

# Loyola Preparatory School Policy for Child Protection and Safeguarding

*“Loyola Preparatory School will strive to instil recognition of the talents and achievements of all its members. It will seek to identify and develop a range of skills, techniques and abilities within its pupils which will serve the individual in future life, but will also be put to use as an expression of the Greater Glory of God, both in the personal development of the self and in service to others and the community.”*



***Ad Majorem Dei Gloriam  
To the Greater Glory of God***

# Child Protection and Safeguarding Policy

This policy applies to all pupils at Loyola Preparatory School including those in Early Years Foundation Stage.

## 1. INTRODUCTION

Loyola Preparatory and EYFS will safeguard and promote the welfare of children who are pupils at the school. Our school works in accordance with 'Keeping Children Safe in Education' (DfE, Sept 2019),

This guidance is statutory and applies to all schools and colleges. Schools are defined as:

“all schools whether maintained, non-maintained or independent schools (including academies, free schools and alternative provision academies), maintained nursery schools and pupil referral units” (DfE, 2019a).

'Working Together to Safeguard Children (DfE, July 2018)', 'Children Missing Education' (DfE, Sept 2016), 'Effective Support for Children and Families in Essex (ESCB, 2017) As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / 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
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

It is important to remember that safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all staff at Loyola must make sure that their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Therefore everyone at Loyola has a responsibility to the child.

Our school works in accordance with the PREVENT Duty and approaches this issue in the same way as any other child protection matter. Any concerns that one of our pupils is at risk in this respect, will be referred to Children's Social Care in line with the SET procedures.

### Purpose of a Child Protection Policy

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Our policy applies to all staff (teaching, peripatetic, non-teaching and supply), governors and volunteers working in the school.

Our policy will:

- Ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raise awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- Support pupils who have either been abused (in accordance with their agreed child protection plan where relevant) or are in need.
- Establish a safe environment in which children can learn and develop.
- Provide advice on recognising signs of abuse and how to contact agencies concerned with child protection.
- Provide a code of conduct to ensure that members of staff ensure that their behaviour or actions do not harm pupils or themselves.

### **Mission Statement**

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHEE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

### **Local Safeguarding Children Board Child Protection Procedures**

Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Essex Safeguarding Children Board (ESCB).

In Essex, all professionals must work in accordance with the SET Procedures (ESCB, 2018).

All action is taken in accordance with the following guidance:

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2018)
- Keeping Children Safe in Education (DfE, Sept 2019) including annex A
- Working Together to Safeguard Children (July 2018)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
- Children Missing Education (DfE, Sept 2016)

The school thus follows the procedures established by the Essex Safeguarding Children Board

Accordingly the school will:

- Ensure we have at least one Designated Safeguarding Lead (DSL) for child protection who has received appropriate training and support for this role including on-line safety. **Mrs Anthony, Head, is the senior designated person in the main school and Ms Joyce Head of Early Years is the senior designated person in Early Years.** Ms Joyce reports to Mrs Anthony on a regular basis to ensure close liaison across the school. All who work within the school must ensure that the e-safety, acceptable internet use policies are adhered to and this will be overseen by the e-safety co-ordinators (Mrs M Carrig and Mr G Tong).
- Ensure we have at least one other senior member of staff has received appropriate training and support for this role who will undertake the role of Deputy DSL should the need arise. At this moment **Mrs C Payne** (SLT member with responsibility for pastoral care within the school) is this person. If Mrs Payne is absent, Ms Joyce will deputise for this role.

- Ensure that the Designated Safeguarding Leads (and Deputy DSL) undergo updated Level 3 child protection training at least every two years. The Head, all staff members and governors undergo child protection training which is updated regularly, in line with advice from the Essex Safeguarding Children Board (ESCB). All Child Protection training is recorded.
- Ensure that the Designated Safeguarding Leads (and Deputy DSL) also undertakes training in inter-agency working and other matters as appropriate. The DSL is also the CSE champion. She attends and receives regular updates / training.
- Any relevant information regarding Safeguarding, Child Protection or CSE is fed back to staff at staff meetings. This may be formally or informally.
- Ensure that all staff are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct.
- Ensure we have a nominated governor responsible for child protection. Currently Mrs Fox is the governor responsible for child protection.
- Ensure every member of staff (including temporary, peripatetic and supply staff and volunteers) and governing body knows the name of the senior designated person responsible for child protection and their role (Mrs Anthony, Mrs Payne and Ms Joyce hold these roles).
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the senior designated person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school information.
- Communicate readily (within 24 hours maximum) with the local safeguarding agency

#### **Essex Children and Families Hub**

Essex House

200 The Crescent, Colchester Business Park

Colchester, Essex

CO4 9YQ

Tel: 0345 603 7627

Fax: 01206 851844 or 01206 844981

Email: [FOH@essex.gcsx.gov.uk](mailto:FOH@essex.gcsx.gov.uk) (password protect all documents)

Opening Hours: 8.45am to 5.30pm (Mon-Thurs) & 8.45am to 4.30pm (Fri)

- Or another borough when geographically appropriate, whenever an allegation or disclosure of abuse has been made.
- Notify social services if there is an unexplained absence of more than two days of a pupil noted as being at risk.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff (including peripatetic staff) or volunteer. The DSL or the Deputy DSL will contact the LADO (Local Authority Designated Officer) on **0333 0139 797**, within 24 hours, to receive support and guidance as to the next step in the process and the Chair of Governors Mrs Fox, who also is the Governor with responsibility for Child Protection.

#### **School Staff & Volunteers**

All school staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

They should be aware of the important role the school has in the early recognition of the signs and symptoms of abuse or neglect and the appropriate referral process.

All staff can make a referral if a pupil is considered to be in imminent risk of serious harm.

### **Emergency contact details**

DSL : Mrs K Anthony (Headteacher) [head@loyola.essex.sch.uk](mailto:head@loyola.essex.sch.uk)

EYFS DSL : Ms Joyce (EYFS) [reception@loyolaprepschool.co.uk](mailto:reception@loyolaprepschool.co.uk)

Deputy DSL : Mrs C Payne (SENDSCO) [cpayne@loyolaprepschool.co.uk](mailto:cpayne@loyolaprepschool.co.uk)

Chair of Governors : Mrs A Fox contact via [office@loyola.essex.sch.uk](mailto:office@loyola.essex.sch.uk)

### **Staff allegations**

For allegations regarding abuse by a member of staff, head, peripatetic staff or volunteer should be referred immediately or within one working day to the Essex Local Authority Designated Officer (LADO) as detailed in paragraph 9 below:

Essex Safeguarding Children Board  
Room C228,  
County Hall  
Chelmsford CM1 1QH

Tel: 0333 0139 797

Email: [childrens.safeguarding@essex.gov.uk](mailto:childrens.safeguarding@essex.gov.uk) (password protect all documents)

and to the Chair of Governors (Mrs Fox) as Child Protection Governor (contact details are kept in the school office). In the event of a suspected crime, allegations must also be referred to the police.

### **General Pupil Concerns**

Ideally referrals should be made to the child's home local authority. If in doubt, recourse should be made in the first instance to Essex, in which the school is located.

Following concerns that a child or young person resident in Essex is being harmed or neglected or is at risk of this, **Essex Children and Families Hub** should be contacted on **0345 603 7627**, unless there is a specific allegation about a member of staff.

### **Essex Safeguarding Children's Board – Out of Hours**

Out of hours: (5.30pm - 9.00am Monday - Thursday, 4.30pm Friday - 9.00am Monday and Bank holidays)

Tel: 0845 606 1212

Fax: 0300 1230 779

Email: [Emergency.DutyTeamOutofHours@essex.gov.uk](mailto:Emergency.DutyTeamOutofHours@essex.gov.uk)

If there is an immediate risk of harm to a child then contact the Police on 999.

For pupils who live outside the Essex area, neighbouring LSCB's are:

### **Redbridge Local Safeguarding Children Board:**

5<sup>th</sup> Floor (Front),  
Lynton House,  
255-259 High Road,  
Ilford IG1 1NY

Tel: 020 8708 3885 Out of hours 020 8708 5897

Email [CPAT.referrals@redbridge.gov.uk](mailto:CPAT.referrals@redbridge.gov.uk)

### **Waltham Forest Local Safeguarding Children Board:**

Children and Families Service,  
Juniper House,  
221 Hoe Street,  
Walthamstow,  
London, E17 9PH

Tel: 020 8496 2310

In addition, advice may be received by telephoning Childline on 0800 1111 or Kidscape 0207 7730 3300.

### **Children Missing Education**

If a child fails to arrive for school and the school has not received communication for the parent(s) explaining why the school will attempt to make contact with the parent by 10am of that day. If the school cannot reach anyone including the emergency contacts a discussion will be had with the Safeguarding team as to decide whether this is a vulnerable child and the police need to be informed.

For children that have missed 10 consecutive days education, where we have not had engagement with the parent or where there is a concern, notification will be made by the school using the 'Missing Pupil Checklist for Schools' form to:

Children Missing from Education  
Missing Education & Child Employment Service  
E2, Core 4, County Hall,  
Chelmsford, CM1 1QH

Tel: 0333 0322 962

Email: [cme@essex.gov.uk](mailto:cme@essex.gov.uk)

The school will also inform Essex County Council for any new pupil joining the school or leaving the school via the link [Statutory Notification of admission/Deletion to/from Essex School Roll](http://schools.essex.gov.uk/pupils/MECE/Pages/Removals-from-roll.aspx) - <http://schools.essex.gov.uk/pupils/MECE/Pages/Removals-from-roll.aspx>

### **Prevent Duty**

Prevent is the multi-agency set of arrangements aimed at preventing individuals and groups from engaging in violent extremism. Prevent is not aimed at suppressing freedom of thought and expression.

Early indicators of extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as 'Muslims Against Crusades' or other non-proscribed extremist groups such as the English Defence league
- Out of character changes in dress, behaviour and peer relationships

Any member of staff who believes a crime is being committed, or planned, or is aware of any terrorist activity, should contact Essex Police Prevent team without delay by email to [prevent@essex.pnn.police.uk](mailto:prevent@essex.pnn.police.uk)

Other staff concerns should be directed to the DSL who will either contact the prevent team or the Essex Family Operations Hub.

Parents and carers should be involved in discussion about any extremism concerns at the earliest point possible unless this would increase risk to a child or young person.

### **STATUTORY FRAMEWORK**

In order to protect children from harm the school will act in accordance with the following legislation and guidance:

The Children Act 1989

The Children Act 2004

Education Act (2002), section 157 & 175

Essex Safeguarding Children Board Child Protection Guidelines – The SET (Southend, Essex and Thurrock)  
Child Protection Procedures (ESCB 2018)

DfE guidance Keeping Children Safe in Education (Sept 2019)

HM Government 'Working Together to Safeguard Children (July 2018)

HM Government PREVENT Duty (Counter-Terrorism and Security Act (2015)

DfE guidance Children Missing Education (Sept 2016)

HM Government 'Working Together to Safeguard Children (2018)' requires all schools to follow the procedures for protecting children from abuse which are established by the Local Safeguarding Children Board. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Government guidance *Keeping Children Safe in Education (2019)* places the following responsibilities on all schools:-

\* School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

\* **All** staff have a responsibility to provide a safe environment in which children can learn.

\* **All** staff should be prepared to identify children who may benefit from early help.<sup>1</sup> Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

\* **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in the school policy and procedures.

\* Loyola will have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

\* The designated safeguarding lead (and any deputies)

\* The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties

- Schools should be aware of and follow the procedures established by the Local Safeguarding Children Board
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse. Staff should expect to support social workers and other agencies following any referral.
- *Keeping Children Safe in Education (2019)* states that action should also be taken to promote the welfare of a child in need of additional support (children in need), even if they are not suffering harm or are at immediate risk and those who are in need of additional support from one or more agencies using local processes such as the CAF framework.

- *The Teacher Standards 2014* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- If at any point there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody on the staff can make a referral.
- A Designated Safeguarding Lead should have responsibility for coordinating action within the school and liaising with other agencies. They and the deputy DSL are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
- The designated safeguarding Lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. . In addition, their knowledge and skills should be updated (via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals to keep up with any developments relevant to their role.
- All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

**DFE guidance *Keeping Children Safe in Education (2019)* also states that :**

### **Multi-agency Working**

New safeguarding partners and child death review partner arrangements came into place from September 2019. These comprise of the local authority, a clinical commissioning group and the chief officer for police equally sharing responsibilities for working together to safeguard and promote the welfare of local children within each area. Safeguarding partners are expected to ensure schools are "fully engaged, involved and included in the new safeguarding arrangements" (DfE, 2019a) and it is expected that they will name schools and colleges as relevant agencies and if named schools will have a statutory duty to cooperate with the published arrangements.

Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

**The school will also contribute to inter-agency working through the common assessment framework (CAF) or the Team Around the Child (TAC) approach.**

Safeguarding and promoting the welfare of children is defined 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; and
- taking action to enable all children to have the best outcomes.

### **THE DESIGNATED SAFEGUARDING LEAD**



The **Designated Safeguarding Lead and Deputy DSL** for Child Protection at Loyola Preparatory School are: **Mrs Kirsty Anthony and Mrs Canda Payne**. These both have status and authority in their respective roles of Head and Pastoral Care Co-ordinator. The lead practitioner for safeguarding children within the EYFS setting and liaising with local statutory children's agencies is **Ms Sharon Joyce who holds the posts of DSL for Early Years and Head of EYFS**. In the event of Mrs Payne's absence, Ms Joyce also acts as Deputy DSL.

The Designated Safeguarding Lead in school has responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They must ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They should be a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Children and Families Hub) are made in accordance with current SET procedures (ESCB 2018) and in "Effective Support for Children and families in Essex (ESCB 2017). If for any reason the Designated Safeguarding Lead is unavailable, the Deputy Designated Safeguarding Lead will act in their absence.

It is the role of the Designated Safeguarding Leads for Child Protection to:-

- Ensure that the school operates within the legislative framework and recommended guidance
- Ensure that all staff and volunteers are aware of the Local Safeguarding Children's Board Child Protection Procedures
- Ensure that appropriate training and support is provided to all staff including procedures for whistleblowing and through PREVENT training awareness of radicalisation and extremism and how to identify children/young people at risk of radicalisation
- Ensure that the Head is kept fully informed of any concerns
- Develop effective working relationships with other agencies and services
- Decide whether to take further action about specific concerns (e.g. refer to Children, Schools and Families)
- Liaise with social care teams over suspected cases of child abuse
- Ensure that accurate records relating to individual children are kept separate from the academic file in a secure place and marked 'Strictly Confidential'
- Submit reports to, and ensure the school's attendance at Child Protection Conferences
- Ensure that the school effectively monitors children about whom there are concerns
- Provide guidance to parents, children and staff about obtaining suitable support.

### **SCHOOL PROCEDURES (including Staff Code of Conduct)**

If any member of staff is concerned about a child either because he is at risk or if he is in need, he or she must inform the Designated Safeguarding Lead, Mrs Anthony, Head or in her absence the Deputy DSL (Mrs Payne) or if a child in Early Years, Mrs McHardy. Concerns about a child in need may then be referred by the DSL to Children's Social Care. Children identified at being at risk must be referred to Children Social Care or to the police if suspicion of a crime has been committed, within 24 hours. If there is risk of immediate harm to a child a referral must be made immediately. All members of staff may make a referral to statutory agencies and parental consent is not required, especially if the child is considered to be in immediate danger of risk.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

The DSL will decide whether the concerns should be referred to the Local Safeguarding Children Board. In the event of an allegation of abuse against a member of staff, volunteer or the head, a referral will be made to the LADO immediately or within one working day. If it is decided to make a referral this will be done with prior discussion with the parents, unless to do so would place the child at further risk of harm or when there are immediate concerns about the child's safety.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns including children in need, or who has been identified as being the subject of a child protection plan (contained within the Child Protection File) and a written record will be kept.

If a pupil who is/ or has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.

Training in child protection and inter agency working shall be provided for designated persons every two years and every year for staff, in line with Essex LSCB guidelines. All staff and volunteers will be provided with training that includes child protection and temporary staff and volunteers who work with children will be made aware of the school's arrangements.

Provision will be made in induction training

- for staff members who join the school and have not received training within past three years
- to ensure that peripatetic and ancillary staff are trained in safeguarding procedures
- to ensure that all staff have received, read and signed they have understood Part One of *Keeping Children Safe in Education (2018)*.
- to provide a copy of the school safeguarding policy including the staff code of conduct and will ensure that it has been read and understood
- to provide the identities of the DSLs.

Deficiencies or weaknesses identified in child protection arrangements must be remedied without delay.

Staff and volunteers must have regard to the following **code of conduct** and take steps to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on)

- In one to one tuition, instruction should be given in an area that is visible from the outside – either through an observation glass in the door or a window that can be viewed from the outside. If such tuition is timetabled (as in instrumental tuition) the venue should be on public record. If *ad hoc* (if a pupil requires additional academic coaching after a lesson, for example), the member of staff should strive to ensure that at least one other colleague is aware.
- If touching a pupil is necessary for example to demonstrate how to hold an instrument or to coach a technique in sports, care should be taken that the pupil is not touched inappropriately and that should he object to being touched that all such contact ceases immediately.
- In the event of pupils indulging in dangerous behaviour either placing themselves at risk or endangering others (such as in a fight), staff may use reasonable force to restrain or separate such pupils. In this event, the parents of the boys concerned should be informed by the school within twenty-four hours of the incident.
- If pupils require touching for comfort if they are in distress or require attention due to soiling themselves (in the Early Years stage for example) the touch must be appropriate to the circumstances. If intimate intervention is required (as in the case of a young boy soiling himself), the parent or guardian of the child must be informed by the end of the working day.
- Whilst members of staff escorting residential trips are *in loco parentis*, they must respect the privacy of the boys. Responses to distressed or unwell pupils must be proportionate and appropriate to their needs. Staff should not normally be alone with a single boy in a room; if unavoidable they should strive to keep the door of the room ajar and ideally inform a colleague where they are and why either at the time or afterwards.
- Parents are asked to opt out of their son receiving sun cream from a member of staff. However, it is recognised that staff may wish to opt out of doing so themselves if they so wish.

- Pupils should not be conveyed entirely on their own in a staff private car. There should be at least one other person in attendance. If there is a need to convey a pupil to hospital following an accident and there is no one available to assist, the driver must inform that parents concerned as soon as possible afterwards.
- Under no circumstances should a member of staff engage in any personal digital communication with pupils including the use of e mails, texting or social media.
- Throughout the school (and in line with EYFS statutory guidelines) no images will be taken on personal devices such as mobile phones. Images may only be taken on secure school equipment such as I-pads or cameras.
- The school allows staff to bring in personal mobile phones and devices for their own use. Staff must ensure there is no inappropriate or illegal content on the device. All staff must ensure that their devices are left inside a bag/cupboard throughout contact time with children. Staff may check their devices or make phone calls at staff breaks or in staff members own time and in an area where no children are present.
- If staff have a personal emergency they are free to use the schools phone or make a personal call from their mobile in a staff area with the permission of the head.

### **Whistle blowing**

The school recognises that there may be circumstances where staff and pupils feel unable to raise concerns or incidents of malpractice within the school environment as there is reasonable doubt that these would be dealt with adequately.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school, staff and volunteers may report concerns to the Governors. The Chair of Governors, Mrs Fox can be reached through the school office. All staff have a duty to report any deficiencies or weaknesses in child protection and it is the Head's duty (or Deputy DSL in her absence), to remedy this without delay.

Provision for mediation and dispute resolution following allegations through whistleblowing will follow the provision of the grievance procedure as documented in the staff handbook. Training and support forms part of regular child protection training.

### **Other Procedures**

Assurance must be obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, in a separate institution).

The school will report to the Disclosure and Barring Service, as soon as the person concerned ceases employment with the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used **due to child protection issues**. In this context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Consideration will be given to making a referral to the National College of Teaching a teacher who has been dismissed for misconduct or would have been dismissed had he/she not resigned first.

It is noted that it is an **offence** under the Vetting and Barring Scheme (DBS) legislation –

- to **knowingly** employ (or take on as a volunteer) in a DBS regulated activity someone who is barred from such activity. (Note: this is in effect not a new requirement: it broadly replaces an offence

under protection of children legislation which had existed since 2000. It does not require an employer to check whether a new starter is barred. At present, the requirement to check whether a new entrant to school staff is barred is the requirement (without an offence attached to it) which has been part of the school staffing regulations for several years.)

- not to refer to the DBS details of anyone who is removed from regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

The governing body will undertake an annual review of the school's child protection procedures and of the efficiency with which the related duties have been discharged.

## WHEN TO BE CONCERNED

### Recognising Abuse and Neglect

All staff and volunteers should be concerned about a child if he:

- Has any injury which is not typical of the bumps and scrapes normally associated with accidental injury.
- Regularly has unexplained injuries.
- Frequently have injuries (even when apparently reasonable explanations are given).
- Gives confused or conflicting explanations about how injuries were sustained.
- Exhibits significant changes in behaviour, performance or attitude.
- Indulges in sexual behaviour which is unusually explicit and /or inappropriate to his or her age/stage of development.
- Discloses an experience in which he or she may have been significantly harmed.
- Any other cause to believe that a child may be suffering harm.
- Any indications of self-harm such as recurrent cuts and scratches on the arm
- Any indications of mental strain – stress, depression, uncharacteristic lack of motivation, extreme tiredness, frequently over emotional, uncharacteristic anger management issues
- Frequently comes to school without the correct equipment or regulation uniform; frequently dishevelled or dirty

### Support

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

**All** staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

### Types of abuse and neglect

1. **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. They may be abused by an adult or adults or another child or children. Abuse can take place exclusively online or technology may be used to facilitate offline abuse.
2. **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.
3. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond

a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

4. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
5. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
6. **Serious violence:** All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.
7. **'Honour-Based' violence (including Female Genital Mutilation and Forced Marriage):** So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and other practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert for any signs.
8. **Sexual violence and sexual harassment:** this can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely have their educational attainment affected. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.
9. **Other types of abuse:** child missing from home or care, children missing from education (CME), child sexual exploitation (CSE), domestic violence (DV), drugs, fabricated or induced illness, gangs and

youth violence, gender-based violence/violence against women and girls (VAWG), mental health, private fostering, preventing radicalisation, teenage relationship abuse, trafficking.

10. **Peer on Peer Abuse:** Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting (also known as youth produced sexual imagery); initiating/hazing type violence and rituals; online abuse; upskirting, (this typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) There is recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously;

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions.

### 11. **Recognising Peer Abuse**

An assessment of an incident between peers should be completed and consider:

Chronological and developmental ages of everyone involved

Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability

All alleged physical and verbal aspects of the behaviour and incident

Whether the behaviour involved inappropriate sexual knowledge or motivation

What was the degree of physical aggression, intimidation, threatening behaviour or bribery

The effect on the victim

Any attempts to ensure the behaviour and incident is kept a secret

The child or young person's motivation or reason for the behaviour, if they admit that it occurred

Whether this was a one-off incident, or longer in duration

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled. Staff will talk to the children (both victim, perpetrator and any other relevant parties) in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters. Victims, perpetrators and any other child affected by peer on peer abuse will be supported and procedures to minimise the risk of peer on peer abuse must be put in place.

Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up."

It is recognised that pupils with SEND can be vulnerable to peer on peer abuse and that appropriate measures are enacted to ensure their safety and well-being.

Procedures for dealing with abuse by one or more pupils against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' include that any such abuse will be referred to the local authority as a child protection concern detailing both the victim and perpetrator. Support must also be in place for the perpetrator as well as the victim.

### **Preventative Strategies for Peer on Peer abuse**

Peer on peer abuse can and will occur on any site (in or out of school). It is important to develop appropriate strategies to proactively prevent peer on peer abuse. Loyola has an open environment where

young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PHSEE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. The school makes sure that 'support and report' signposting is available to young people. Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action. Young people are part of changing their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop 'rules of acceptable behaviour'. We involve pupils in the positive ethos in school; one where all young people understand the boundaries of behaviour before it becomes abusive.

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will inform an appropriate member of the pastoral team as soon as possible.
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved.
- The victim will be interviewed on his own and may be asked to write an account of events.
- The bully(ies), together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
- The incident should be recorded.
- In very serious incidents, the Head should be informed.
- The victim will be interviewed at a later stage by a member of the S.M.T., separately from the alleged perpetrator. It will be made clear to him why revenge is inappropriate. He will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by a member of the S.M.T., separately from the victim and it will be made clear why his behaviour was inappropriate and caused distress. He will be offered guidance and support on modifying his or her behaviour, together with any appropriate disciplinary sanctions.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling, should be agreed.
- This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures.
- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police or to the Social Services or Essex Safeguarding Children Board or other appropriate welfare agency within twenty four hours of a disclosure or suspicion of abuse.
- However, it is the policy of Loyola Preparatory School attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.

### **Contextual safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. **All** staff, but especially the designated safeguarding lead (and deputies) should consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, and provide as much information as possible as part

of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Pupils are provided with opportunities to communicate worries or concerns in school:

- Through the pastoral arrangements in school providing pupils individual access to the Head, form teachers and general staff if needed
- The school council provides a conduit for general pupil opinion
- The PSHEE scheme invites pupils to consider safeguarding issues (including bullying) and to comment upon them
- The school makes use of Year 6 Prefects responsible for particular classes. Boys may approach identified boys with concerns or problems that they feel too shy or scared to take to an adult. These prefects report such concerns to a member of the SLT who then liaise with staff as appropriate.
- The school uses the services of the Brentwood Children's Society to provide counselling where necessary (and as authorised by parents).

In instances of alleged bullying, staff are directed to the school's anti bullying policy which includes guidance on dealing with cyber bullying published on the school website.

### **FEMALE GENITAL MUTILATION MANDATORY REPORTING DUTY FOR TEACHERS**

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. (See KCSIE Appendix A for further details).

At Loyola all of the pupils are boys but attention must be made to the fact that the boys may make reference to sisters, cousins, family members or friends which may raise concern by a staff member about FGM.

### **DEALING WITH A DISCLOSURE**

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to the local safeguarding children board, police, or the DfE
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see record keeping paragraph)
- Pass information to the Designated Safeguarding Lead without delay

### **Support**

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

### **CONFIDENTIALITY**



Child Protection raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

## **RECORD KEEPING**

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury
- Record statements and observations rather than interpretations or assumptions
- All records need to be given to the Designated Senior Persons promptly. No copies should be retained by the member of staff or volunteer.

## **ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS**

With reference to *Keeping Children Safe in Education* (2018) Staff/volunteers/head are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

All staff/volunteers/Head must protect themselves especially when meeting on a one to one basis with students.

Staff/volunteers/Head should bear in mind that even perfectly innocent actions can sometimes be misconstrued.

Staff/volunteers, who hear of an allegation of abuse against another member of staff or a volunteer, should report the matter immediately to the Head, who will then discuss the issue with the appointed Child Protection Governor who in our case is the Chair of Governors Mrs Fox.

If an allegation of abuse is made against a member of staff/volunteer, the person receiving the allegation must take it seriously and immediately inform the Head. The quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. The school will not undertake its own investigations of allegations without prior consultation with the local authority designated officer (LADO) within 24 hours of the allegation being received, or in the most serious cases, the police, 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 LADO may be contacted through:

Designated Officer (LADO):  
Essex Safeguarding Children Board  
Room C228, County Hall  
Chelmsford CM1 1QH

Tel: 0333 0139 797

Email: [childrens.safeguarding@essex.gov.uk](mailto:childrens.safeguarding@essex.gov.uk) (password protect all documents)

If any member of staff/volunteer has reason to suspect that another member of staff/volunteer may have abused a child at the school, or elsewhere, they must immediately inform the Head. They should also make a record of the concerns including a note of anyone else who witnessed the incident/alleged incident. If the head is absent, the allegation should be passed to the chair of governors. In case of serious harm, the police should be informed from the outset.

If the concerns are about the Head, then the **Chair of Governors** Mrs Fox who is the designated Child Protection Governor should be contacted without prior reference to the Head. She will take it to the LADO of the Essex Child Safeguarding Board (LADO Local Authority Designated Officer) on : 0333 0139 797, within 24 hours, who will offer support and guidance as to the next step in the process.

Contact can be made with the Chair of Governors via the school office who will contact her for you or via email [office@loyola.essex.sch.uk](mailto:office@loyola.essex.sch.uk)

Under these circumstances the member of staff against whom an allegation has been made should not be informed of said allegation until future action is agreed. It may be necessary to discuss appropriate steps to ensure other children are not at risk. The allegation will be investigated in accordance with the Essex Safeguarding Children Board Child Protection Procedures.

If it is decided that it is not necessary to refer to the DfE, the Head and Local Authority Designated Officer will consider whether there needs to be an internal investigation.

The school will fulfil the requirement that independent schools are also under a duty to consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".

A record of concerns must be made including a note of anyone else who has witnessed the allegation or incident.

Records must be kept of all allegations but any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

### **SAFEGUARDING RECRUITMENT (Recruitment Protocol)**

1. This is the protocol to be followed for the appointment and registration of staff including staff supplied by outside agencies and of governors and trustees of the school.
2. Staff to be employed directly by the school must attend an interview, having already submitted a completed application form, during which at least one member of the panel has received Safer Recruitment training.
3. The application form will include details of name, contact details, education details, details of qualifications relevant to the post, a record of previous employment history (with gaps in employment investigated with candidate), the names and addresses of at least two referees (one to be the current or most recent employer), and the agreement to a requirement that an enhanced Criminal Records check be made through the Disclosures and Barring Service (DBS). All references include a request for disclosure of any child protection issues or concerns. If a reference is taken over the phone, detailed notes are recorded, signed and dated.
4. For any new appointment where an individual has lived as an adult outside of the UK, an overseas criminal records check must be completed. In the case of a foreign national outside the European Union, we will require confirmation of the right to work in this country.
5. All applicants will be required to complete a medical fitness declaration form.

6. Any offer of a post (whether it be for an employee, governor, trustee, volunteer or peripatetic) will be subject to checks of identity using official documentation with photographic evidence (e.g. passport, driving licence), address (e.g. current utility bill, bank statement), right to work in the UK, teacher prohibition checks using the online portal, and the submission of an enhanced DBS disclosure, the arrival of references, the receipt of a suitable overseas criminal check (where necessary) and proof of qualifications.
7. All these matters are to be entered onto a Central Register of Appointments, detailing the date and number of the DBS disclosure and any subsequent disclosures. No employee may commence duties until all these checks have been duly made and entered onto the Register. In the rare cases, where an item of paperwork is missing or delayed, the Head may agree to start an employee (after they have been successfully checked against the Barred list) ensuring they are under full supervision until all paperwork is received and fully checked. This will be reviewed at least bi-weekly with the individual and recorded on the central register.
8. All staff in a management role, staff providing childcare (including after school childcare on the premises) or staff providing education for any pupil under the age of 8 will be required to complete a childcare disqualification declaration.
9. Temporary staff supplied by external agencies will need to provide details of their DBS checks and proof of identity before commencing duties.
10. All individuals in a management role will be checked for prohibition from management, through the DBS service by ensuring the role is recorded as "Child Workforce Management of Independent School". This will allow DBS to confirm if a s128 direction has been made.
11. All appointments must be confirmed under the signature of the Head or in his absence a member of the Strategic Leadership Team before they can be taken up.
12. Responsibility for the maintenance of the Central Register and for the collection and collation of evidence is devolved to Mrs Long under the supervision of Mrs Rosario who is directly responsible to the governors.
13. Reasonable adjustments will be made to enable disabled people to carry out their duties.

## **TRAINING**

### **Training**

Child Protection training is provided every three years for all relevant staff and every two years for the three DSLs in accordance with the requirements of the LSCB in which the school is situated. This training includes online safety, peer on peer abuse and how to manage and report abuse including peer on peer sexual abuse. The CSE champion must attend a forum meeting on an annual basis having also completed online training. We will ensure that the staff receives appropriate external training in addition to this.

All new staff (including ancillary, peripatetic and volunteers) will receive copies of the safeguarding policy (including the staff code of conduct contained therein), the identities of the DSLs and part 1 of Keeping Children safe in Education and Annex A 2019 as part of their induction. All staff joining the school will be given an induction and child protection/safeguarding training irrespective of whether they have received training in another school or not.

All governors and staff have been given, read and acknowledged by signature a copy of *Keeping Children Safe in Education* part one, DfE 2019.

The Child Protection and Safeguarding Policy is reviewed and discussed on an annual basis at the start of each academic year. There are also regular informal updates on policies, procedures, training, support for victims and perpetrators and any issues surrounding current pupils.

## **LOOKED AFTER CHILDREN**

We recognise that children who are being looked after have often experienced traumatic situations. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken into the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being. At Loyola all staff are committed to doing all we can to enable "looked after" children in their care to achieve and reach their full potential.

*Definition of "Looked After Children" (LAC): children and young people become "looked after" if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).*

## **USE OF ICT, MOBILE PHONES AND PORTABLE TECHNOLOGY**

- Reference to how pupils are taught safeguarding with regard to e-safety, including grooming may be found in the Computing and ICT Policy , the e-safety policy and the document *Rules for Responsible Internet Use*, with due reference to [www.saferinternet.org.uk](http://www.saferinternet.org.uk) and [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) as promoted by the DfE.
- Mobile phones are not permitted for pupils in school unless pupils (usually only in Years 5 and 6) have written permission from parents to commute to and from school unescorted in which case their mobile phone must be deposited with the school office upon arrival at school. No pupil is allowed to use their phone within the school grounds.
- Throughout the school (and in line with EYFS statutory guidelines) no images will be taken on personal devices such as mobile phones. Images may only be taken on secure school equipment such as I-pads or cameras.
- The school allows staff to bring in personal mobile phones and devices for their own use. Staff must ensure there is no inappropriate or illegal content on the device. All staff must ensure that their devices are left inside a bag/cupboard throughout contact time with children. Staff may check their devices or make phone calls at staff breaks or in staff members own time and in an area where no children are present.
- To prevent the use and access to 3G and 4G the school provides a separate staff wifi access for internet use which is fully filtered.
- If staff have a personal emergency they are free to use the schools phone or make a personal call from their mobile in a staff area with the permission of the head.
- Staff may not use personal devices to photograph pupils for any reason whatsoever even for the purpose of collecting images for evidence of attainment. Such personal devices include smart phones, android phones, tablet computers and cameras. Such evidence can be gathered on school owned devices kept on the premises. These school owned devices may be taken and used on school educational trips and journeys.
- Under no circumstances can images be uploaded onto social media sites apart from if the school uses such images on its official website, twitter, facebook or newsletter with parental consent.
- Parents are asked for permission for their sons' images to be used on the school web site and social media. No image is used with two forms or more of personal identity.
- Parents have consent to photograph their children in official school events such as productions or fixtures on the strict condition that these are for personal use only and may not be published on the internet including social networking sites.
- Appropriate safeguards such as IT filters are in place which is monitored by the IT Technician.

## **OPPORTUNITIES TO TEACH SAFEGUARDING**

Loyola will consider opportunities for teaching safeguarding as part of a broad and balanced

curriculum. This will be covered through PSHEE including Relationships and Sex Education, Health Education and Computing.

### **IMPLEMENTATION, EVALUATION, MONITORING AND REVIEW**

The Governing Body of our school is responsible for ensuring the annual review of this policy and the Chair of Governors will sign off the policy after each review at the November meeting.

The policy will be reviewed annually, considering how it was implemented for the previous year. Governors will be informed of its implementation over the previous year through the Head's termly reports by advising on training, referral information in respect of requests for help and support for individual children, how any issues or themes that have emerged over the year have been handled and the contribution the school has made to multi-agency working. They will be informed of any changes or amendments about which they will need to approve. All staff will be advised accordingly through staff meetings. A copy of the amended policy will be displayed in the Staff Room and circulated to all staff. There will be a whole staff briefing every autumn following the Governors' Meeting and new staff will have face-to-face induction with a Designated Member of Staff.

Advice may also be sought from the Metropolitan Police Child Protection unit at Barkingside, and Essex Police Child Protection or the NSPCC. Full written records will be kept of action taken and advice received.

In the event of a Child Protection Conference being convened, the head will make available all records appertaining to the case and any member of staff required to give evidence.

The school will seek to implement any relevant decision made by the members of the Conference in the interests of the child.

Revised September 2019

Review September 2020