



Pa009: Safeguarding Policy

SMT owner	Deputy Head Pastoral
Reviewed by SMT	January 2025
Effective from	March 2025
Next review	March 2026
Governor approval (Y/N)?	Y
Approved by Board of Governors (if Y)	Y

References

Keeping Learners Safe (Wales), updated version April 2022
The Independent School Standards (Wales) Regulations 2024
Children Act (2004)
Education Act (2002)
The Equality Act (2010)
Welsh Government Circular 007/2013 Safeguarding Children in Education.
'Working Together to Safeguard Children' (2015),
Guidance for the inspection of Secondary schools (Estyn 2015)
Wales Safeguarding Procedures (2023)
Prevent Duty (2023)

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SAFEGUARDING POLICY

Rationale

Christ College recognises that the needs of the children in its care are paramount, and understands its responsibilities for safeguarding. Safeguarding is central to the well-being of the individual and is, therefore, seen to be an intrinsic part of all aspects of the curriculum and school life. The school's policy applies to all staff, governors and volunteers working in the school.

This Safeguarding policy is consistent with the requirements of *Working Together to Safeguard Children* (National Assembly for Wales), and takes into account the guidance issued on the Duty to Refer (April 2014) and the handling of allegations (Welsh Government Circular No. 009/2014) This includes the requirement for a referral to be made within 24 hours (in writing or with written confirmation of a telephoned referral) of allegations or suspicions of abuse to the local social services department to carry out child protection investigations. Teachers, Governors and support staff are briefed on the school's Safeguarding policy and procedures by the Designated Safeguarding Person (currently the Deputy Head Pastoral). This policy is reviewed annually. All staff and governors are trained in correct safeguarding procedures upon beginning their roles.

This policy should be read in conjunction with the school's Peer on Peer abuse policy. The school is committed to the safety and wellbeing of all pupils in the school's care. The school's staff will treat all pupils equally and without any form of discrimination.

In order to support this commitment, the school is dedicated to educating Staff, pupils and parents and ensuring consistent implementation and regular review of its policies, procedures and guidelines which have been put in place to effectively address the safety and wellbeing of pupils.

The school's policy and practice require staff to report to a designated senior member of staff at the school, (there is the option of referral to the Care and Social Services Inspectorate Wales) any concern or allegation about school practices or the behaviour of colleagues which might put pupils at risk of abuse. Staff who inform authorities in this way are immune from retribution or disciplinary action for any such "whistle-blowing" in good faith. Staff have the option of reporting concerns or allegations directly to the Care and Social Services Inspectorate Wales if preferred. Our Child Service department is Powys Front Door Service. Powys People Direct can be contacted on 01597 827666 (see p24).

Our Safeguarding team



The Safeguarding Governor is Rev Alan Jevons: 07593 531061

Role of the Designated Safeguarding Person (DSP)

The DSP is the Deputy Head (Pastoral). The DSP is responsible for:

- i. Safeguarding and promoting the welfare of all pupils.
- ii. Being the first point of contact in any referrals to Social Services and managing any such referrals.
- iii. Coordinating and updating of the Safeguarding Policy.
- iv. Training and briefing of staff and pupils, raising awareness of safeguarding issues.
- v. Informing and briefing the Board of Governors and specifically the governor with specific responsibility for safeguarding.
- vi. Monitoring the storage and confidentiality of records related to safeguarding.
- vii. Keeping the Head, and where appropriate other members of the Senior Management Team, informed of any safeguarding concerns.

There are five main strands to the school's policy:

- i. Ensuring we practise safe recruitment in checking the suitability of staff, governors and volunteers to work with children. The school obtains two acceptable references for each staff member engaged, including from his/her previous employer. DBS checks are also done.
- ii. Raising awareness of safeguarding issues and equipping children with the skills needed to keep them safe.
- iii. Establishing a safe, healthy environment in which children can learn and develop; feel supported and valued; and become resilient and confident.
- iv. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- v. Supporting pupils who have been abused in accordance with that pupil's agreed safeguarding plan.

We recognise that because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- i. Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- ii. Ensure children know that there are adults in the school whom they can approach if they have any worries.
- iii. Include opportunities in the PSE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- iv. Individual children are discussed each week at our House staff meetings under the standing item; Pastoral Concerns.

We will follow the procedures set out by the Local Safeguarding Children's Board and take account of guidance issued by the All-Wales Child Protection Procedures to:

- i. Ensure we have a member of the management structure to co-ordinate Safeguarding in the school.
- ii. Train and support the Designated Safeguarding Person and his/her deputies in this role.
- iii. Ensure we have a nominated governor responsible for safeguarding.
- iv. Ensure every member of staff, volunteer and governor knows the name of the Designated Safeguarding Person and of his/her deputies.
- v. Ensure all staff receive annual induction and refresher training, utilising external expertise where needed, in relation to safeguarding.
- vi. Ensure all staff, volunteers and governors understand their responsibilities in being alert to the signs of abuse and the need to refer any concerns to the designated member of staff without delay.
- vii. Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in school publications.
- viii. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child safeguarding matters.

- ix. Keep records of concerns about children, even where there is no need to refer the matter immediately.
- x. Follow clear policies and procedures where an allegation is made against a member of staff, governor or volunteer.
- xi. If the accused is a governor it is in the board's policy that the person would be suspended by the board.
- xii. Ensure that members of the school community are made aware of and can readily access this Policy, including that the Policy is published in the Staff Handbook, reference to the Policy is made in staff meeting throughout the year and that a suitable version of the Policy for pupils and parents is published annually in the pupil diaries.

The Policy is also published on the school website, the Parent Portal and a hard copy of this Policy is always available in the staff room, music staff room, estates office and from the main office.

GUIDANCE FOR STAFF IN THE EVENT OF SUSPICION OF A SAFEGUARDING ISSUE

The Children Act 2004

The Children Act aims to strike a balance between the rights of children to express their views on decisions made about their lives, the rights of parents to exercise their responsibilities towards the child and the duty of the State to intervene where the child's welfare requires it. In order to secure, as far as possible, the welfare of pupils, Christ College has clearly laid down and recognised procedures for dealing with allegations of abuse.

Staff

Christ College has to ensure that new and inexperienced staff have a planned induction which includes an explanation of both the underlying principles and the procedures which the school operates in caring for pupils, in line with the All-Wales Child Protection procedures.

It is important that all staff with care responsibilities have access to, and opportunities for, consultation with senior and more experienced staff, and have access to appropriate safeguarding training. Such arrangements should help to ensure that staff are protected from false accusations or from being drawn into inappropriate behaviour.

All staff should be aware of the indications of child abuse, and the procedures for dealing with suspected and actual cases.

All staff should be aware that pupils may suffer physical, sexual or emotional abuse whilst at home or away from school, or within the school itself, by staff, other adults including parents, and other children. Staff should be aware of the behavioural and physical indicators that may draw attention to the possibility of abuse. Mental health problems can also in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

IDENTIFICATION AND REPORTING OF ABUSE

For a quick reference guide turn to p24

Recognition

What is Child Abuse?

Children may be harmed by a parent, sibling or other relative, a carer, a peer, an acquaintance or a stranger. The harm may be the result of a direct act or by failure to act to provide proper care, or both. There are four main categories of abuse:

- i. Neglect - The persistent or severe neglect of a child which results in serious impairment of the child's health or development, including non-organic failure to thrive.
- ii. Physical Abuse - Physical injury to a child, including deliberate poisoning, where there is a definite knowledge, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.
- iii. Sexual Abuse - The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informal consent, or that violate the social taboos of family roles.
- iv. Emotional Abuse - The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill-treatment or rejection, e.g. Bullying (See Appendix 3). A child with language or health problems may also be potentially vulnerable under this category.

Recognition depends on:

- i. being fully aware of the signs of child abuse
- ii. being always alert to the possibility of any injury/illness being non-accidental
- iii. appreciating that a number of apparently trivial factors occurring together or over a period of time should arouse strong suspicion of child abuse.

Significant factors include:

- i. the nature of the injury or illness
- ii. the history, including previous episodes of injury or illness and where possible the social and psychological background of the parent(s) or other person(s) looking after the child, as well as their present circumstances; "other person" may include, for example, another member of the family, step-parents, a neighbour or family friend.

INDICATORS OF HARM

Physical

- i. A pupil presents with bruises, burns or fractures at a frequency which is inconsistent with normal activity;
- ii. A pupil offers explanations for an injury which is inconsistent with that injury;
- iii. The pupil or another person advises that he/she has been subjected to or threatened with harm;
- iv. Reluctance/refusal of a pupil to participate in activities where getting changed or wearing more revealing clothes may show signs of harm; and
- v. Excessive absenteeism.

Emotional abuse

- i. Poor peer relationships/withdrawn/anxious
- ii. Inclined to seek adult company
- iii. Regularly avoiding going home
- iv. Attention seeking behaviour
- v. Declining or underperformance in educational outcomes
- vi. Engaging in risk taking behaviour

Neglect

- i. Pupil appears underweight for age and body type
- ii. Inadequate clothing
- iii. Poor personal grooming
- iv. Excessive absences
- v. Pupil often arrives early and departs late

Sexual abuse

- i. Difficulty walking or sitting
- ii. Painful and recurrent urination
- iii. Torn, stained or bloodied clothing
- iv. Persistent headaches or recurrent abdominal pain
- v. Unexplained pain in genital areas
- vi. Bruises, bite marks or other injuries to breast, buttocks, arms or thighs and not consistent with accidental injury

Action To Be Taken

It is the responsibility of each and every member of staff to be observant and to take action if they are concerned that abuse might have occurred or be occurring. On hearing a complaint from a child, it is important to limit any questioning to the minimum necessary for clarification, avoiding leading questions. As soon as the allegation has been made, no further questions should be asked. The informant should be told that the matter will be referred to the Designated Safeguarding Person, who may inform the Head, and where necessary refer to the Social Services

The role of the staff member is not an investigative one. Staff members must not undertake investigations beyond satisfying themselves that they have reasonable grounds to suspect that a pupil has been, or is at risk of Harm. Neither the staff member nor the DSP is obliged to obtain proof, establish the cause of harm or assess its severity.

If a member of staff hears that an alleged safeguarding incident has occurred, or witnesses such an incident, then they must notify the DSP immediately. If the DSP is absent they should report to one of the school's Assistant DSPs. This information should also be written onto the school's Child Protection Form and submitted to the DSP.

If the DSP is the subject of the allegation or concern, the Head should be contacted. If the Head is the subject of the allegation, then the Clerk to the Governors, (Mr Martin Allen) should be informed, who will then notify the Chair of Governors. Powys People Direct can be contacted on 01597 827666.

The circumstances should be kept confidential until the DSP has been able to judge whether an incident of abuse has occurred. The matter may be referred to the Child Services and their advice will be followed.

If the allegation concerns a member of staff, a volunteer or governor, he or she would normally be informed as soon as possible after the result of the initial investigation is known, or the decision is made to dispense with one, but not invited to make a response. There should be a warning that anything said will be recorded; the subject of the allegation could be suspended from school with immediate effect. If the allegations concerns a fellow pupil, a risk assessment should be undertaken to establish whether the subject of the allegation should be suspended from school or not. Care should be taken to ensure that the subject of the allegation is not treated unfairly in this process and has independent access to Child Services or other external support.

There might be occasions when the situations are not necessarily a safeguarding issue, but where it is considered that a pupil or their parents could benefit from additional support from outside agencies. This process is called Early Help and would be done in consultation with parents.



ALLEGATIONS OF ABUSE OF CHILDREN BY A MEMBER OF STAFF

Using guidance from Part 4.3 All-Wales Child Protection Procedures 2008 and in accordance with the Welsh Government Guidance Circular 009/2014.

Allegations should be brought immediately to the attention of the Head and the DSP (or chair of governors if the allegation is against the Head), (for ease of reference we have referred to the person as the 'case manager'). The Head should inform the chair of governors of all allegations of abuse that come to his/her attention. In the first instance the case manager should immediately discuss the allegation with the Local Authority Designated Officer for Child Protection (LADO). The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action. The initial enquiries should establish:

- i. That an allegation has been made;
- ii. What is alleged to have occurred;
- iii. When and where the episode is/are alleged to have occurred;
- iv. Who was involved; and
- v. Any other persons present.

The LADO may ask the case manager to provide or obtain relevant additional information such as previous history, whether the child or their family have made similar allegations and the member of staff's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children. Where there is no such evidence, the case manager should discuss the allegation with the LADO in order to help determine whether police involvement is necessary. The initial sharing of information and evaluation between the case manager and the LADO may lead to a decision that the allegation is demonstrably false or unfounded and no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the LADO, the chair of governors informed and agreement reached on what information should be put in writing to the individual and by whom. The case manager should then consider with the LADO what action should follow in respect of the individual and those who made the allegation. The decision that no further action is to be taken should never be based on the employer's opinion about the character and/or personal circumstances of the individual employee and about the person making the allegation.

Informing parents/carers

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know about it. Where a strategy discussion is required, or police or children's social services need to be involved, the head teacher should consult those agencies and agree what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case and told the outcome where there is a criminal prosecution or that a disciplinary process is being followed. The deliberations of a disciplinary hearing and the information taken into account in reaching a decision cannot normally be disclosed but the outcome should be told to the parents in confidence. Parents and carers should also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

Informing the accused person

The case manager should inform the accused person about the allegation as soon as possible after consulting the LADO. It is important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social services need to be involved, the case manager should not do that until those agencies have been consulted and have agreed what information can be disclosed to the person. If the individual employee is a member of a trade union they should be advised to contact that organisation. The accused person should be informed that any child protection enquiry will be carried out in accordance with the All-Wales Child Protection Procedures.

Referral to the police and social services

If the allegation is not demonstrably false or unfounded and there is a cause to suspect a child is suffering or is likely to suffer significant harm, and/or a criminal offence against a child has been committed a strategy discussion should be convened in accordance with the All-Wales Child Protection Procedures. A decision to suspend the individual where necessary may be made at any stage of the process.

RECORD KEEPING

All records will be kept securely in a separate confidential folder (electronic or paper as appropriate). There is restricted access to these folders. Records will be handed on to the DSP at the next organisation and the Child Services will be informed.

Records will include;

- i. Full name, address and date of birth of pupil
- ii. Details of the parent who the pupil normally lives with
- iii. All concerns raised
- iv. Words used by the pupil
- v. Observations made
- vi. Actions taken
- vii. Reasons for any decisions taken
- viii. The safeguarding lead's name, signed and date

Safeguarding records will be kept in perpetuity.

FIRST AID AND ADMINISTRATION OF MEDICATION

All actions should follow the protocols laid out in the First Aid Policy (separate document). Only trained staff should administer first aid. Parents should always be informed if first aid has been administered. Staff should make other staff aware of what is happening and explain to the pupil what is happening.

Ideally first aid should be administered by medical centre staff. The School should ensure that:

- i. staff understand the limitations and extent of their role in applying basic care and hygiene tasks and understand where an injury requires more experienced intervention.
- ii. there are trained staff to undertake first aid responsibility.
- iii. training is regularly updated
- iv. arrangements are in place to gain parental consent for the administration of first aid or medication.

GUIDANCE TO STAFF ON CONDUCT WITH PUPILS

Physical contact with pupils

- i. The Guidance for Safe Working Practices for the Protection of Children and Staff in Educational Settings states that: “A no touch” approach is impractical for most staff. When physical contact is made with pupils, this should be in response to their needs at the time, of limited duration, and appropriate given their age, stage of development and gender. Appropriate physical contact in schools may occur most often with younger pupils. It is not acceptable to attribute touching to a member of staff’s teaching style or as a way of relating to pupils.
- ii. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority.
- iii. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded and reported to the DSP and, if appropriate, a copy placed on the pupil’s file.

Physical restraint

In line with the Welsh Government Guidance document (Mar 2013).

All school staff have a legal power to use reasonable force as a last resort, to prevent pupils;

- i. Committing a criminal offence
- ii. Injuring themselves or others, or;
- iii. Damaging property

Force is generally used for two different purposes - to control or to restrain pupils.

- i. Control can be passive physical contact (eg standing between pupils in a fight) or active physical contact (eg ushering a pupil away by placing a hand in the centre of the back).
- ii. Restraint is used in more extreme circumstances, when physically preventing a pupil from continuing what they were doing after they have been told to stop eg in a fight situation.
- iii. Any incident in which restraint had been used or physical contact has been made should be reported, using the official forms, to the DSP.

One-to-one situations

Staff should:

- i. Only meet with a pupil (or pupils) alone in a professional workspace and never in private accommodation (with the exception of HoMs for compassionate reasons), or remote, secluded areas of the school;
- ii. ensure there is visual access or an open door;
- iii. inform their line manager of the meeting beforehand, assessing the need to have them present or close by; and
- iv. always report any concerns to a senior colleague.
- v. Staff are reminded that it is a criminal offence for a person aged 18 or over to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual.

Transporting pupils

It is inadvisable for staff to give pupils a lift in a car alone. Permission to take pupils in a car must be gained in writing from the parents (except in emergency situations such as a dash to hospital). In all cases the Deputy Head (Pastoral) should be informed prior to the lift being given.

Visits to Staff homes

Pupils should not visit staff houses unaccompanied, unless agreed in writing by the DSP or unless the home falls within the school's Hosting Scheme.

Communication with pupils

Staff must not give personal details (such as their mobile phone number or private email address) to pupils unless it is from a school phone (staff should take a school phone on all residential trips) and for school related business. If a number must be given out agreement should be sought from SMT. On school trips the group leader may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. Staff should not be in contact with pupils on personal social media accounts eg facebook or WhatsApp. Any concerns should be reported to the DSP.

Searching a pupil

Options before this is necessary:

- i. Educate pupils in advance as to the dangers of drugs/cigarettes, about the dangers as well as the illegality of, and penalties for, carrying drugs
- ii. Use of the schools' Police liaison officer to assist in this education.

When carrying out a search:

Searches should never be conducted without the permission of the DHP or in his absence a member of SMT. Question the pupil if you have a suspicion.

- i. If questioning confirms the suspicion, ask the pupil to surrender the cigarettes/drugs.
- ii. If they do not surrender the cigarettes/drugs, ask the pupil to consent to a search.

There must be a second member of staff present during the search (the searcher and the second member of staff must be of the same sex as the pupil, if not then call the police). Searches do not have to take place on school site (ie can happen on trips). If the staff member does not feel it is safe to carry out a search, the police should be called. If a weapon is suspected DO NOT SEARCH - CALL THE POLICE

Intimate care

All children have the right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan should be drawn up and agreed with parents for all children who require intimate care on a regular basis.

Using and storing images of children

This forms part of the Data Protection Policy Ad006

CONFIDENTIALITY POLICY - Safeguarding

- i. The school's pastoral support network should enable and encourage pupils to talk to a trusted adult if they are having problems.
- ii. All staff and, where appropriate, senior pupils should be fully aware of confidentiality in relation to safeguarding. Information about any pupil should not be passed on or discussed indiscriminately; only those who strictly need to be involved should be informed.
- iii. If a member of staff receives information that leads them to believe that there is a safeguarding issue, they should refer the case to the Designated Safeguarding Person.
- iv. The member of staff cannot guarantee complete confidentiality and should ensure that the young person concerned understands that if confidentiality is to be broken he/she will be informed at the time of the disclosure.
- v. Staff should make it clear to pupils in the school that although some information can be kept confidential some may be passed on if it is in the young person's interests, such as significant harm or abuse to the young person or a third party.

- vi. In the case of exploitation or abuse, action should be taken in the best interests of the pupil.
- vii. Members of staff are not always obliged to pass on information about pupils to parents of those children, although encouragement for the young person to do so might well be appropriate.

Government guidance requires professionals to consult as much as possible with parents about their children when referring to another agency. In general, parents should be asked if they wish a referral to such an agency to be made, UNLESS THERE IS REASON TO THINK THAT OBTAINING SUCH CONSENT MAY PUT THE PUPIL AT RISK. If a referral is about child abuse (or the risk of it) rather than 'children in need', it is good practice to consult Child Services BEFORE discussing the issue with parents, unless a parent has asked you to make the referral and is already aware of it.

In brief this Confidentiality Policy should:

- i. Reassure young people in the school that their best interests will be maintained.
- ii. Encourage young people to talk to their parents or carers and give them support to do so.
- iii. Ensure that pupils know that staff cannot offer absolute confidentiality.
- iv. Reassure pupils that if confidentiality has to be broken, they will be informed first and supported as appropriate.
- v. Make it clear that if there is any possibility of danger to the young person or third party (such as siblings) the school has a legal obligation to follow the school's safeguarding procedure, not necessarily contacting the young person's parents.
- vi. Make sure that pupils are informed of sources of confidential help, e.g. the Welfare Centre staff (01874 615471), Childline (0800 1111), NSPCC (0808 8005000), the counsellor, and others.

ON-LINE SAFETY

The school has an Acceptable Use of IT policy. It manages access to the internet through the use of filters and monitoring systems to ensure IT is being used in a safe and appropriate manner.

Training on e-safety is given to staff at in-service training. Pupils and staff are aware of and must adhere to the mobile phones policy (separate documents). Contravention of these rules may result in the confiscation of the device and an appropriate school sanction. Incidents where sexual images have been shared via mobile phones or other devices will be reported to the police in accordance with safeguarding regulations. Pupils receive education about the safe use of the internet through the PSE program

and through outside speakers (schools' community police officer). On-line bullying is dealt with according with our Peer-on-Peer Abuse Policy (separate document). Pupils report such incidents to their House parent who informs the DSP.

The widespread use of digital communications technologies, such as personal mobile devices and the internet, presents young people with a host of opportunities for learning, participation, creativity and self-expression. At the same time, it has become a component of many safeguarding issues, including child exploitation, radicalisation and sexual predation.

Issues of online safety are ever evolving but can be broadly categorised into four areas of risk:

1. Content: Being exposed to illegal, inappropriate or harmful online content such as spam, pornography, fake news, substance abuse, violence, misogyny, anti-Semitism, racism, radicalisation and extremism, and lifestyle sites that promote anorexia, self-harm or suicide.
2. Contact: Being subjected to harmful online interaction with other users. Examples include: peer-to-peer pressure, exposure to viruses and malware, anonymous online chat sites, cyber-bullying commercial advertising, personal data or identity theft, cyber-stalking, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
3. Conduct: Personal online behaviour that increases the likelihood of being harmed oneself or causing harm to others. Examples include threats to: health and wellbeing, such as gaming or social network addiction; online disclosure of personal information and ignorance of privacy settings; online bullying; making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images); and illegal conduct, including hacking, plagiarism, and copyright infringement of digital media, such as music/film.
4. Commerce: Risks such as online gambling, inappropriate advertising, phishing and or financial scams. The safe use of technology is a focus in all areas of the curriculum and key IT safety measure are routinely reinforced in lessons and assemblies and at pastoral events.

Christ College provides mobile phones for trips and cameras for taking photographs when necessary. Mobile phones should not be used when supervising or teaching pupils except in cases of emergency. Images of children must not be taken or stored on any personal mobile phone. Photographs and videos are taken of students by staff for a variety of purposes, including displays of work/activities, personal records of achievement and for the school website. Permission is obtained from parents when a pupil joins the school. Images of pupils on the website will not have their full names shown. Images must not under any circumstances be posted online. Personal mobile phones may not be used to photograph students. When taking photographs or recording video footage, staff should have regard to the following guidance:

- all pupils must be appropriately dressed
- images that only show a single child with no surrounding context should be avoided
- photographs of three or four children are more likely to include the learning context
- use photographs that represent the diversity of children participating
- do not use images that are likely to cause distress, upset or embarrassment
- do not use images of a pupil who is considered vulnerable, unless parents/guardians

have given specific written permission

- photographs must not be taken in the toilet/changing areas

PREVENT

Context:

“Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.” (Source: The revised Prevent Duty Guidance in England and Wales, July 2015)

Schools should respond to the ideological challenges of terrorism and the threat we face from those who promote it. They should prevent individuals from being drawn into terrorism and ensure that they are given appropriate advice and support and also work with sectors and institutions where there are risks of radicalisation which we need to address. In the case of pupils being identified as being at risk of radicalisation then the DSP will contact social services and/or Channel. If staff have concerns about any pupil’s attitude to other pupils or staff they should contact the DSP. Effective engagement with parents is essential in cases of radicalisation.

In practice this means that the school demonstrates activity in the following areas:

- i. Risk assessment (safeguarding policies; identification of ‘at risk’ pupils).
- ii. Staff training (to be aware of the school’s referral process, and to challenge extreme ideas).
- iii. IT policies (filtering to ensure pupils are safe from extremist material).
- iv. Within the curriculum, in chapel and in the boarding houses the spiritual, moral, social and cultural development of pupils is promoted.
- v. Visiting speakers, whether invited by the staff or by the children themselves, are suitable and are properly supervised.
- vi. Visiting speakers are contacted by the Curriculum for Life Coordinator before attending the school. The subject matter is known in advance. They sign a form confirming that they will not speak on themes that have radicalisation, extremist viewpoints or politicisation at their heart. All speakers have public profiles, with background checks carried out in advance by the Curriculum for Life Coordinator ahead of their selection as a speaker.

GROOMING

To aid the prevention of Sexual Abuse, and because indicators of harm will not always be present, it is also important for Staff to be aware of the types of behaviours that can be used in the process of grooming.

Grooming may occur over a lengthy period. A person may also “groom” the child’s carers or others who might otherwise protect them from the abuse. Grooming may tend to develop in intensity over time. Some grooming behaviours might also reflect normal interactions and this is the reason for all staff members to observe clear professional boundaries and transparency in their role.

Some examples of grooming behaviour could include:

- i. Befriending a vulnerable pupil;
- ii. Giving a pupil special attention;
- iii. Treating a pupil more favourably than others;
- iv. Sharing secrets with a pupil
- v. Sending emails or text messages of a personal nature;
- vi. Directing suggestive jokes, remarks or actions towards a pupil;
- vii. Arranging opportunities to be alone with the pupil.

There can be no precise guidance to determine what behaviour is of concern. Staff and parents need to make judgements and when in doubt are strongly encouraged to discuss any issues or concerns with the Designated Safeguarding Lead. Everyone should feel free to raise even minor matters, which will assist in small pieces of information being built up over time and acted upon where necessary.

FEMALE GENITAL MUTILATION (FGM)

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. FGM often happens without the girl’s consent and will involve physical restraint. It is illegal in the UK and is child abuse. FGM is carried out for various cultural, religious and social reasons within families and communities in the mistaken belief that it will benefit the girl in some way. There are no acceptable reasons that justify FGM. It is not required by any religion. There are no health benefits. If staff discover what appears to be an act of FGM it is mandatory to report this to the DSP. The DSP will inform the police and Children’s Services.

ONE TO ONE TUTOR-PUPIL CONTACT ONLINE

This must only be done via our Microsoft Teams using school accounts. Written/email consent must be sought from parents and line managers/SMT must be aware of the intention to run one to one sessions online. Staff are briefed about how to deliver remote lessons and one to one sessions, including the rules on blurring backgrounds and recording of sessions.

MENTAL HEALTH AS A PART OF SAFEGUARDING

Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils. All schools are under a statutory duty to promote the welfare of their pupils, which includes: preventing impairment of children’s health or development, and taking action to enable all children to have the best outcomes.

Early intervention to identify issues and provide effective support is crucial. The school role in supporting and promoting mental health and wellbeing can be summarised as:

Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;

Identification: recognising emerging issues as early and accurately as possible;

Early support: helping pupils to access evidence-based early support and interventions; and

Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

Where a pupil has a mental health condition that amounts to a disability and this affects their behaviour, the school must make reasonable adjustments to the application of their policies and procedures in accordance with the Equality Act 2010. If staff have concerns about the mental health of a pupil that could have safeguarding implications for themselves or others, the appropriate action should be taken, and they should also alert the designated safeguarding person.

The culture, ethos and environment of the school can have a profound influence on both pupil and staff mental wellbeing. Environments that are hostile, aggressive, chaotic or unpredictable can be harmful to mental health, and can lead to stressful teaching and working conditions.

Schools are able to help prevent mental health problems by promoting resilience as part of an integrated, whole school approach that is tailored to the needs of their pupils. A whole school approach is one that goes beyond the teaching in the classroom to pervade all aspects of school life, including:

culture, ethos and environment: the health and wellbeing of pupils and staff is promoted through the leadership practice, the school's policies, values and attitudes, together with the social and physical environment;

- teaching: using the curriculum to develop pupils' knowledge about health and wellbeing; and

- partnerships with families and the community: proactive engagement with families, outside agencies, and the wider community to promote consistent support for children's health and wellbeing.

An important element of school leadership at any level is to create a culture that is calm, dignified and respectful of the individual. This culture should be felt in all activities and spaces. This approach is one of the most effective ways of encouraging good mental health, in order to avoid circumstances where poor mental health is exacerbated.

The vision should be underpinned by a clear system of rewards and sanctions and an accountability system that sets expectations for all staff, parents and pupils to play their part as much as they are able; and should be aimed at all times to the mutual benefit of every member of the school community. As the first step in embedding the culture, the leadership team should ensure high levels of pupil commitment to the school vision and policies. They should strive to communicate their vision with the

whole school community to ensure it is highly visible and is embedded throughout the school.

The school also emphasises the importance of promoting positive mental wellbeing. The school uses various strategies to support pupils who are experiencing high levels of psychological stress, or who are at risk of developing mental health problems. This includes teaching through curriculum subjects such as relationships education, relationship and sex education, health education or PSE; counselling; positive classroom management; developing social skills; working with parents; and peer support.

The Senior Management Team is responsible for determining the training needs of their staff within their approach to school improvement, professional development and performance management. They set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment, and ensure that teachers have a clear understanding of the needs of all pupils, including those with mental health needs.

The Senior Management Team promotes continuous professional development to ensure that staff are aware of some common symptoms of mental health problems: what is and isn't a cause for concern; and what to do if they think they have spotted a developing problem. Clear systems and processes should be in place to help staff who identify possible mental health problems, providing routes to escalate issues via a clear system.

Pupils know where to go for further information or support should they want to talk about their own, their peers', or their family's mental health or wellbeing. Vulnerable pupils or groups are identified within the school, provision is made to support and promote their positive mental health. Abuse, neglect, exploitation and a range of adverse parental, familial and contextual circumstances are identified risk factors for mental health problems, often experienced by children identified as Children in Need and supported by children's social care. Looked-after and adopted children may also have faced such risk factors.

SAFE RECRUITMENT OF STAFF

In line with the 2024 Independent School Standards (Wales) Regulations staff and volunteers working at school must have DBS checks carried out every three years. Christ College now carries out these checks yearly for a third of the staff covering the entire staff and volunteer community every three years.

FREQUENCY OF TRAINING

The frequency of mandatory Safeguarding training is as follows:

All staff must have refresher training every two years. This includes Child Protection in Education and Prevent training as well as latest safeguarding trends and causes for concern.

At Christ College DSP & Assistant DSPs will have Level 3 Safeguarding (plus Refresher training each year).

In addition, termly training sessions will be held for all academic and support staff to reinforce and top-up our understanding of safeguarding protocols.

STAFF TRAINING RECORDS

The ongoing training of staff in the latest trends, protocols and regulations of safeguarding young people is a priority at Christ College. Training logs are stored centrally and updated whenever a staff member completes a course or extends their training through a recognised training provider and logs all in-house training and briefs by the DSP team.

APPENDIX

Definitions. In this Policy:

“**Extremism**” is defined as vocal or active opposition to fundamental British values including, democracy, the rule of law, individual liberty; and mutual respect and tolerance for those with different faiths and beliefs.

“**Female genital mutilation**” (FGM), also known as female genital cutting and female circumcision, is the ritual removal of some or all of the external female genitalia, when there is no medical reason for this to be done. The practice is predominantly found in Africa, Asia and the Middle East.

“**Grooming**” is a course of conduct by which a person creates or exploits opportunities that allow the person to engage in sexual contact with a child. Its function is to secure compliance of the child and to avoid detection and punishment.

“**Harm**” is any detrimental effect of a significant nature on a child’s physical, psychological or emotional wellbeing, irrespective of cause. Causes of Harm may include, but are not limited to: physical, psychological or emotional abuse or neglect; or sexual abuse or exploitation. Harm may be caused by a single act, omission or circumstance, or by a series or combination of acts, omissions or circumstances.

A “**parent**” includes a legal guardian.

A “**pupil**” is any person regardless of age who is enrolled at the School.

“**Sexual abuse**” includes sexual behaviour involving a pupil and another person where;

- i. the other person bribes, coerces, exploits, threatens or is violent towards the pupil,
- ii. the pupil has less power than the other person; or
- iii. there is significant disparity between the pupil and the other person in maturity or intellectual capacity (child sexual exploitation).

A “volunteer” is any member of staff that is assisting with activities at the school on an unpaid basis.

“Vulnerability” is the danger of being exposed to the possibility of being attacked or harmed, either physically or emotionally.

