

The Douay Martyrs Catholic Secondary School Safeguarding and Child Protection Policy 2020-21

Philosophy

All people are made in the image and likeness of God. As a consequence of this truth, every individual has a unique dignity and worth. It is an integral part of the school Mission Statement that all children are given every support and encouragement to be the best they can. The Douay Martyrs Catholic Secondary School recognises that for children and young people, high self-esteem, confidence, supportive friends and clear lines of communication with trusted adults helps them to grow spiritually, morally and academically and to reduce and prevent abuse in all the forms in which it may arise.

The Douay Martyrs Catholic Secondary School works closely with all of its partners to ensure that each and every member of our community is safeguarded. Safeguarding and child protection is the *responsibility of everyone* within the school community irrespective of their role within it.

The Douay Martyrs Catholic Secondary School will put into place procedures to safeguard children and young people in order to promote their welfare within the home, within school and in the wider community. The school will ensure that the approach it takes on all matters of safeguarding is student-friendly and that any individual child or young person is put at the centre of any investigation that may have to be undertaken. *The overriding principle is that the welfare of all members of the student body is paramount.*

By *safeguarding*, The Douay Martyrs Catholic Secondary School community understands this to mean:

'Promoting the health and welfare of all children and young people by protecting them from maltreatment and impairment of their mental and physical health and development so that they can grow up in circumstances consistent with the provision of safe and effective care.' (KCSiE 2020)

The term 'child' or 'Children' includes everyone under the age of 18. The term 'young person' refers to a member of the student body who is 18 over and still in school.

The Douay Martyrs Catholic Secondary School will therefore:

- Establish and maintain an ethos where children and young people feel safeguarded and are encouraged to talk and are listened to;
- Ensure that all children and young people are encouraged to speak to a trusted adult to whom they can turn to in times of difficulty;
- Include in the curriculum, opportunities for children and young people to equip themselves with the skills they need to stay safe;
- Ensure that effective working relationships exist with parents and other significant adults and colleagues from other agencies.

Covid 19 and safeguarding

In the era of COVID 19, safeguarding of students has become even more important as the impact of the enforced lockdown has exacerbated the day to day challenges that children and young people face especially with regard to their mental health.

In the event of any future prolonged closure due to COVID 19 or indeed any other reason where schools in general would normally be open, The Douay Martyrs school community will take a pro-active role in making contact with students (and their parents/carers) and remain in contact with them during the enforced break in their education. There will also be regular contact with young people who have additional needs by specialist behaviour, safeguarding and or SEND colleagues during that period of time.

The support given to young people during this time will continue upon the return to school

The wider policy framework:

This policy takes into consideration and reflects key aspects of the following documents:

[safeguarding and remote education during coronavirus](#) (2020)

[Keeping Children Safe in Education 2020](#)

[Keeping Children Safe in Education \(2019\)](#)

[Working together to safeguard children \(2018\)](#)

[Keeping children Safe in Education \(2018\)](#)

[Sexual violence and sexual harassment between children in schools and colleges \(2018\)](#)

[London Child Protection Procedures & Practice Guidelines \(2017\)](#)

[The Children and Social Work Act 2017](#)

[Disqualification under the Childcare Act 2016](#)

[What to do if you are worried if a child is being abused \(2015\)](#)

[The Prevent Duty: Departmental advice for schools and childcare Providers \(2015\)](#)

[Serious Crime Act \(2015\)](#)

[Equality Act \(2010\)](#)

[Female Genital Mutilation Act \(2003\)](#)

[Children's Act \(1987\)](#)

All staff are required to read and take note of:

- [KCSiE 2020 and Annex A](#)
- [What to do if you are worried that a child is being abused \(Sept 2015\)](#)
- [Safer working practices \(2015\) a guide for people who work with children](#)

These publications have been emailed to all staff and are available on the 'T' drive in the Safeguarding Folder.

Staff will be kept informed of safeguarding and child protection procedures through the school handbook that all staff have access to. Regular updates will also be given via emails and through INSET as and when it is appropriate to do so.

Staff must also be familiar with the [Behaviour for Learning Policy 2019](#) which is found on the T drive and must be read in conjunction with KCSIE 2020 Part 1

All parents are informed of the school's duties and responsibilities under Safeguarding and Child Protection Procedures in statements incorporated into the school prospectus and on the school website and where it is appropriate to do so in letters written home to parents by the Head teacher or nominated senior member of staff. The Safeguarding Policy can be found on the school web-site [here](#)

Roles and Responsibilities of Staff

The Head teacher has overall responsibility delegated to him by the governors for the care and welfare of children and young people in the school.

The Head teacher in turn delegates to the Designated Safeguarding Lead (DSL) the role and responsibility of providing support and guidance to staff so they can carry out their safeguarding duties. The DSL and DDSL's, will also liaise closely with outside agencies such as children's social care, the Police, CAMHS and so on to ensure that all children and young people are properly safeguarded. The Designated Safeguarding Lead as well as Deputy Designated Safeguarding Leads (and members of the safeguarding team) will be the individuals that will most likely have a complete safeguarding picture and should be approached to provide the best advice on safeguarding concerns.

'It **must** be understood by all staff that they have an important part to play in the safeguarding of children. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Anyone who comes into contact with a child and their family, has a role to play. In order to fulfil this role effectively every member of staff must ensure that their approach is a child-centred one and that they act in the **best interests** of the child.' KCSIE (2019), KCSIE (2020)

Any member of staff who has a concern about a child's welfare **should act immediately** and inform the Designated Lead, any of the deputy Designated Leads, a member of the safeguarding team or a senior member of staff. The Teacher's Standards (2013) makes it clear that: *'teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.'* They equally *'should have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions'* KCSIE (2020)

Staff can access the appropriate advice [here](#) see page 12 of the guidance and a visual flow chart can be accessed on page 17.

Any child or young person can benefit from early help but all staff must be particularly alert to the potential need for such early help for a child or young person who:

- Is disabled or has a specific additional need or needs
- Has special educational needs (whether or not the child has a statutory education health care plan or not)
- Is a young carer
- Has a social worker
- Is showing signs of being drawn into criminal or anti-social behaviour including gang related behaviour
- Is frequently missing from care or from home
- Is misusing drugs and or alcohol
- Is at risk of modern slavery, trafficking or exploitation.

The management of safeguarding is undertaken by a team of senior staff, including the Head teacher who will oversee all aspects of safeguarding and child protection.

On a day-to-day basis, the responsibility for safeguarding children and young people is delegated to the Safeguarding Team. This team comprises of eight colleagues:

Name	Role	email
Mr. E O'Reilly	Deputy Headteacher and DSL	eoreilly@douaymartyrs.co.uk
Mrs. L Hughes	Behaviour Support Manager/DDSL	lhughes@douaymartyrs.co.uk
Mrs. C Gorman	Head of Year 10/DDSL	cgorman@douaymartyrs.co.uk
Mrs. C Bolger	Sixth form administrator/DDSL	cbolger@douaymartyrs.co.uk
Mr. A Corish	Headteacher	tcorish@douaymartyrs.co.uk
Ms. E Meade	Deputy headteacher/pastoral care	emeade@douaymartyrs.co.uk
Ms. C Bradley	SENCO	cbradley@douaymartyrs.co.uk
Mrs. D Smith	Assistant Bursar	dsmith@douaymartyrs.co.uk

Ms. Luisa Foley, the Chaplain also plays a role in safeguarding and she can be approached on such matters at any time.

In the absence of one or more of the safeguarding team any other member of the senior team can act in a professional capacity to safeguard children and young people. Should a concern about a child or young person be raised it is essential that the Head of Year of that individual is also informed as a matter of course along with a member of the safeguarding team. It is paramount that a concern over the welfare of a child or young person is reported promptly.

KCSIE (2020) has put a much greater emphasis on the mental health of young people and all members of the school community should have due regard to a child or young person's mental health as much as any other aspect of their welfare.

Both Mrs. Wessels, swessels@douaymartyrs.co.uk and Mrs. Bolger, cbolger@douaymartyrs.co.uk are qualified mental health first aiders. Mrs. Hughes, DDSL also has experience in working with children's mental health. If you have a concern or worry about a child or young person's mental health please inform the Head of Year of that child in the first instance. Mrs. Wessels and Mrs Bolger will then be informed by the HOY and they will triage the referral and act from there.

Please remember that what you are doing is reporting a concern regarding a young person's mental health you nor any other member of staff can diagnose a mental health concern, that is up to a qualified mental health professional.

The role of the Designated Person is:

- To liaise with the Head teacher and other appropriate staff to ensure that the safeguarding and child protection responsibilities of the school are fully met;
- To liaise with the link governor (see below) with special responsibility for safeguarding and child protection on matters of policy and support and to

report regularly to the governor's sub-committee responsible for overseeing pupil matters.

- To work closely with the Bursar who oversees safeguarding especially with reference to the central register of staff which details the names of staff who have been vetted and are able to work with children and young people;
- To liaise with appropriate external agencies in matters relating to safeguarding and child protection concerns and cases, and to attend child protection case conferences and core group meetings;
- To ensure that all staff are familiar with safeguarding and child protection procedures and be aware of who the Designated Safeguarding Lead is and, in the event of a concern, are equipped to deal correctly and swiftly with it;
- To be the first point of contact for any individual or agency outside the school to contact should they need to do so in reference to a child protection or safeguarding matter;
- To contact Social Services should a student who is the subject of a safeguarding or child protection concern move to another school and to inform that school of the concern;
- To ensure that the welfare and progress of children and young people who have a social worker are safeguarded.
- To liaise with the LA Safeguarding Officer (LADO) on matters of training and procedure where it is necessary to do so.
- To ensure that an appropriate member of staff attends multi-agency safeguarding meetings for Child Protection Case Conferences / Reviews / Core Groups / Child in Need Meetings and all staff to have been briefed on the Signs of Safety Briefing Guidelines.

The Head teacher and Mr. O'Reilly the designated safeguarding lead will liaise directly with the governor with special responsibility for safeguarding matters. This currently is Mrs. Maria Fernandez

The role of all members of The Douay Martyrs Catholic Secondary School community in relation to safeguarding and child protection.

It is the legal duty of all members of The Douay Martyrs Catholic Secondary School community, staff, teaching and non-teaching, governors and parents to safeguard children and young people in their care. Should a member of the school community have any concern regarding the welfare of a student in school, or be aware of an incident outside of school no matter how 'trivial' they feel it may be, they should report their concerns immediately to the Designated Safeguarding Lead, the deputy Designated Safeguarding Lead or a member of the safeguarding team. If none of the above colleagues are available, then the member of staff should report the concern to a senior member of staff. In the unlikely event that no member of the safeguarding team or a senior member of staff is available, then the colleague must ring the police and or inform Social Services.

Should a member of staff be in receipt of information that comes from a student or young person from within the school community or indeed from a parent or another third party about the behaviour of a member of the staff towards a student, then the Headteacher and Designated Lead or deputy must be informed immediately. Where there are concerns about the Head teacher and or the Designated Lead then this should be referred to the chair of governors.

Signs and signals that may concern a member of the school community that a child or young person is at risk of abuse

All staff should be aware of the types of abuse and neglect so that they can identify cases of children who may be in need of help or protection. The four areas of abuse are:

Physical abuse;
Sexual abuse;
Emotional abuse;
Neglect.

Some of the signs of abuse are listed below. However a more comprehensive overview from the NSPCC can be found [here](#). An in-depth list of indicators of abuse can be found [here](#) (KCSIE 2020) page 8&9

It is most important to keep in mind that should an adult be concerned about a child they should refer it immediately to a member of the Safeguarding Team. If it is not possible to do so, then a member of the SLT should be informed. If it is not possible to do so and the student is in immediate danger the Police and or Social Services should be called.

A child or young person may attend school each day and may act in ways that may suggest that they are the victim of abuse of some kind. They may also have signs of abuse on their body. It is not possible to catalogue all the signs or signals however it is important that once a member of staff becomes alert to any sign of abuse or any signals given off by the young person they report it straight away.

Such signals might include:

- The sudden withdrawal from school life;
- Becoming more reclusive, less outgoing and not engaging in daily school activities;
- A student may also become sullen, angry, may start to cry become frustrated and aggressive;
- A child who has sudden bruising or marks on his or her body;
- Refuses to participate in P.E. or stays completely covered up, especially when this has not been the norm previously;
- A child whose state of dress deteriorates over a period of time, is dirty or smells and appears to be unkempt;
- May act in an age-inappropriate way, may act in an overtly sexual way or make comments of a sexual nature

Often it is not easy to state categorically that a child or young person is the victim of abuse, however such signs and signals as mentioned above may 'trigger' a concern in an adult who should then pass that concern on to the Designated Safeguarding

Lead or the deputy DSL or any other members of the team or Senior Leadership group. It is also important that the HOY is made aware of the concern.

Specific safeguarding issues.

There are 20 specific safeguarding issues that staff should have an awareness of some of which are highlighted below. The full range of issues are discussed in 'KCSIE (2018) Pg.13 which all staff can assess [here](#) This has been updated as broad themes [here](#) (KCSIE 2020) page 10-12 which all staff should read.

Not all the specific issues highlighted in the document are immediately pertinent to this school.

However, it is expected that should any member of staff have any concerns regarding any issue they raise their concern with the DSL or member of the safeguarding team or senior member of staff.

Safeguarding incidents and/or behaviours are often associated with factors outside the school environment. Such factors may include, the type of friends the young person or child associates with, the area in which the individual lives and the family circumstances that the individual finds themselves in.

All staff should be alert to the wider context of the young person when considering safeguarding incidents and or behaviours. This consideration to the wider social context is known as extra familial safeguarding, previously known as 'contextual safeguarding' A wider review of the importance of extra-familial issues in the life of a child can be found [here](#). In essence, extra-familial or contextual safeguarding refers to the need to consider whether there are wider environmental factors present in the life of the child that may be a threat to the child's welfare and to work with agencies such as the police and social services to ensure that the young person is safeguarded appropriately.

Children missing from education (CME)

All staff should be aware of persistent absence that might be an indicator that a child is missing in education. Tutors and Heads of Year play a key role in highlighting the absence of children from school. Persistent absence may be an indicator of neglect or sexual abuse or violence; it may also put a child or young person at risk of criminal exploitation. Early intervention is necessary to identify the risk of an underlying safeguarding issue and to help prevent the risk of a child going missing in the future. All concerns about children missing in education should be addressed with the Headteacher and the DSL.

Possible signs of child sexual exploitation

Child sexual exploitation is when people use the power they have over young people to sexually abuse them. Their power may result from a difference in age, gender, intellect, strength, money or other resources.

Any child or young person can be a victim of sexual exploitation, but children are believed to be at greater risk of being sexually exploited if they:

- are homeless;
- have feelings of low self-esteem;
- have had a recent bereavement or loss;
- are in care;
- are a young carer;

- are a refugee or unaccompanied minor into the Country.

If a member of staff has any concerns over potential child exploitation whatsoever or observes these signs they must inform the Head of Year of that child and then report the concern to the Designated Lead Safeguarding Officer or the Headteacher. If they are for whatever reason unable to speak to a member of the Safeguarding Team or another member of the SLT, and they feel that the young person is in immediate danger, they should ring Hillingdon Social Services Team immediately

Peer on peer abuse

All staff should recognise that children are capable of abusing their peers and all staff should be clear that they must be proactive in tackling this type of abuse once they become aware of it.

In KSCIE (2020) a range of behaviours are highlighted being typically peer on peer abuse these include but may not be limited to:

- abuse in intimate personal relationships between peers;
- bullying (including cyber bullying)
- physical abuse which may also include an on-line element;
- sexual violence such as rape, assault by penetration and sexual assault.

As of 12th April, 2019, the practice known as ‘up-skirting’ has become a criminal offence and if it is known to have occurred or it is suspected that it has occurred then a member of the safeguarding team must be informed immediately. If you are unable to speak to a member of staff the police should be called immediately on 101.

Up-skirting’ 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. It is now a criminal offence.

Please refer to the document: ‘When to call the Police, guidance for schools and colleges’ produced in conjunction with the NPCC which can be found [here](#)

More detailed government information of sexual violence and sexual harassment can be found [here](#)

In acting to minimise and ultimately eradicate peer on peer abuse staff must ensure that they do not tolerate or pass off abuse as ‘banter’ or ‘just having a laugh’ or ‘part of growing up’ It should also be recognised that the gendered nature of this type of abuse is such that girls and young women are more likely to suffer such abuse from boys or young men, but peer on peer abuse may not always fit this gendered form and that all abuse of this nature is unacceptable irrespective who the perpetrators are and will be taken seriously.

The different forms of peer on peer abuse can include:

- sexual violence and sexual harassment (see further information below)
- physical abuse such as kicking biting shaking hair pulling or otherwise causing physical harm;
- sexting (aka youth produced sexual imagery)
- initiating/hazing types of violence and or rituals

For the purposes of this Policy ‘sexual violence’ is defined as in the Sexual Offences Act 2003 as described below:

- Rape: A person commits an offence of rape if: he intentionally penetrates the vagina, mouth or anus of another person with his penis; and that the other person does not give consent to the penetration or that the person and that the person acting in such a manner does not reasonably believe that the individual gives consent.
- Assault by Penetration: A person commits an offence if: s/he intentionally penetrates the vagina or anus of another person with part of his or her body or anything else, and the penetration is sexual or the touching is sexual, or that consent is not given by the individual or that person acting in such a manner does not reasonable believe that consent has been given.
- Sexual assault: A person commits an offence of sexual assault if: s/he intentionally touches another person and the touching is sexual, the individual does not give consent to the touching and that the individual acting in such a manner does not reasonable believe that person consents.

For the purposes of this Policy 'sexual harassment' means:

*'unwanted conduct of a sexual nature that can occur on-line and off-line'
Sexual harassment is likely to 'violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment'.*

When a member of staff is alerted to a possible incident of sexual violence or sexual harassment it is important that it is dealt with sensitively and promptly. Such reports may well be complex and may require decisions to be made quickly so it is important that any information that comes to light is recorded promptly and accurately.

- It is important to reassure all victims that they are being taken seriously and that they will be supported and kept safe. No one should be made to feel ashamed that they are making a report.
- It is important that when a member of staff deals with an incident of sexual violence or harassment that the victim is not promised confidentiality at any stage and that it is almost certain that it will have to be shared with other professional colleagues. Staff should only share the nature of the complaint with colleagues on a need-to-know basis.
- Staff must listen non-judgementally to the victim, be clear about boundaries and not ask any leading questions.
- In considering how to write up the report best practice is to complete the interview then write up a thorough summary. This allows the member of staff to concentrate on the victim as they disclose their account.
- The notes of the interview should only contain the information given by the individual and should not contain any personal thoughts or views of the member of staff.
- More detailed advice can be found [here](#) see paragraph 44.

When a report includes an on-line element and the confiscation of electronic devices such as mobile phones staff should be aware of the advice for schools on this issue. It can be found [here](#) . Advice of sexting is available from the UK Council for Child Internet Safety and can be read [here](#). Should the school need to involve outside agencies such as the Police or Social Services then they will be informed. More information on sexual harassment and violence in school can be viewed on the NSPCC website [here](#)

Once a statement is taken then a risk assessment will be undertaken on a case by case basis. This must be recorded and the risks should be assessed by the safeguarding team. The DSL and or deputy should liaise with Social Services and or the police or other specialist services for advice and guidance.

Once a report of sexual harassment or sexual violence has been made then an investigation will need to be undertaken that takes into account the nature of the alleged incident(s); the ages of the children involved; the power imbalance between the individuals concerned, whether or not the victim has a disability or learning difficulty. If the alleged abuse is a one off incident or a pattern of sustained abuse; assess whether or not there are on-going risks to the victim or other children or indeed other members of the school and possibly wider community and so on.

As is always the case the best interests of the child must be promoted. Immediate consideration must be given to support the victim, any other children involved or impacted upon and the alleged perpetrator.

The starting point in any investigation is that sexual violence and harassment is unacceptable and will not be tolerated. It is essential to ensure that this type of behaviour is not passed off as 'banter' or 'part of growing up' or 'having a laugh' and treated with the gravity it deserves.

Once the investigation is concluded a decision will be made as to how to proceed next. This will of course depend on a number of factors. The decision could range from managing it internally to reporting it to the police (and automatically to social services as well). Only the Designated Lead and deputy designated lead(s) will have the full picture of the incident and decisions as to how to proceed must be taken by the Headteacher in conjunction with the DSL/DDSL(s). As is always the case the best interests of the child or children involved must be considered first as well as the alleged perpetrator.

Considerations will be given to how to maintain appropriate separation of victim(s) and perpetrators). In the first instance the alleged perpetrator(s) will be removed from classes that are shared with the victim(s). This will extend to break and lunch time periods and where possible immediately after school using the buses and other public transport. Following the conclusion of the incident there will be a range of possible options as to how the school manages the report into the incident. The decision as to how to proceed will be taken by the Headteacher, the DSL and other senior staff.

The use of 'reasonable force' in school

There are circumstances when it is appropriate for a member of staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers a broad range of actions that involve a degree of physical contact to control or restrain children. This can range from guiding a child by the arm to safety or in more extreme cases to breaking up a fight where a young person needs to be restrained to prevent injury or further violence. The term 'reasonable force' means: 'using no more force than is needed' KCSIE (2020) See [here](#) for further information Part 2 page 31. The specific advice from the DFE can be read [here](#)

The school does NOT operate a no-contact policy with regard to students as it leaves staff unable to make appropriate physical contact. When making an assessment of the use of 'reasonable force' towards a child with SEND or existing known medical conditions then the use of physical contact must be carefully considered. Other forms

of passive physical contact such as standing in the way of a child to block access to another child should be considered.

Concerns around female genital mutilation:

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done. It's also known as "female circumcision" or "cutting"

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. It is illegal in the UK and is child abuse.

It's very painful and can seriously harm the health of women and girls. It can also cause long-term problems with sex, childbirth and mental health.

There are no health benefits to FGM and it can cause serious harm, including:

- constant pain
- pain and/or difficulty having sexual intercourse
- repeated infections, which can lead to infertility
- bleeding, cysts and abscesses
- problems passing urine or incontinence
- depression, flashbacks and self-harm

If anyone in the school suspects that a student has undergone FGM, or is concerned that a child may be about to suffer the practice they have a specific legal duty to report it to the Designated Safeguarding Officer. The police will be informed immediately. This has been a legal duty since 31ST October 2015.

More information about Female Genital Mutilation can be found at the NHS Choices FGM site by clicking [here](#)

Honour based Abuse: (HBA)

Honour based abuse formally known as 'honour based violence' is an abusive crime or incident which may have been committed to protect or defend the 'honour' of the family or community.

It is important that if a disclosure of such abuse or potential abuse comes to the attention of a member of staff then it should be reported straight away to a member of the safeguarding team. It also includes FGM, forced marriage and practices such as breast ironing. Breast ironing is a practice carried out on young girls mainly between the ages of 9-15 in a number of African countries notably Cameroon. It is a form physical abuse and is on the rise in the UK. If a member of staff is aware that this practice or any of the practices mentioned above are being carried out or they think it may be carried out within the school community that must report it to the DSL and to the Headteacher immediately. Should there be no available member of staff to speak to then the police should be called on 101.

Children with disabilities and SEN/EHCP:

Children with disabilities and with SEN or with an EHCP, may well face additional safeguarding challenges due to an inability to make a disclosure. It is essential that staff are extra vigilant when working with these young people to ensure that they are fully safeguarded given that additional barriers can exist when recognising abuse and neglect in this group of children.

The additional barriers that children in this group might encounter are:

- Being prone to peer group isolation more so than other children;
- The potential for children with SEND to be disproportionately impacted by behaviours such as bullying without outwardly showing signs of it;

- Communication barriers and difficulties in overcoming these barriers
- Assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

Radicalisation of students and young people

The Counter-Terrorism and Security Act 2015 places a duty on Local Authorities and schools amongst other bodies to '...have due regard to the need to prevent people from being drawn into terrorism...' (The Prevent Duty). See [here](#) for more guidance and information on the Prevent Duty in England and Wales

[Channel](#) is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Protecting children from the risk of radicalisation is seen as part of The Douay Martyrs Catholic School's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Please see [here](#) for a very good overview of the difference between, radicalisation and terrorism and the Prevent Duty.

Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Some of the changes in behaviour could include:

- Using Graffiti writing or art work to promote extremist messages or images
- Students accessing extremist material online including social networks
- Parental reports of changes in behaviour, friendships or actions and requests for assistance
- Students voicing opinions drawn from extremist ideologies and narratives
- Intolerance or indifference, whether secular or religious based on gender, disability, sexual orientation, race and culture
- Attempts to impose extremist views or practices on others
- Attempts to impose or espouse anti-western or anti-British views.

We recognise however that the ethos of the school is one of enquiry, to understand and engage in debate with people who have different views on a wide range of issues, as do adults in the wider community; but should concerns be raised when staff debate such issues or for that matter should students, parents or other individuals report concerns then they will be handled sensitively and appropriately. The school will vet very carefully any individual who wishes to come into school to speak to students on matters of a sensitive nature and this will also include issues that centre on extremism.

Should a member of staff have a concern about a child then it should be reported to the designated safeguard lead or deputies as soon as possible. Should a concern be raised, then the school will follow the guidelines set down by the Local Safeguarding Board to safeguard young people from the threat of radicalism and extremism.

In delivering a broad and balanced curriculum which is rich in input from a variety of sources we aim to equip all our students with the skills to recognise risk and build resilience to manage it themselves and just as importantly, to develop the thinking skills to question and make judgements about such views. A useful resource to understand more about radicalisation and extremism can be found [here](#)

The use of social media by staff and students at The Douay Martyrs School

The use of social media platforms such as Facebook, Instagram and Twitter Snapchat/What's App are widespread amongst staff and students, not just in our school community but in the wider community as well.

No member of staff should, as a matter of course include a child or young person as a 'friend' on any social medial platform. The privacy settings on Facebook and other networking sites should be set so it is not possible for students of any age to engage with a member of staff via these sites. Should it be the case that a student does get access to a member of staff's personal pages then that individual must report it immediately to the Designated Lead or a member of the Safeguarding Team? The member of staff must not engage in any 'on line' conversation with the student or young person. The parents/guardians of that student will be informed.

No member of staff should hold photographs of students on their personal mobile phone or other mobile device. If there is a need to photograph a child or children for the purposes of advertising or for an article to be used exclusively for school purposes, then the photograph or photographs must be taken using a school camera. The images will be deleted as soon as it is reasonable to do so.

Staff who take students on trips during the day should ensure that they stay in contact with the school either through their own mobile or using the school's mobile telephone. Staff should not contact parents using their own mobile telephones unless the circumstances dictate that they must do so. There should be no circumstances when a member of staff gives to a student his or her own mobile telephone number.

Procedures should a child leave school without permission or on a trip.

From time to time children may leave school against the express wishes of staff or possibly without staff knowing. Staff must NOT physically restrain a child from leaving the premises. If the child is in a distressed state the member of staff should not follow the child, the reason for this is that the individual may act in an impulsive and uncontrollable way knowing that they are being followed which might result in them being at greater harm to themselves and or to others. The teacher should alert the Head of Year and a member of the senior leadership team and a telephone call should be made to the parents immediately to alert them that the child has left the school site.

If a child has been hurt in school or is in a distressed and emotional state it is also important that a member of staff, normally the Head of Year and or the senior

member of staff ring the Safer School's Team (SST) on 0208 246 1662. If the member of staff is unable to obtain the relevant HOY or SLT then the member of staff should ring the Safer School's Team themselves.

If a member of the SST is not available, then the member of staff should ring 101 and inform the Police as to what has happened, giving the name of the child, their address and brief description of what has happened and some indication as to the state of the child in question., e.g. his/her emotional state any injuries that they may have and so forth.

Should a child be absent from class without permission, a search of the school premises will be undertaken as quickly as possible, CCTV camera footage should also be reviewed if its available. If after 10 minutes following the absence from class being confirmed, then parents should be informed. If the child is not in lesson the next period at that point the Safer School's Team should be informed.

Remember it is always the case that the parents/carers are informed as soon as reasonably practicable

If it is not possible to contact any of the contacts on the school's database then a member of staff, normally a HOY or SLT should ring the Safer School's Team to inform them. If there are no members of the SLT unavailable, then the Police should be contacted by ringing 101 as soon as it is practicable to do so.

If a member of staff is leading a trip, then the details of the children should be kept with that individual or another member of staff so it can be accessed in the event of a child going missing. Should a child go missing the parents must also be informed immediately as well as the school link SLG member.

Disclosures

A disclosure is a verbal or written statement by a child relating to themselves or to another young person which might suggest that the child who is subject to the disclosure is in danger of harm.

If a child or young person makes a disclosure to a member of staff or asks to speak to a member of staff, then that member of staff must:

- Listen to the child or young person without making any interruptions or making any assumptions or value judgements about the individual. The member of staff should make an accurate record of what was said including any words or phrases used by the child or young person, then date and sign the document.
- The document should then be passed to Mr. O'Reilly, or in his absence to Mrs. Hughes, Mrs. Bolger, Mrs. Gorman or Ms. Meade. Ms Bradley must be informed if the child or young person has an EHCP or is known to her as an individual who has additional needs. In the absence of these colleagues the document should be passed to the Head teacher. This should be done as soon as practically possible.
- Inform the child or young person that they, as a member of staff, have a legal duty to inform a senior member of staff or the Designated Person about the disclosure. There is no such thing as keeping something 'confidential.'
- The Designated Person or member of the team will speak with the child or children concerned;

- Where appropriate, the Designated Person or member of the team will liaise with Social Services or other external agencies and complete the relevant child protection referral forms. *Where it is appropriate to do so*, the parents /Guardians/Carers of the child will be informed.
- All written information regarding the disclosure will be kept centrally by the Lead Safeguarding officer or in his absence the deputy Lead officer.

Colleagues will be informed of the progress of any child protection issues on a 'need to know' basis.

It is important that all staff understand that when a disclosure is made by a child they CANNOT GUARANTEE TO THE CHILD CONFIDENTIALITY. Each member of staff has a LEGAL DUTY OF CARE to inform the Designated Person or member of the team or in their absence a senior member of staff about the disclosure.

Should a parent come to see a member of staff and want to make a disclosure about a child the rules around confidentiality and disclosure that are mentioned above must apply. There should be no instance when a parent can disclose information about a child or children without the DSL or deputy DSL or other member of the safeguarding team being informed. If the parent chooses not to disclose to the member of staff that individual must refer the conversation to the DSL or deputy with a record of what is said. The DSL or deputy will then speak to the adult as soon as is reasonably practicable after the meeting.

It is not the teacher's role to decide whether or not a child or young person is being abused and whether or not there is a need to investigate.

Records and monitoring:

All records regarding safeguarding and child protection issues, meetings with parents, children and external agencies are kept centrally by the Designated Person or deputy. These files are held under lock and key. Ms. Considine and The Head teacher are the only other members of staff who has access to the Child Protection records. The Governor with special responsibility for Safeguarding and Child Protection as a matter of good practice will not have access to records.

Recording of information:

Any notes made by staff or students, evidence of mobile phone messages, excerpts from social media sites and so on should always be kept and given the Designated Officer or one of the team. The time and date information was passed to a teacher by a student should also be noted. If there are any visible signs of upset or trauma exhibited by the child or young person at the time of a disclosure, then those signs should also be recorded. Where it is appropriate to do so a member of the welfare team may take a photograph or photographs of marks or injuries

Safer recruitment practices:

The Douay Martyrs Catholic Secondary School is committed to ensuring that the highest standards are in place when it comes to recruitment and will follow the processes and procedures set out in Part Three: Safer recruitment in KCSIS (2020) which can be accessed [here](#), see page 33 onwards

The school will make it a priority that it will practise safer recruitment procedures with reference to all staff in accordance with the guidance laid down in Safeguarding children and safer recruitment in Education who work in a full or part-time basis, paid or voluntary with students and young people within the school. For most appointments, an enhanced DBS certificate which includes barring list information will be required as most staff will be engaging in 'regulated activity' as laid down by the Debarring and Disclosure Service.

The school will also carry out all the necessary checks on individuals that apply to be Governors or serve in that capacity as laid down in Safeguarding children and safer recruitment in Education via the Teacher's Services checking system website. The website will also be used to verify any award of QTS and the completion of an induction/probationary period.

The school will also ensure that it has received assurances from third parties, should they employ in a paid or voluntary capacity, individuals to work with students from The Douay Martyrs School, that those individuals have been appropriately checked and vetted.

Should a member of staff or volunteer paid or otherwise be removed from employment by the school because they have caused significant harm to a student or young person, then the school has a duty to report this to the Disclosure and Barring Service. This it will do.

Allegations made against teachers including supply teachers, other staff, volunteers and contractors.

All staff are duty bound to report to the Head teacher or in his absence the Designated Safeguarding Lead for safeguarding, any concerns or allegations that they may have about the behaviour of a member of staff or volunteer towards a young person. In turn the Designated Safeguarding Lead or deputy must pass those concerns onto the Head teacher. Should the allegation be made against the Designated Safeguarding Lead, the Head teacher should be informed immediately.

Should the allegations be made against the Head teacher, the concerns will be passed to the Chair of Governors or in his/her absence, the Vice-Chair and the Governor with responsibility for Safeguarding and Child Protection and the LA Safeguarding officer, formally known as the LADO. In the event that the allegation(s) may well need to be further investigated the individual may be suspended. The act of suspension in this instance is a neutral one. It does not indicate guilt or otherwise. Detailed information on the procedures that must be followed are found [here](#) Part 4 of KCSIE (2020) page 56 onwards.

Should an allegation be made by a member of the public about a member of the school community or volunteer then the *Head teacher* should be informed straight away. Should the allegation be about the Designated Safeguard Lead then the Head teacher should be informed immediately. If the allegation is made about the Headteacher then the Chair of Governors and the LA Designated Officer (LADO) must be informed immediately. This link takes you to the [Hillingdon LADO](#)

Relationship to other School Policies

The Safeguarding and Child Protection Policy must be considered alongside the following School Policies:

- The Behaviour for Learning Policy
- The Staff Code of Conduct Policy
- The Anti-Bullying Policy
- The Special Needs Policy
- The Health and Safety Policy

Date of next policy review

The Douay Martyrs Safeguarding and Child Protection Policy will be reviewed by the Governors during the autumn term 2020. This may be earlier should there be a change in legislation that requires alteration to the Policy in any way.