;
- In situations where there are felt to be urgent or grave concerns a telephone referral will be made prior to the form being completed and sent to the County Duty Social Services Office. The school will refer any concern, disclosure or allegation to external agencies within 24 hours of the disclosure;
- If a child is referred, the DSL will ensure that relevant members of staff and the Governor responsible for child protection are informed of this.
- If after consultation with the DSL a member of staff feels that appropriate action is not being taken in respect of his or her concerns for a child s/he should refer directly to Social Services, and inform the DSL that s/he has taken this action. Alternatively, Staff may wish to contact the NSPCC Whistleblowing Helpline (0800 028 0285) or email help@nspcc.org.uk.
- Should there be the need for Police investigation under Section 47 of the Children Act 1989 the DSL will liaise with the HOC/HJS to ensure an appropriate adult is available to support, advise and assist and observe that the Police are acting properly.

Reporting of pupil absence to Local Authority

- The DSL must inform the local authority (where the child is resident) where a pupil's name is going to be deleted from the admission register on certain grounds. In summary, these are: when the child has been taken out of school to be home educated; when the family has apparently moved away; when the child has been certified as medically unfit to attend; when the child is in custody for more than four months, or when the child has been permanently excluded. The duty arises as soon as the grounds for deletion are met and in any event before deleting the child's name.

The Child Protection Register

- The DSL will inform members of staff who have direct pastoral responsibility for children whose names are on the Child Protection Register;
- These children must be monitored very carefully and any concerns should be recorded on a concern sheet and passed immediately to the DSL.

Concerns involving members of staff and volunteers

- Any concerns that involve allegations against a member of staff or a volunteer should be referred immediately to the Head of the College. If they are unavailable, concerns should be referred to the DSL;
- As part of the initial response to an allegation against a member of staff, there is a need to consider the welfare of the child(ren) involved as well as investigating and supporting the person subject to the allegation.
- For all allegations regarding volunteers or staff (including within the EYFS non-registered setting and supply teachers) the Head (or the DSL on the Head's instruction) will contact the Local Authority

Designated Officer (LADO) within one day, to discuss and agree further action to be taken in respect of the child and the member of staff or volunteer. All unnecessary delays will be eradicated.

- Should an organisation hire the school premises and a safeguarding allegation occur regarding a member of their staff, then the school will follow all safeguarding practices and procedures including contacting the LADO.
- The College will make arrangements to accommodate the member of staff or volunteer concerned away from the College premises until the matter is resolved;
- The school must not undertake its own investigation without reference to the LADO (or police in the most serious cases e.g. if a crime may have been committed) so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO can be held informally and without naming the School or individual. The role of the school in situations where there are child protection concerns is *not* to investigate but to recognise and refer;
- An allegation against the DSL should be referred to the Head of the College and the LADO Team. When the Head is unavailable, allegations should be referred to the Safeguarding and Nominated Safeguarding Governor, Mrs Melissa Millin (see Page 23 below for contact details). An allegation against the Head of the College should be referred to the Chair of Governors (Tel: 01843 572938) and the LADO Team without the Head of the College's knowledge; Where there is a conflict of interest in reporting the matter to the Head of the College, it should be referred directly to the LADO
- All staff need to be aware that it is a disciplinary offence *not* to report concerns about the conduct of a colleague that could place a child at risk. WHEN IN DOUBT – CONSULT;
- The school is committed to reporting to the Disclosed Barring Service (DBS) promptly, 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 (paid or unpaid) with children or would have been removed had he or she not left earlier. Behaviour which may pose a risk of harm to a child includes incidents outside of school not involving children, such as being a perpetrator of domestic abuse. It is recognised that failure to report constitutes an offence and as a consequence could lead to the school being removed from the register of independent schools. Compromise agreements cannot apply in this connection;
- The School will give consideration to making a referral to the Teaching Regulation Agency (TRA) in cases where a teacher has been dismissed for misconduct (or would have been dismissed had s/he not resigned first);
- If there is a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.
- Allegations against Governors should also be referred immediately to the DSL who will inform the Head of the College;
- There are recording and monitoring processes in place to deal with low level staff concerns and allegations which do not meet the threshold, including reference within the staff code of conduct and regular review of the low level concern record so that patterns can be quickly identified and appropriate action taken. These procedures are laid out in the Low Level Concerns Regarding Staff Policy
- Lessons should be learnt from all cases, not just those which are concluded and found to be substantiated.

Concerns involving Supply Teachers or Contactors

- The School will usually take the lead but agencies should be fully involved (because they have their own policies and procedures) and co-operate with any enquiries from the LADO, police and/or children's social care.
- In no circumstances will the School decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The School will discuss with the agency (or agencies where the supply teacher is working across a number of schools) whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.
- When using an agency, the School should inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Concerns involving abuse by one or more pupils against another pupil

- When there is 'reasonable cause to suspect that a pupil is suffering or likely to suffer significant harm', the relevant DSL must be informed immediately. S/he will make other staff aware as necessary
- The pupil suffering abuse must be removed to a safe environment within the School

Code of Practice

- All school staff should adhere to the Staff Code of Conduct Policy;
- All school staff should take care not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults;
- Physical intervention should only be used as a last resort, (as per the College's Physical Restraint policy) when a child is endangering him/herself or others and such events should be recorded and signed by a witness;
- All school staff should work towards providing an environment and atmosphere for children and young people to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others.
- SLC recognises the specific risks that can be posed by mobile phones, electronic devices and cameras, and in accordance with EYFS 2024 has appropriate policies in place that are shared and understood by all members of the community. Further information/reading about the specific approaches relating to this can be found in the schools Mobile and Camera Policy and IT Acceptable Use Policy which can be found on Sharepoint. There is also a copy kept in the school office.

Supervision & Support

- Any member of staff or volunteer affected by issues arising from concerns for children's welfare or safety can seek support from the DSL;
- All newly qualified teachers have a mentor with whom they can discuss concerns including the area of child protection. Teaching assistants will discuss concerns with the teacher who acts as their line manager;
- The DSL can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach Support Line directly.
- Unsubstantiated, unfounded or malicious reports will be fully investigated and there will be consideration for both the staff victim and the pupil who makes the allegation. Further support will be available for the pupil and consideration as to whether they has suffered abuse by someone else.

Training

- The DSL is trained every two years in child protection, inter-agency working, participation in child protection case conferences, supporting children in need, record keeping and promoting a culture of listening to children. The DSL also receives regular safeguarding updates from the Safeguarding Network (<https://safeguarding.network/>).
- The DSL also undertakes Prevent awareness training and is able to provide advice, support and training to other members of staff on protecting children from the risk of radicalisation. The DSL must also attend FGM training and ensure that staff in turn are given training on FGM. This includes an overview, the law and child protection in relation to FGM, the role of different professionals and the importance of multi-agency working. Staff can register on the Home Office E-learning "Recognising and preventing FGM" by clicking the link <https://www.fgmelearning.co.uk> which is on <https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack>
- Every employee of the School will receive annual child protection training in line with advice from KSCMP. The DSL with up to date inter-agency training may provide this training for other staff. This includes training in relation to Prevent Duty and FGM. All staff and governors will receive regular training updates via the annual VVV training. As part of this they are required to read and understand KCSIE Part One and Annex B.
- Training for governors should provide them with the knowledge to ensure their school's safeguarding policies and procedures are effective.
- All staff in post since 1 April 2014 have read and understood Part One of KCSIE.
- All staff, including temporary staff and volunteers are provided with induction training that includes:
 1. The School's Child Protection Policy (which includes the Child Missing in Education Policy)

2. The Staff Code of Conduct Policy,
3. Whistle Blowing Policy
4. Good Behaviour Policy
5. IT Acceptable Use Policy
6. The identity of the DSL and DDSLs
7. A copy of Part 1 of KCSIE and Annex B for all those who work with children. Those who do not work directly with children may be permitted to read Annex A (a condensed version of Part 1) only.
8. Through well trained staff the school is able to deal with any concerns and allegations which do not meet the harm threshold.

Monitoring & Review

- All school personnel will have a copy of this policy and will have the opportunity to consider and discuss its contents prior to the approval of the Governing Body being formally sought;
- The policy and procedures are updated regularly to reflect current guidance and legislation issued in relation to safeguarding children and promoting their welfare within schools, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.
- The full Governing Body must undertake an annual review (signed off by the Chair of Governors) of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged. Any deficiencies or weaknesses in child protection arrangements are to be remedied without delay. The responsibility for the review cannot be delegated to an individual or sub-committee;
- A Safeguarding and Child Protection report will be given to the full Governing Body each year in March by the DSL;
- All staff should have access to this Safeguarding Policy and sign to the effect that they have read and understood its content.
- This policy underpins the creation and practice of all other St Lawrence College Policies.

DSL & Junior School Head	Mrs Ellen Rowe	T: 01843 572912; E: er@slcuk.com
DDSL & Junior School Deputy Head	Mr Robin Perry	T: 01843 572912; E: rjp@slcuk.com
DSL (EYFS)	Mrs Sarah Peskett	T: 01843 572912; E: sp@slcuk.com
DSL & Junior School Boarding House Mother	Mrs Linda Morgan	T:07849 214 255; E: lmmo@slcuk.com
DSL & Senior School Deputy Head (Pastoral)	Mr Tom Moulton	Tel: 01843 572902 ; tm@slcuk.com
DDSL, Senior School Assistant Head (Pastoral) & Mental Health Lead	Mrs Elle Matthews	Tel: 01843 572880; em@slcuk.com
DDSL & Housemaster	Mr Adam Gunn	Tel: 07849 214258; agu@slcuk.com
DDSL & Housemistress	Dr Kate Barwell	Tel: 07521 257329; kba@slcuk.com
DDSL & Head of PSHE	Mrs Georgina Owen	Tel: 01843 808080; glo@slcuk.com
Safeguarding & CP Governor	Mrs Melissa Millin	melissa.millin@slcuk.com
Local Authority Designated Officer (LADO) Team	Tel: 03000 410888 kentchildrenslado@kent.gov.uk	
Area Safeguarding Adviser	Mr Myles O'Keefe	Tel: 03000 423157
Kent Safeguarding	<p>Early Help, Assessment & Preventative Services T: 03000 419222 / 03000 419567 (Thanet Unit) E: earlyhelp@kent.gov.uk</p> <p>Kent Specialist Children's Services - Central Duty Team Telephone: 03000 41 11 11 Out of hours: 03000 41 91 91 Email: social.services@kent.gov.uk</p> <p>Kent Safeguarding Children Multi-Agency Partnership (KSCMP) Telephone: 01622 694114 Email: kscb@kent.gov.uk</p> <p>Kent Police Child Abuse Investigation Unit: 01622 690 690</p> <p>KCC Prevent Sally Green Sally.Green2@kent.gov.uk or refer to the Police</p>	

Senior School Most recent CP Training events	September 2016 September 2016 January 2017 September 2017 September 2017 March 2018 October 2019 November 2019 July 2020 Sept 2020 March 2020 Nov 2021 Nov 2021 Jan 2022 Jun 2022 Oct 2022 Feb 2023 Jun 2024	CP training (New Staff as part of Induction) CP training (incl. FGM & Prevent)..... (College Staff) DSL Refresher..... (David Jackson) CP training (New Staff as part of Induction) CP training for Designated staff..... (Gemma Hunt) DSL Refresher Training (Andrea Izzard) DSL refresher training.....(David Jackson) DSL Training.....(Elle Matthews) DSL Training.....(Tom Moulton) CP Training(College Staff) DSL Refresher Training.....(Andrea Izzard) DSL Training.....(Adam Gunn) DSL Training(Amy Humphrys) DSL Refresher Training.....(Elle Matthews) DSL Refresher Training.....(Tom Moulton) DSL Refresher Training.....(Tim Peters) DSL Training.....(Kate Barwell) DSL Refresher Training.....(Tom Moulton)
Planned Senior School Training	Ongoing	CP training (Any new staff as part of Induction)
	All staff complete WWV online training every September inc Reading KCSIE part 1 and Annex B	

Junior School Most recent CP training	November 2019 27 Nov 2019 27 Nov 2019 2 January 2020 2 September 2020 27 November 2019 Autumn 2020 30 September 2020 14 October 2020 16 June 2022 20 February 2023 October 2023 5 March 2024	NSPCC Safeguarding e-learning... Boarding Housemother Prevent e-learning..... Kirsty Danes NSPCC Safeguarding e-learning.....Kirsty Danes NSPCC Safeguarding e-learning.....Ellen Rowe CP training.....Whole staff PreventRobin Perry, Ellen Rowe PreventWhole staff NSPCC Safer Recruitment in Education.....Robin Perry NSPCC Safer Recruitment in Education.....Ellen Rowe DSL Refresher training Ellen Rowe DSL Refresher training..... Linda Morgan DSL Refresher training.....Robin Perry & Sarah Peskett DSL Refresher training.....Ellen Rowe
Planned Junior School Training	All staff complete WWV online training every September inc Reading KCSIE part 1 and Annex B, all JS trained in person re Prevent Sep 22 and annually online.	
Ongoing	CP training (Any new staff & volunteers as part of Induction, including COVID RA) Weekly staff Safeguarding briefing	
Governor Training	December 2017 May 2020	CP training (Governors) NSPCC Safer Recruitment in Education...(Stephen Rae) All Governors complete WWV online training every September inc Reading KCSIE part 1 and Annex B
Support Staff training	August 2016 September 2020 September 2021	CP training(Bursary Staff) Safeguarding e-learning.....(all staff) Safeguarding e-learning..... (all staff)

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This policy will be reviewed in accordance with the Policy Review Schedule



Job Description – Designated Safeguarding Lead (DSL)

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

SUMMARY OF THE ROLE

The Designated Safeguarding Lead (DSL) will:

- Take responsibility for all child protection matters arising at the College and to support all other staff in dealing with any child protection concerns that arise.
- Have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff to safeguard and promote the welfare of children.
- Promote and safeguard the welfare of children and young persons for whom they are responsible and with whom they come into contact.
- Have the lead responsibility for understanding the filtering and monitoring systems and processes in place.

KEY ROLES & RESPONSIBILITIES

Managing Referrals

To take lead responsibility for:

- referring all cases of suspected abuse of any pupil at the School to children's social care;
- referring to the Local Authority Designated Officer (LADO) all child protection concerns which involve a member of staff;
- making referrals to the Disclosure and Barring Service where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child;
- making referrals to the Police where a crime may have been committed which involves a child;

To liaise with the Head of the College in respect of police investigations or investigations under Section 47 Children Act 1989, which involve the College.

To act as a source of support, advice and expertise to staff on matters of safety (including online safety) and safeguarding when deciding whether to make a referral by liaising with the relevant agencies.

To help promote educational outcomes by sharing 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 College leadership staff.

Raising Awareness

- ensuring that the College's Child Protection Policy, and the implementation of it, is reviewed at least annually, is up-to-date and appropriate liaison with the Principal and Chair of Governors takes place about this;
- ensure the Child Protection Policy is available publicly;
- ensure that parents are aware that referrals about suspected abuse or neglect may be made to Children's social care and the College's role in this;

Reference:	
Owner:	SS Dep Hd (P)
Version:	4.2
Effective Date:	Sep-20
Last reviewed:	August 24
Next review due:	August 25

- maintain links with local safeguarding partners to ensure staff are aware of training opportunities and the local policies on Safeguarding; and
- where children leave the College ensure their Child Protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

Preventing Radicalisation

In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting susceptible people from being drawn into terrorism (2015), the DSL has the following responsibilities:

- acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty;
- co-ordinating Prevent Duty procedures in the School;
- undergoing appropriate training on the Prevent Duty such as the Home Office 'Workshop to Raise Awareness of Prevent' (**WRAP**) training;
- undergoing appropriate training on the Channel programme;
- assessing the training needs of all School staff in relation to the Prevent Duty and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers;
- maintaining an ongoing training programme on the Prevent Duty for all staff including induction training for all new employees and keeping records of staff training;
- monitoring the keeping, confidentiality and storage of records in relation to the Prevent Duty;
- liaising with local Prevent co-ordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstance relating to the Prevent Duty.

Female Genital Mutilation

In accordance with the Mandatory Reporting of FGM - procedural information (Home Office October 2015), the DSL's role includes responsibility for FGM. The DSL should have relevant experience, expertise and knowledge and should ensure that cases of FGM are handled, monitored and recorded properly.

Line Management Responsibilities

- the Designated Safeguarding Lead will have line management responsibility for the Deputy Designated Safeguarding Leads who will act in their absence.

Training

The DSL should receive appropriate Child Protection training every two years in order to:

- understand the assessment process for providing early help and intervention, for example, through locally agreed common and shared assessment processes, such as early help assessments;
- Understand that Early Help is required for pupils who are frequently missing/goes missing from education, home or care, have experienced multiple suspensions, at risk of being permanently excluded from schools, or has a parent or carer in custody or is affected by parental offending.
- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR);
- 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 their knowledge of FGM is up-to-date so that they can be approached to discuss and direct difficult cases;
- ensure each new member of staff has access to and understands the School's Child Protection Policy and Procedures, especially new and part-time staff;
- be alert to the specific needs of children in need, those with special educational needs, young carers, looked after and previously looked after children and those with a social worker;
- be able to keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record keeping

- 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 measure the College may put in place to protect them.
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

WORKING AT ST LAWRENCE COLLEGE

You will be required to:

- Comply with the College's Child Protection & Safeguarding Policy at all times.
- Promote and safeguard the welfare of children and young persons they come into contact with.
- Immediately report child protection concerns to the College's Designated member of staff.
- Treat all sensitive information relating to students, fellow employees and the business of the College as confidential.
- Behave appropriately and professionally at all times with students, parents, peers and staff.
- Support the College's policies on Equal Opportunities.
- Uphold their personal responsibilities relating to Health, Safety, and the Environment.
- Follow all other College policies and procedures as appropriate and relevant to their post, as detailed in the College Staff Handbook.



Job Description – Deputy Designated Safeguarding Lead

Reports to: Designated Safeguarding Lead (DSL)

SUMMARY OF THE ROLE

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Deputy will promote and safeguard the welfare of children and young persons for whom they are responsible and with whom they come into contact.

In the absence of the Designated Safeguarding Lead (DSL), the Deputy Designated Safeguarding Lead will:

- Take responsibility for all child protection matters arising at the College and to support all other staff in dealing with any child protection concerns that arise.
- Have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff to safeguard and promote the welfare of children.

KEY ROLES & RESPONSIBILITIES

The following key roles and responsibilities will be undertaken in the absence of the DSL, when the Deputy Designated Safeguarding Lead is expected to:-

Referrals

- Refer all cases of suspected abuse of any pupils at the College to children's social care.
- Be responsible for referring to the Local Authority Designated Officer (LADO) all child protection concerns which involve a member of staff.
- Make referrals to the Police where a crime may have been committed which involves a child.
- Liaise with the Principal in respect of police investigations or investigations under Section 47 Children Act 1989, which involve the College.

Raising Awareness

- Supporting the DSL and ensuring that the College's Child Protection Policy, and the implementation of it, is reviewed at least annually and is kept up-to-date.
- Ensuring that their own knowledge of the Child Protection Policy and processes to be followed is kept up-to-date.
- Be aware of the protocols that exist regarding the transfer of child protection files when children leave the College and move to another school.

Training

- Being aware of training opportunities to increase their knowledge and participating in the same.
- Take part in all Child Protection training arranged by St Lawrence College.

The Deputy Designated Safeguarding Lead must also ensure that the DSL is fully briefed as soon as practicable regarding any issues relating to Child Protection which have arisen in their absence.

Reference:	
Owner:	SS Dep Hd (P)
Version:	4.0
Effective Date:	Sep-20
Last reviewed:	August 24
Next review due:	August 25

WORKING AT ST LAWRENCE COLLEGE

You will be required to:

- Comply with the College's Child Protection & Safeguarding Policy at all times.
- Promote and safeguard the welfare of children and young persons they come into contact with.
- Immediately report child protection concerns to the College's Designated member of staff.
- Treat all sensitive information relating to students, fellow employees and the business of the College as confidential.
- Behave appropriately and professionally at all times with students, parents, peers and staff.
- Support the College's policies on Equal Opportunities.
- Uphold their personal responsibilities relating to Health, Safety, and the Environment.
- Follow all other College policies and procedures as appropriate and relevant to their post, as detailed in the College Staff Handbook.

REVISION HISTORY

Version No.	Revision Date	Summary of change	Approved by	Updated by
1.1	23/09/2017	Area Safeguarding Adviser changed	DJJ	PJW
1.2	3/10/2017	Additions made following referral to the ISI Safeguarding Policy Checklist	DJJ	PJW
1.3	24/1/2018	Updated recent staff CP/DSL training (page 13)	ER	HSS
1.4	25/1/2018	Updated CP Governor's email address + additional information re Boarding House Mother (page 12)	ER	HSS
1.5	29/1/18	Updated EYFS reference made with regards to allegations towards staff	DJJ/ER	PJW
1.6	20/2/18	Updated reference to use of Mobile phones and cameras in the EY setting	DJJ/ER	PJW
1.7	12/03/18	Concerns involving members of staff and volunteers	DJJ	PJW
1.8	7/05/2018	Changed 'within one working day' to 'within one day'	DJJ	PJW
1.9	17/08/2018	Various additional changes to Online safety, Gangs, Domestic abuse, and referrals	DJJ	ALJ
2.0	15/01/2019	Updated designated Safeguarding person(s) and Safeguarding and Child Protection Governor	DJJ	ALJ
2.1	29/01/2019	Updated reference to safer recruitment, Transgender pupils and GDPR	DJJ	ALJ
2.2	04/10/2019	Updated KSCMP and Peer on Peer abuse.	DJJ	ALJ
2.3	08/01/2020	Senior School DSL and Area Safeguarding Adviser updated, and Training Schedule	DJJ	ALJ
2.4	12/02/2020	Additional bullet point under introduction on guardianship	DJJ	ALJ
2.5	13/02/2020	Addition of the safeguarding note regarding a Junior School dog	DJJ	ALJ
3.0	01/09/2020	Various updates and additions relating to KCSIE 2020. Inclusion of Mental Health, Children with a Social Worker, Previously Looked after Children, CCE, Domestic Abuse, Teaching of Safeguarding issues, grooming, DSL job description to include promotion of educational outcomes, Senior School DSL and DDSLs updated, Governor training and support staff training sections created, Concerns involving members of staff and volunteers updated to include supply staff and transferable risk test, terminology updated from HBV to HBA, reasonable measure bullet point added to cover extreme circumstances such as lockdown through the creation of appropriate annex documents, KCC Prevent contact added.	EM/TM/ER	EM
3.1	27/11/2020	Updated JS Training	ER	HSS
3.2	12/04/2021	Updated re Medical Conditions and new EYFS framework. Addition of Kent Police School Officers	TM	ER
3.3	20/04/2021	Added hyperlinks to reference policies and documentation	TM	ALJ
3.4	22/04/21	Changed information about Nominated Safeguarding Governor (Stephen Rae replaced by Melissa Millin)	TM	TM

		Addition of NSPCC Helpline (Report Abuse in Education) to Peer on Peer Abuse section.		
3.5	12/06/21	Updated e-mail and tel nos in contact section.	TM	TM
3.6	17/08/21	KCSIE 2021 a range of additions regarding Part 1 through to Part 5	TM and ER	TM and ER
3.7	16/11/21	School dogs, and updates to JS Training	HSS	ER
3.8	10/03/22	LGBTQ+, Low Level Concerns, change of Area Safeguarding Adviser, monitoring & review, mobile phone and camera use in JS and EYFS, KCSIE	TM & ER	TM & ER
3.9	06/05/22	Addition of approach to sharing of nudes and semi-nudes. Addition of some policies to be given to all new staff as part of induction.	TM	TM
4.0	20/08/22	Various updates and additions as a result of KCSIE 2022. Some staff changes and training updates.	TM, ER, EM	TM & ER
4.1	22/03/23	Updated references, extended definitions of abuse for County Lines, CCE and CSE, Cybercrime and Child abduction.	PWG	TM
4.2	01/09/2023	KCSIE 2023 updates	TM	TM & ER
4.3	22/01/2024	Changes to reflect EYFS Framework 2024, especially with regard to 'other electronic devices'.	PWG	TM & ER
4.4	20/8/24	Changes to reflect KCSIE 2024	PWG EWC	and TM and ER