



# **ST ALBAN'S CLASSICAL ACADEMY**

## **Safeguarding and Child Protection Policy**

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# Safeguarding Contacts within St Alban's Classical Academy

Designated Safeguarding Lead (DSL): Mr Jermaine Constantine - constantine@stalbansclassical.uk

Head Teacher: Mrs Lillian Sediles - head@stalbansclassical.uk

Deputy DSL: Chaplain - contact@stalbansclassical.uk

Contact details: 07859 393528 (school hours only)

For details of External Safeguarding Contacts see Appendix 1.

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## POLICY STATEMENT

This Policy will be interpreted in line with the Christian values and ethos of the school and must be read consistently with all other material policies of the School. For the purposes of all School policies please refer to the definitions guide (not all defined terms will be material to all policies or the procedures authorised by the governing body under it). This policy should be read in conjunction with the School's Behaviour Policy, Anti-Bullying Policy, Health and Safety Policy, Complaints Procedure, Staff Code of Conduct, Whistleblowing Policy, and other relevant policy documents.

This policy applies to St Alban's Classical Academy, which includes the EYFS setting. It is reviewed and updated annually and is available on the school website.

### 1. STATEMENT

- 1.1 The Education (Independent School Standards) Regulations 2019 apply a duty to proprietors of independent schools that arrangements are made to safeguard and promote the welfare of children.
- 1.2 This policy sets out how the school will meet its statutory duty under section 175 of the Education Act of 2002 and the statutory guidance Keeping Children Safe in Education (2022) to safeguard and promote the welfare of children.
- 1.3 The purpose of the Safeguarding and Child Protection Policy is to:
  - 1.3.1 promote safeguarding as a whole school continual commitment
  - 1.3.2 ensure that our pupil's welfare is of paramount importance
  - 1.3.3 prevent escalation by offering early and additional help
  - 1.3.4 handle referrals, where child protection concerns are identified, sensitively, professionally and in ways that support the individual needs of the pupil's well-being.
- 1.4 This policy applies to all employed members of staff, and to those contractors who have regular access to the school, and are listed as such on our central register of employment.
  - 1.4.1 The categories of staff include full and part time staff of all categories, peripatetic music and other visiting staff who are self-employed and those volunteers who also are included as regular in attendance at school.
  - 1.4.2 The Head Teacher takes a proportional risk based approach to the level of information that is provided to temporary staff and volunteers.
  - 1.4.3 The policy also includes guidance on procedures when a member of staff, volunteer, Designated Person for safeguarding and child protection (DSL), or the Head Teacher faces allegations of abuse.
  - 1.4.4 To ensure effective management of this and related policies and their implementation, we have a director who is responsible for Safeguarding and Safeguarding is also discussed at every Directors' meeting.
  - 1.4.5 The school recognises the expertise staff build by undertaking safeguarding training and managing concerns on a daily basis.
  - 1.4.6 Staff members contribute to and shape safeguarding arrangements and child protection policy.

## 2. LEGISLATION

- 2.1 The following legislation, documents, partnerships and guidance for good practice govern all our child protection work at St Alban's Classical Academy.
  - 2.1.1 [Children Act 2004](#)
  - 2.1.2 [Education Act 2002](#)
  - 2.1.3 [Working Together to Safeguard Children \(2022\)](#)
  - 2.1.4 [Keeping Children Safe in Education \(2023\)](#)
  - 2.1.5 [What to do if you are worried a child is being abused \(2015\)](#)
  - 2.1.6 [Safer Working Practice Guidance \(May 2019\)](#)
  - 2.1.7 [Prevent Duty for England and Wales \(2015\) under section 26 of the Counter-Terrorism and Security Act \(2015\)](#)
  - 2.1.8 [Section 5B of the Female Genital Mutilation Act 2003 \(as inserted by section 74 of the Serious Crime Act 2015\)](#)
  - 2.1.9 [Dealing with Allegations of Abuse against Teachers and Other Staff \(2012\)](#)
  - 2.1.10 [Information Sharing Guidance \(July 2019\)](#)
  - 2.1.11 [Use Of Reasonable Force In Schools \(2013\)](#)
  - 2.1.12 [Education Inspection Framework \(EIF\) \(June 2020\)](#)
  - 2.1.13 [The Education \(Independent Schools Standards\) Regulations \(2019\)](#)
  - 2.1.14 [Hampshire Safeguarding Children Partnership](#)
  - 2.1.15 [Multi Agency Safeguarding Hub \(MASH\)](#)

## 3. INTRODUCTION

- 3.1 St Alban's Classical Academy is dedicated to safeguarding and promoting the welfare of children.
  - 3.1.1 Within the context of our school policy, safeguarding encompasses the protection of children from harm, the prevention of any negative impact on their mental and physical well-being, and ensuring that they grow up in a safe and nurturing environment.
  - 3.1.2 We take proactive measures to enable every child to achieve the best possible outcomes in their lives.
- 3.2 We have established comprehensive child protection procedures that we will implement whenever necessary.
  - 3.2.1 Our unwavering commitment to safeguarding children and young people is reflected in our efforts to foster a vigilant culture where every member of our school community shares this responsibility.
  - 3.2.2 We firmly believe that safeguarding is a collective duty that encompasses all individuals associated with our school.
- 3.3 We take the welfare concerns of our pupils seriously, and we actively encourage open communication with children and young people.
  - 3.3.1 We want them to feel comfortable approaching us about anything that causes them worry or distress.
  - 3.3.2 Our paramount concern is always acting in the best interest of the child, ensuring their safety and well-being are prioritised at all times.
  - 3.3.3 At St Alban's Classical Academy, we want our pupils to feel reassured and confident in the care and support they receive from our community.

## 4. SCHOOL PRINCIPLES

- 4.1 The key principles regarding safeguarding within St Alban's Classical Academy are that:
  - 4.1.1 Safeguarding vigilance and promoting the welfare of pupils is everyone's responsibility.

- 4.1.1.1 All staff, volunteers, directors and anyone else who works with a pupil or pupils in school and their families must ensure their approach is child-centred and they should consider, at all times, what is in the best interests of the pupil.
- 4.1.1.2 Providing early help is more effective in promoting the welfare of children rather than reacting later.
- 4.1.2 We trust and value our staff's professionalism.
  - 4.1.2.1 Anyone who works with a pupil within school understands their responsibility to be equipped to identify, immediately respond to and report any concerns or disclosures of abuse or neglect.
  - 4.1.2.2 Written records of concerns, discussions, and decisions made and reasons for those decisions are kept as a confidential record.
- 4.1.3 We listen to and value the voices of all our pupils taking their concerns seriously.
- 4.1.4 National and local Hampshire child protection procedures will be used to protect pupils.

## 5. CONTEXTUAL SAFEGUARDING

- 5.1 All staff must be aware that wider environmental factors could be present in a pupil's life that are a threat to their safety and/or welfare.
- 5.2 Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms, abuse, and exploitation outside their families.
- 5.3 St Alban's Classical Academy recognises that the different relationships that pupils form in their neighbourhoods, in their peer groups and online can feature and promote illegal and negative content.
- 5.4 We aim to rigorously foster an environment where the influence of peer groups in school is not greater than that of the law or the school's conduct code, in accordance to biblical principles, to help to minimise potential risk or harm to pupils.
- 5.5 As outlined in St Alban's Classical Academy's Behaviour Policy, if a pupil has a significant negative influence on other pupils, the Head Teacher has the right to seek to permanently exclude the pupil.

## 6. CONCERNS ABOUT A CHILD

- 6.1 **Definitions of safeguarding and types and signs of abuse**
  - 6.1.1 Safeguarding and promoting the welfare of children is defined 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.
  - 6.1.2 Abuse is 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.
    - 6.1.2.1 Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet).
    - 6.1.2.2 Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
    - 6.1.2.3 They may be abused by an adult or adults or by another child or children.
  - 6.1.3 All staff and volunteers are made aware that the main categories of abuse (as described in Keeping Children Safe in Education 2022 (KCSIE), part one (see appendix 2) are:
    - 6.1.3.1 Physical abuse
    - 6.1.3.2 Emotional abuse
    - 6.1.3.3 Sexual abuse
    - 6.1.3.4 Neglect
  - 6.1.4 In addition to these types of abuse and neglect, members of staff will also need to be alert to specific safeguarding issues which include the following taken from KCSIE Annex A:
    - 6.1.4.1 Children in the court system
    - 6.1.4.2 Children missing from education
    - 6.1.4.3 Children with family members in prison

- 6.1.4.4 Child Sexual Exploitation
- 6.1.4.5 Child Criminal Exploitation
- 6.1.4.6 Domestic Abuse
- 6.1.4.7 Homelessness
- 6.1.4.8 So called ‘Honour Based Violence’ inclusive of Female Genital Mutilation, Forced Marriage and practises such as Breast Ironing.
- 6.1.4.9 Preventing Radicalisation
- 6.1.4.10 Child on Child Abuse
- 6.1.4.11 Sexual Violence and Sexual Harassment
- 6.1.4.12 Additional advice, support and signposting to appropriate services/help

## 6.2 **Child on Child Abuse**

- 6.2.1 St Alban’s Classical Academy recognises that children are capable of abusing their peers.
- 6.2.2 It can manifest itself in many ways and can include sexting, sexual assault, gender-based issues, hazing and initiation rituals, upskirting and harmful sexual behaviours including sexual violence and sexual harassment.
- 6.2.3 Abusive comments and interactions should never be tolerated or passed off or dismissed as “banter” or “part of growing up”. Nor will harmful sexual behaviours be dismissed as the same or “just having a laugh”.
- 6.2.4 No child on child abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. Our various anti-bullying and pre-emption behaviour strategies seek to minimise the risk of child-on child abuse.
- 6.2.5 It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. We recognise that this requires a considered and sensitive approach in order that the pupil can receive appropriate help and support.
- 6.2.6 The school recognises that children with special educational needs and disabilities can be more prone to group isolation than other children and will consider extra pastoral support for those children.

## 6.3 **Disclosures of Child on Child Abuse**

- 6.3.1 In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Those involved will be supported by the school, and support from external agencies will be sought, as appropriate.
- 6.3.2 A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation.
  - 6.3.2.1 The school will take advice from the multi-agency safeguarding arrangements put in place by the Local Authority on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator.
  - 6.3.2.2 If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the school will ensure that, subject to the advice of the Local Authority, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed.
  - 6.3.2.3 Confidentiality will be an important consideration for the school and advice will be sought as necessary from the MASH team and/ or the Police as appropriate.
  - 6.3.2.4 Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia.
  - 6.3.2.5 Rape, assault by penetration and sexual assaults will be passed to the police. Advice is sought from the Sexual harassment and sexual violence document linked in KCSIE.
  - 6.3.2.6 If the DSL decides to make a referral to Children’s Social Services and/or a report to the police against a victim’s wishes, the reasons should be explained to the pupil and appropriate specialist support offered.

- 6.3.2.7 It is clear to all staff that anyone can make a referral and does not require parental consent if the child is deemed at significant risk of harm.
- 6.3.2.8 All staff have been sent an electronic version of the policy so that hyperlinks may be accessed (in addition to the training they have received). All staff are expected to ensure they are familiarised with these definitions.

#### 6.4 **Mental Health**

- 6.4.1 All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 6.4.2 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff members, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- 6.4.3 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.
  - 6.4.3.1 It is key that staff is aware of how these children's experiences can impact their mental health, behaviour, and education.
- 6.4.4 Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.
- 6.4.5 If staff members have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

#### 6.5 **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

- 6.5.1 Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.
- 6.5.2 CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.
- 6.5.3 Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing.
  - 6.5.3.1 They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
  - 6.5.3.2 Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt.
  - 6.5.3.3 They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.
  - 6.5.3.4 As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced.
  - 6.5.3.5 They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.
- 6.5.4 It is important to note that the experience of girls who are criminally exploited can be very different to that of boys.
  - 6.5.4.1 The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too.
  - 6.5.4.2 It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.
- 6.5.5 All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime.



- 6.5.5.1 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.
- 6.5.5.2 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 and may be at risk of criminal exploitation.
- 6.5.6 All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.
  - 6.5.6.1 To support this, staff members are directed to the CCE (Child Criminal Exploitation) link.
- 6.6 **Sexual Violence**
  - 6.6.1 When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment.
  - 6.6.2 Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:
    - 6.6.2.1 the victim;
    - 6.6.2.2 the alleged perpetrator; and
    - 6.6.2.3 the other children (and, if appropriate, staff) at the School
  - 6.6.3 Risk assessments will be recorded and kept under review.
    - 6.6.3.1 In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe.
    - 6.6.3.2 The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report.
    - 6.6.3.3 The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe.
    - 6.6.3.4 This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.
- 6.7 **Serious Violence**
  - 6.7.1 Staff members are aware of the indicators of serious violence and procedures to deal with such incidents.
  - 6.7.2 Indicators of serious violence include:
    - 6.7.2.1 Marks on the body
    - 6.7.2.2 Poor attendance/punctuality
    - 6.7.2.3 Looking for new groups of friends/older friends
    - 6.7.2.4 Change in attitude and appearance
    - 6.7.2.5 New possessions

## 7. PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

- 7.1 If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below, **not following the Complaints Procedure**. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.
- 7.2 **Dealing with a Disclosure**
  - 7.2.1 Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak.
  - 7.2.2 Listening to and supporting a pupil who has been abused can be traumatic for the adults involved.

- 7.2.3 Support for you will be available from your Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.
- 7.2.4 They can access further professional support if this is felt necessary.
- 7.2.5 All concerns or disclosures raised about a child or an adult, no matter how small, are recorded on a Record of Concerns form using the guidance as set out below.
- 7.3 Follow the 5 Rs guidance in the event that a pupil makes a disclosure to you:
  - 7.3.1 **Receive:**
    - 7.3.1.1 If a pupil wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and give them the time to speak to you.
    - 7.3.1.2 Never promise confidentiality, inform the pupil that you are happy to listen to them but if they tell you anything that you believe may be putting them/or others at harm, that you will have to talk to someone who can help.
    - 7.3.1.3 Listen carefully to them. Do not stop a child who is freely recalling information.
    - 7.3.1.4 Where a pupil is visibly upset or has an obvious injury, it is good practice to ask why they are upset or how an injury was caused, or respond to a pupil wanting to talk to you to help clarify vague concerns and result in the right action being taken.
  - 7.3.2 **Respond:**
    - 7.3.2.1 If you need to clarify information ask open-ended questions using the TED prompts e.g.” Is there anything you'd like to tell me?”, “Can you explain to me...” Can you describe to me...”
    - 7.3.2.2 The following four factors may compromise enquiries that need to be made later by children’s social services or Police:
      - 7.3.2.2.1 Never ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'
      - 7.3.2.2.2 Never ask 'accusing' questions e.g.” Why didn't you tell someone earlier?''
      - 7.3.2.2.3 Never criticise the alleged perpetrator, it may be someone that they will continue to live with.
      - 7.3.2.2.4 Never ask the pupil to repeat their disclosure for any other member of staff; it is your responsibility to share the information.
  - 7.3.3 **Reassure:**
    - 7.3.3.1 Ensure that the pupil is aware that they have done the right thing in talking to you and that they have not done anything wrong. Tell them that you have listened and heard them and what you are going to do next.
    - 7.3.3.2 If you have any concerns that the pupil has been, or is at risk of harm, you must tell them that you will speak to someone to get help. Ensure s/he is ok before leaving.
  - 7.3.4 **Record:**
    - 7.3.4.1 Make notes as soon as possible afterwards using the words that the pupil has used. Do not record your assumptions and interpretations - only what you heard and saw.
    - 7.3.4.2 Do not destroy original notes even if you later write things up more neatly and fully. Original notes can be included in the pupil’s profile for future reference.
    - 7.3.4.3 Record the date, time and place of the disclosure.
    - 7.3.4.4 Sign any written records and identify your position in the school setting.
    - 7.3.4.5 Do not ask a pupil to write an account or sign any of your documentation as this may compromise enquiries that need to be made later by children’s social services or Police.
  - 7.3.5 **Report:**
    - 7.3.5.1 To the Designated Safeguarding Leader immediately who will be responsible for following the appropriate procedures. If he is not on site, use the contact

number located in the school office. In the absence of anyone being available in school, contact the appropriate agency listed in the appendices.

- 7.4 To consult with the Designated Safeguarding Leader for child protection does not mean a referral has been made. This decision is the responsibility of the Designated Safeguarding Leader for child protection who will contact the appropriate agency as and when required.
- 7.5 UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.
- 7.6 Once a concern has been identified, it is treated sensitively and confidentially by the Designated Safeguarding Leader. Appropriate action/support plan will be devised and implemented by the yellow Cause for Concern form, including working with parents/families, pupils and other outside agencies.
  - 7.6.1 All concerns are logged. Everything recorded is factual and not speculation. The Safeguarding system is secure and can only be viewed by the Designated Safeguarding Leader, and the Head Teacher.
  - 7.6.2 Staff need to record concerns or disclosures within the hour of witnessing/receiving the concern or disclosure.
  - 7.6.3 Disclosures must be recorded using the pupil's own words, what was said or seen and the location of both the abuse and the disclosure.
  - 7.6.4 Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.
  - 7.6.5 A record is made of any visible marks or injuries to a pupil that give cause for concern, completed using a body map. The pupil should not be examined intimately, or pictures taken of any injuries/marks (unless requested by statutory services).
  - 7.6.6 If a file is open on a pupil, all monitoring notes and additional actions which relate to the initial concern or disclosures are added to the same file.
  - 7.6.7 The Safeguarding Team will make all referrals to Hampshire Safeguarding Children Partnership, however, pupils who have been referred or are causing concern will be regularly monitored.
  - 7.6.8 If there is a concern about any pupil, from any member of staff that needs immediate action for the safety of the pupil a 'crisis' Safeguarding Team Meeting is called to discuss actions.
  - 7.6.9 Hampshire Safeguarding Children Partnership/Early Help services are contacted for advice whenever necessary.
  - 7.6.10 Where necessary, weekly safeguarding meetings take place, to discuss all monitored pupils, new concerns raised, and family support follow ups.
- 7.7 Where the allegation relates to harmful sexual behaviours, if possible the disclosure is managed with two members of staff present (one of them being the Designated Safeguarding Lead or their deputy).
- 7.8 Where there is a safeguarding concern, the school will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The school operates its processes with the best interests of the pupil at their heart.

## **8. EARLY HELP**

- 8.1 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. Early help can also prevent further problems arising.
- 8.2 Whilst all staff can contribute to early help, such early help relies upon local agencies working together to:
  - 8.2.1 Identify children and families who would benefit from early help;
  - 8.2.2 Undertake an assessment of the need for early help; and
  - 8.2.3 Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child

- 8.3 Any pupil might benefit from early help but all staff have the responsibility of recognising that there may be pupils with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. Therefore, all staff need to be particularly alert to the potential need for early help for pupils who:
- 8.3.1 Is disabled and has specific additional needs or certain health conditions
  - 8.3.2 Has special educational needs (whether or not they have a statutory education, health and care plan)
  - 8.3.3 Is a young carer
  - 8.3.4 Is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups
  - 8.3.5 Is frequently missing/goes missing from care or from home
  - 8.3.6 Is misusing drugs or alcohol themselves
  - 8.3.7 Is at risk of modern slavery, trafficking or exploitation
  - 8.3.8 Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
  - 8.3.9 Has returned home to their family from care
  - 8.3.10 Is showing early signs of abuse and/or neglect
  - 8.3.11 Is at risk of being radicalised or exploited
  - 8.3.12 Is a privately fostered child
- 8.4 In the first instance, staff members that consider a pupil may benefit from early help should discuss this with the school's DSL.
- 8.4.1 The DSL will consider the appropriate action to take in accordance with the multi agency safeguarding arrangements referral threshold document.
  - 8.4.2 The DSL will liaise with external agencies and professionals in an inter-agency assessment, as appropriate.
  - 8.4.3 If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social services if the pupil's situation does not appear to be improving.
- 8.5 The welfare of pupils at St Alban's Classical Academy is safeguarded and promoted by the drawing up and effective implementation of our written Risk Assessment Policy, which takes appropriate action to reduce risks that are identified. We recognise specifically the particular vulnerabilities of children with SEND to abuse.
- 8.6 Children with special educational needs can face additional safeguarding challenges and we recognise that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:
- 8.6.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
  - 8.6.2 children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
  - 8.6.3 communication barriers and difficulties in overcoming these barriers.

## **9. STAFF PROCEDURES WHEN CONCERNED ABOUT A CHILD**

- 9.1 If staff members (including directors and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should speak with the school's DSL to agree a course of action although staff can make a direct referral to Children's Social Services.
- 9.2 As set out above, staff should not assume that somebody else would take action and share information that might be critical in keeping children safe.
- 9.3 If a child's situation does not appear to be improving, the DSL should press Children's Social Services for reconsideration.
- 9.4 Staff should challenge any inaction and follow this up with the DSL and Children's Social Services as appropriate.
- 9.5 Staff members are advised not to use email to write down or report abuse or concerns. If for any reason email is considered appropriate to communicate to another party, the child's full name or other features that would identify him/her should not be included.

## **10. RESPONDING TO SUSPICIONS OF ABUSE**

- 10.1 When children are suffering from abuse or neglect, this may be demonstrated through changes in their behaviour, or in their play.
- 10.2 Where such changes in behaviour occur, or where children's play gives cause for concern and there is a possibility of a child suffering significant harm, staff should refer the matter to the DSL.
- 10.3 On appointment, and as part of the regular training to update staff on pupil welfare and safeguarding issues, all staff (including teachers and non-teaching staff) learn how to report suspicions of abuse or concerns about a pupil's welfare to the DSL.
- 10.4 Staff members are made aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
- 10.5 When a member of teaching or non-teaching staff wishes to report a suspicion or concern, they are asked to complete a written record which is always given to the DSL or Head Teacher.
- 10.6 The Head Teacher will take action as appropriate; all records are kept confidential and reviewed regularly so that concerning patterns of behaviour can be spotted.

## **11. STAFF PROCEDURES WHEN CHILD MAY BE AT RISK OF DANGER OR HARM**

- 11.1 If staff (including volunteers) believe that a child is in immediate danger or at risk of harm, they should alert the DSL; if this is not possible they should make an immediate referral to children's social services and/or the Police.
- 11.2 Anyone can make a referral.
- 11.3 Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk.
- 11.4 Parental consent is not needed for referrals to statutory agencies such as the police and children's social services.
- 11.5 If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made.
- 11.6 Staff should challenge any inaction and follow this up with the DSL and children's social services as appropriate.
- 11.7 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

## **12. STAFF PROCEDURES WHEN CHILD MAY BE AT RISK OF RADICALISATION**

- 12.1 Staff should follow the school's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism. This may include a referral to Channel or children's social services depending on the level of risk.
- 12.2 However, if staff members have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999.
- 12.3 Advice and support can also be sought from Children's Social Services.

## **13. PREVENTING RADICALISATION - 'PREVENT'**

- 13.1 Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.
- 13.2 During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.
- 13.3 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.
- 13.4 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.

- 13.5 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.
- 13.6 The internet and the use of social media in particular has become a major factor in the radicalisation of young people.
- 13.7 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.
- 13.8 School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel Programme.

#### **14. FEMALE GENITAL MUTILATION (FGM)**

- 14.1 Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out.
- 14.2 The DSL should be informed as a first point of call, who will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social services.

#### **15. ATTENDANCE**

- 15.1 St Alban's Classical Academy robustly monitor the attendance of pupils on roll in line with the Attendance Policy.
- 15.2 A child going missing from education, particularly on repeat occasions, can be a potential indicator of a well-being concern.
- 15.3 Staff follow the school's and Local Authority's procedures for dealing with pupils that go missing from education to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in future, in accordance with KCSIE.
- 15.4 If there are safeguarding concerns or there has been no contact with school, consideration is given to making a referral to children services.
- 15.5 If a pupil stops attending altogether this will be reported to attendance and prosecution service with information regarding off-rolling the pupil.

#### **16. LOOKED AFTER CHILDREN**

- 16.1 The DSL ensures that staff members have the skills, knowledge and understanding necessary to keep safe any children who are looked after by a local authority.

#### **17. LIAISON WITH OTHER BODIES**

- 17.1 There are procedures for contacting the local authority on safeguarding and child protection issues, to ensure that it is easy, in any emergency, for the school and local statutory children's agencies, including social services, to work well together.
- 17.2 The school works within the Hampshire Safeguarding Children's Partnership guidelines which confirm locally agreed inter-agency procedures.
  - 17.2.1 We will report through the Local Authority Designated Officer (LADO) within one working day the actions we take in respect of allegations of abuse by adults, and through Children's Services and their Social Services and Assessment team's Duty Social Worker where we have concerns that a child/young person may be at risk of harm.
  - 17.2.2 The assessment framework model we abide by is shown below (as directed by KCSIE).

#### **18. SUPPORT TO FAMILIES**

- 18.1 The school takes every step in its power to build up trusting and supportive relations among families, staff and volunteers in the group.
- 18.2 The school continues to welcome the child and the family whilst investigations are being made in relation to abuse in the home situation.

- 18.3 Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child only if appropriate under the guidance of Hampshire's Children's Social Services.
- 18.4 With the proviso that the care and safety of the child is paramount, we do all in our power to support and work with the child's family.
- 18.5 There are other circumstances where children need considerable additional support from one or more agencies, for example where self-harming or failing to eat is observed. These should lead to inter-agency assessment using local processes, including use of the Common Assessment Framework (CAF) and "Team around the Child" (TAC).
- 18.6 Hampshire's Multi-Agency Safeguarding Hub (MASH) is now up and running and provides a single point of access to early help and safeguarding services.

## 19. INFORMING PARENTS

- 19.1 Subsequent to a referral to Children's Social Services, the relevant Duty Social Worker (DSW) will advise next steps.
- 19.2 As directed by DSW, the responsibility for communication to the parents would usually be exercised by the Head Teacher, or by a suitably trained deputy.
- 19.3 In cases where the parent is the likely abuser, the Hampshire investigating officers/Police will inform parents.

## 20. CHILDREN'S SERVICES AND SAFEGUARDING REGISTER

- 20.1 Whilst cases are active, confidential records are kept and updated regularly by the DSL. If in the event of an unexplained absence of more than one day of a pupil for whom we have safeguarding concerns, the DSL will notify Children's Social Services.

## 21. MANAGEMENT OF SAFEGUARDING

- 21.1 **The Designated Safeguarding Leader (DSL)**
  - 21.1.1 The Designated Safeguarding Leader has overall responsibility for safeguarding and child protection, the appropriate authority and training and is able to provide advice and support to other staff on child welfare and child protection matters.
- 21.2 The Designated Safeguarding Leader is responsible for:
  - 21.2.1 developing and reviewing the Safeguarding Policy.
  - 21.2.2 implementing the policy and measuring its impact.
  - 21.2.3 being familiar with local procedures and referral routes and liaising with governors and external services/agencies and professionals.
  - 21.2.4 managing the reporting and recording of safeguarding incidents.
  - 21.2.5 organising regular, up-to-date training and support for staff.
  - 21.2.6 ensuring that they are always contactable (either by phone or adequate alternative means when not on site) and that all staff and parents know that they are the referral route for any concerns.
  - 21.2.7 being aware of all school excursions and residentials and clarify with the educational visit coordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
  - 21.2.8 ensuring that an effective whole school policy against bullying/cyber-bullying, inclusive of measures to prevent all forms of bullying among pupils, is implemented.
  - 21.2.9 informing the Local Authority of any pupil to be deleted from school admission register and that missing from education protocols are followed.
  - 21.2.10 informing the Local Authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 days or more.
- 21.3 The more detailed role of the Designated Safeguarding Lead can be seen below, as taken from KCSIE, 2022: Annex B.
- 21.4 The Designated Safeguarding Lead will:
  - 21.4.1 **Manage referrals**

- 21.4.1.1 Refer cases of suspected abuse to the First Contact Team.
- 21.4.1.2 Support staff who make referrals to the First Contact Team.
- 21.4.1.3 Refer cases to the Channel programme where there is a radicalisation concern as required.
- 21.4.1.4 Support staff who make referrals to the Channel programme.
- 21.4.1.5 Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- 21.4.1.6 Refer cases where a crime may have been committed to the Police as required (including Sexual Exploitation or Female Genital Mutilation and Forced Marriage).
- 21.4.2 **Liase with others**
  - 21.4.2.1 Act as a point of contact with the three safeguarding partners
  - 21.4.2.2 Liase with the Head Teacher (where the Designated Safeguarding Leader is not the Head Teacher) to inform him or her of issues, especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
  - 21.4.2.3 Liase, as required, with the case manager (Head Teacher, or where the Head Teacher is the subject of the allegations the Director and Deputy Director) and the Designated Officer, operating on behalf of the Local Authority for child protection concerns (all cases which concern a staff member).
  - 21.4.2.4 Liase with all staff on matters of safety and safeguarding (including online and e-safety) and when deciding whether to make a referral by liaising with relevant agencies.
  - 21.4.2.5 Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- 21.4.3 **Undertake Training**
  - 21.4.3.1 Receive appropriate training which is updated every two years, including undertaking Prevent awareness raising
  - 21.4.3.2 Regularly refresh their knowledge and skills, as required, and at least annually, so that they:
    - 21.4.3.3 Understand and keep up with any developments to their role.
    - 21.4.3.4 Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
    - 21.4.3.5 Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
    - 21.4.3.6 Ensure each member of staff has access to, and understands, the school Safeguarding and Child Protection Policy and procedures, especially new and part time staff.
    - 21.4.3.7 Be alert to the specific needs of children in need, those with special educational needs and young carers.
    - 21.4.3.8 Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
    - 21.4.3.9 Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
    - 21.4.3.10 Be able to keep detailed, accurate and secure, written or electronic records of concerns and referrals.
    - 21.4.3.11 Understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting pupils from the risk of radicalisation.



- 21.4.3.12 Be able to understand the unique risks associated with e-safety and be confident that they have the relevant knowledge and up to date capability required to keep pupils safe whilst they are online at school.
- 21.4.3.13 Recognise the additional risks that pupils with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- 21.4.3.14 Obtain access to resources and attend any relevant or refresher training courses.
- 21.4.3.15 Encourage a culture of listening to pupils and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- 21.4.4 **Raise Awareness**
  - 21.4.4.1 Ensure the school's policies are known understood and used appropriately:
  - 21.4.4.2 Ensure the school's Safeguarding and Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff members receive the policy on their induction.
  - 21.4.4.3 Ensure the Safeguarding and Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect might be made and the role of St Alban's Classical Academy in this.
  - 21.4.4.4 Link with the Hampshire Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- 21.4.5 **Manage Child Protection Files**
  - 21.4.5.1 Where pupils leave the school, the Designated Safeguarding Lead will ensure their child protection file is transferred appropriately to any new school as soon as possible but transferred separately from the main pupil file; ensuring secure transit and confirmation of receipt. Receiving schools should ensure key staff such as Designated Safeguarding Leads and SENcos, are aware as required.
  - 21.4.5.2 In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any information with the new school in advance of a pupils leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the pupil arrives.
- 21.4.6 **Be available and contactable**
  - 21.4.6.1 During term time the Designated Safeguarding Lead will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.
  - 21.4.6.2 Whilst generally speaking the Designated Safeguarding Lead would be expected to be available in person, we consider it acceptable that in exceptional circumstances phone or other such media may be used.
  - 21.4.6.3 The Designated Safeguarding Lead and school will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

## 22. STAFF ROLES AND RESPONSIBILITIES

- 22.1 We recognise that all staff who come into contact with pupils and their families have a particularly important role to play in safeguarding pupils because they are in a position to identify any concerns or disclosures regarding a pupil's welfare, provide early help and prevent further escalation.
- 22.2 To ensure this, they receive appropriate safeguarding and child protection training (which is regularly updated where necessary in staff briefings, professional development meetings, etc.) to provide them with relevant skills and knowledge to safeguard pupils effectively including the process for reporting concerns and disclosures.

- 22.3 This training is in accordance with What to do if you are worried a child is being abused – Advice for practitioners (March 2015).
- 22.4 Therefore, through a thorough induction process and the sharing of this policy to all staff, pupils and volunteers, it is important that all staff:
  - 22.4.1 Adhere to the Staff Code of Conduct regarding Mobile Phones & Personal Devices Policy and the Photography Policy by ensuring they do not take any form of images or photography on their own personal devices.
  - 22.4.2 Ensure that they listen to and reflect on what a pupil has shared at all times, taking seriously any concerns raised to them by a pupil.
  - 22.4.3 Ensure that they immediately record and report any concerns of a pupil’s well-being – including information shared with them by a pupil or what they have directly observed/witnessed - following the guidance on the Concerns and Disclosures Procedure.
  - 22.4.4 Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and indicators of possible abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the pupil.
  - 22.4.5 Ensure that they maintain an attitude of ‘Don’t think: “What if I’m wrong?”’ Think: “What if I’m right?”’ and report any concerns regarding the behaviour of a child/an adult/staff member in school directly to the Designated Safeguarding Leader/Head Teacher.
  - 22.4.6 Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school’s safeguarding regime through whistleblowing procedures and the Staff Behaviour Policy.
  - 22.4.7 Recognise that, under the Counter Terrorism and Security Act, April 2015, the school has ‘due regard to Prevent’; and to assess risk of children and young people being radicalised or drawn into extremism (based upon potential risks in local area and that clear protocols are in place for all visitors so that their views are appropriate and not an opportunity to influence others – e.g. see Visiting Speakers Policy).
  - 22.4.8 Be aware, and act accordingly, that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
  - 22.4.9 Ensure that they understand through e-Safety training the additional risks for pupils online and continue to promote the school’s e-Safety Policy in the protection of all pupils. This includes the management of unrestricted internet access via pupil’s own mobile phones or electronic devices that can allow them unrestricted access to the internet using their own data allowance.
  - 22.4.10 Ensure that they remain vigilant whilst visitors are on site and continue to promote St Alban’s Classical Academy’s commitment to keeping pupils safe through reminding visitors and parents of the school’s appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.
  - 22.4.11 St Alban’s Classical Academy will work with social services, the police, health services and other agencies/services to promote the welfare of its pupils and protect them from harm.

## 23. TRAINING

- 23.1 Induction and training are in line with advice from the local authorities and the relevant safeguarding organisations.
- 23.2 **ALL STAFF**
  - 23.2.1 All new staff will be provided with induction training that includes:
    - 23.2.1.1 the Safeguarding Policy (including child protection);
    - 23.2.1.2 the Behaviour Policy
    - 23.2.1.3 the Staff Code of Conduct including the school’s Whistleblowing Policy and the acceptable use of I.T. policy, staff/pupil relationships and communications including the use of social media
    - 23.2.1.4 a copy of Part one of KCSIE 2023 and Annex B, and the whole document

- 23.2.2 School leaders and staff who work directly with children will also be required to read Annex B of KCSIE (and Part five of KCSIE).
- 23.3 It is the responsibility of the Head Teacher and Leadership Team to ensure that all existing staff, volunteers and other workers (such as self-employed, visiting instructors) who work with children receive updated training at regular intervals, and that they understand their safeguarding responsibilities.
- 23.3.1 The DSOs receive training delivered by an external consultant every two years.
- 23.3.2 Those staff, volunteers and other workers (such as contractors) who do not work directly with children receive training as deemed appropriate to their role by the DSL. This training and supporting guidance will also be updated at regular intervals. This training happens at least annually and is usually delivered by the DSL or via Educare.
- 23.3.3 All staff, volunteers or other workers who have contact with children are required to have read Part one of KCSIE and confirm that they have understood their safeguarding responsibilities. Each time Part one of KCSIE is updated by the Department for Education, staff will be updated on the changes via an oral communication/presentation by the DSL and relevant links to the changes for their own reading
- 23.3.4 A record of training in safeguarding/child protection is kept on a central record by the Human Resources Department.
- 23.4 Temporary staff and volunteers are provided with relevant information.
- 23.5 Directors receive safeguarding training at induction and are also given the annual staff safeguarding powerpoint in their autumn meeting. All staff are also required to:
- 23.5.1 Receive training in safeguarding and child protection regularly, in line with advice from the multi-agency safeguarding arrangements from the local authorities. Training will include online safety and harmful sexual behaviours. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- 23.5.2 Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The school provides these via, for example emails, staff meetings and discussions.

## **24. OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES**

- 24.1 A review of the school's Safeguarding Policy takes place at least annually, including an update and review of the effectiveness of procedures and their implementation.
- 24.2 There is an annual audit which takes place using the local authority documentation which is presented to the Governing Body.
- 24.3 The school draws on the expertise of staff, including the DSL, in shaping the school's safeguarding arrangements and policies.
- 24.4 If there has been a substantiated allegation against a member of staff, the school will work with the Local Authority designated officer to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

## **25. STAFF CONCERNS**

- 25.1 **What staff should do if they have concerns about another staff member:**
- |                                      |                                    |
|--------------------------------------|------------------------------------|
| 25.1.1 <b>Against</b>                | <b>Should be reported to</b>       |
| Staff, volunteers                    | Designated Safeguarding Lead (DSL) |
| Directors, Chaplain, or Head Teacher | Designated Safeguarding Lead (DSL) |
| Designated Safeguarding Lead (DSL)   | Head Teacher                       |
- 25.2 The school will adhere to the statutory guidance on dealing with allegations of abuse in force at the time, with any further action - including investigation - taken only with the agreement of the Local Authority Designated Officer (LADO) or Duty Social Worker.

- 25.3 The following key principles apply:-
- 25.3.1 We will consider and thoroughly investigate any allegation expeditiously, fairly and consistently, avoiding all unnecessary delays.
- 25.3.2 The aim will always be to ensure a quick resolution to the benefit of all concerned; the nature, seriousness and complexity of the allegation will have a bearing on timescales.
- 25.4 In the first instance, and always prior to any internal investigation taking place, the school will contact the LADO for further professional advice and discussion within one working day.
- 25.4.1 We will discuss with the LADO the content and context of the allegation and will agree a course of action, including any involvement with the Police.
- 25.4.2 Discussions will be recorded in writing and communication with both the individual and parents of the child/children agreed.
- 25.4.3 For the avoidance of doubt, the school does not require parental consent before reporting allegations to the LADO.
- 25.5 Suspension will never be a default option; the school will always consider whether the circumstances warrant suspension and/or reasonable alternative arrangements (such as redeployment or working under supervision) are appropriate before a final decision is given in this regard.
- 25.5.1 The LADO's views will always be taken into consideration. However, the Head Teacher will always have the final decision on suspension.
- 25.5.2 The individual will be notified of the reasons and justification for suspension and provided with a named contact within one working day.
- 25.5.3 The school will not conduct an investigation before reporting the case to the LADO.
- 25.6 In the case of serious harm, the Police will be informed from the outset.
- 25.6.1 Where appropriate, the person who is the subject of an allegation will be notified as soon as is practicable and will be provided with as much information as possible at that time (NB: in some instances the school may not be permitted to disclose full details).
- 25.7 Allegations that are found to have been malicious will be removed from personnel records. We will not refer to any unsubstantiated, unfounded or malicious allegations in employer references. (pupils making malicious allegations will be dealt with under the school's behaviour policy.)
- 25.8 Whilst care will be taken to ensure the effective protection of the child making the allegation, we will always provide appropriate support to the person who is the subject of the allegation.
- 25.9 There are restrictions on the reporting or publishing of allegations against staff and the school will take all reasonable steps to ensure that confidentiality is maintained and guard against unwanted publicity while an allegation is being investigated. These restrictions apply up to the point where the accused is charged with an offence, or the DfE/[Teaching Regulation Agency](#) (TRA) publish information about an investigation or decision in a disciplinary case.
- 25.10 If the subject of an allegation chooses to resign their employment, the school will continue with its investigation and will make every effort to reach a conclusion regardless of whether the individual chooses to assist the investigation.

## **26. STAFF PROCEDURE IF THEY HAVE CONCERNS ABOUT SAFEGUARDING PRACTICES IN THE SCHOOL**

- 26.1 The school aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'.
- 26.2 Where staff have concerns about poor or unsafe practices and potential failures in the school's safeguarding systems, these should be raised in accordance with the school's Whistleblowing Policy.
- 26.3 There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.
- 26.4 If staff and volunteers feel unable to raise an issue with the school or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line.

## **27. ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, DIRECTORS AND VOLUNTEERS)**

- 27.1 The school's procedures for managing allegations against staff who are currently working in the school follows DfE statutory guidance and multi agency safeguarding arrangements and applies when staff (including volunteers) have (or are alleged to have):
- 27.1.1 Behaved in a way that has harmed a pupil, or may have harmed a pupil
  - 27.1.2 Possibly committed a criminal offence against or related to a pupil or
  - 27.1.3 Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.
- 27.2 Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO.
- 27.3 If an allegation is made against anyone working with children in the school, the school should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the school may discuss informally with the 'designated officer' on a no-names basis.
- 27.4 All allegations should be investigated as a priority to avoid any delay.
- 27.4.1 All allegations which appear to meet the above reporting criteria are to be reported straight away to the Designated Safeguarding Lead (DSL).
  - 27.4.2 Where the DSL is absent or is the subject of the allegation or concern, reports should be made to the Head Teacher.
  - 27.4.3 Where the DSL or Head Teacher are the subject of the allegation or concern, the DSL or Head Teacher must not be informed of the allegation prior to contact with the Chair of the Advisory Board.
  - 27.4.4 If the allegation is about the Managing Director, the Head Teacher or the LADO must be contacted.
- 27.5 The DSL should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where it is deemed that there is an immediate risk to children or there is evidence of a possible criminal offence, the DSL may involve the Police immediately.)
- 27.5.1 All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed.
  - 27.5.2 The designated officer should be informed within one working day of all allegations that come to the school's attention and appear to meet the criteria or that are made directly to the Police and/or children's social services.
- 27.6 The DSL will ensure that the individual who is the subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social services or the Police.
- 27.6.1 A named representative will be appointed to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
- 27.7 The DSL should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved.
- 27.7.1 They will give due weight to the views of the designated officer and KCSIE when making a decision about suspension.
  - 27.7.2 Where the individual is suspended, they will ensure they know who their point of contact is in the school and shall provide them with their contact details.
- 27.8 The DSL will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social services or the Police.
- 27.9 The DSL will discuss with the designated officer whether a referral to the DBS or Teaching Regulation Agency (TRA) should be made where an allegation is substantiated and the person is dismissed or the school ceases to use their services, or the person resigns or otherwise ceases to provide their services.

- 27.9.1 The school has a legal obligation to report promptly to the DBS any person (whether employed, contracted, a volunteer or a pupil) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the school must consider making a referral to the TRA and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
- 27.10 In conclusion of the case, the DSL should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the school's safeguarding procedures or practices to help prevent similar events in the future.
- 27.11 The school will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.
  - 27.11.1 Allegations found to be malicious will be removed from the individual's personnel records.
  - 27.11.2 In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will only be provided to the individual concerned.
- 27.12 Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references.
  - 27.12.1 If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

## **28. DUTY TO NOTIFY OFSTED**

- 28.1 The school will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided.
- 28.2 For example, where the school is satisfied that a person working in a relevant setting falls within one of the disqualification criteria.
- 28.3 Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the school becomes aware (or ought reasonably to have become aware) of it.
- 28.4 The school will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises whether the allegations relate to harm or abuse committed on the premises or elsewhere.

## **29. SAFER RECRUITMENT**

- 29.1 The school is committed to safer recruitment processes.
- 29.2 We always aim to ensure safe and fair recruitment and selection is conducted at all times.
  - 29.2.1 Safeguarding and promoting the welfare of children and young people is an integral factor in our recruitment and selection and is an essential part of creating safe environments for children and young people.
  - 29.2.2 We operate safe recruitment procedures which have regard to the guidance contained in KCSIE and in compliance with the Independent Schools Standards.
  - 29.2.3 Regulations ensure that no disqualified or unfit person works in the school or has access to children. Though not an exhaustive list, this will include checks via the DBS, checks against the appropriate Barred List, prohibition checks (for teaching posts), employment history, appropriate references and whether a person is disqualified from working with children (including by association, where applicable to the role applied for).
  - 29.2.4 Regulation on Disqualification from Childcare, including 'by association', makes three demands of schools:

- 29.2.4.1 A requirement to inform relevant people of the legislation, including that they may be disqualified 'by association' (or ensure they have been informed by others, such as their supply agency)
- 29.2.4.2 A requirement to "take steps to gather sufficient and accurate information about whether any member of staff in a relevant childcare setting is disqualified by association"
- 29.2.4.3 A requirement to keep records, including "the date disqualification checks were completed", whether on the Single Central Register (optional) or elsewhere.
- 29.2.5 Our recruitment procedures comply with these demands.
  - 29.2.5.1 We take particular care to ensure those involved in one-to-one teaching are aware of their safeguarding responsibilities.
  - 29.2.5.2 Applicants for posts within the school are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974 (and the Childcare (Disqualification) Regulations where appropriate). Candidates are informed of the need to carry out checks before posts can be confirmed and that any job offer will be withdrawn if any check is not satisfactory. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
  - 29.2.5.3 Volunteers who have not been through the full vetting process do not work unsupervised.
- 29.3 **Staff obligations**
  - 29.3.1 All staff in our school are required to notify the Head Teacher immediately if there are any reasons why they should not be working with children.
  - 29.3.2 This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence.
- 29.4 **External workers and visitors**
  - 29.4.1 We take appropriate steps to ensure that checks are made on any staff employed by another agency working in school. These are known as Visiting Professionals, and include Psychologists, Nurses, Police, other public sector staff who will have been checked by their employing organisation (such as LA, Primary Care Trust, Strategic Health Authority), Sports referees and other equivalent professionals supplied by a central body.
  - 29.4.2 We have procedures for recording the details of visitors to the school. We take security steps to ensure that we have control over who comes into the school so that no unauthorised person has unsupervised access to the children. Visiting Speakers: all visiting speakers are checked for suitability by the Head Teacher/deputy head and any visiting speakers are always appropriately supervised.

### **30. STAFF, VOLUNTEERS OR WORKERS LEAVING**

- 30.1 The school will promptly report to the DBS any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used for regulated activity and the DBS referral criteria are met; that is, they have caused harm or posed a risk of harm to a child.
- 30.2 In addition, consideration will also be given to making a referral to the National College for Teaching and Leadership where a teacher has been dismissed for misconduct (or would have been dismissed had s/he not resigned) and a prohibition order may be appropriate. The reasons for such an order include "unacceptable professional conduct", conduct that might bring the profession into disrepute, or a "conviction", at any time, for a relevant offence.

### **31. LOW LEVEL CONCERNS**

- 31.1 If you have any concerns about members of staff, including supply teachers, volunteers and contractors that do not meet the harm threshold in Part 4 of KCSIE, it is essential that you communicate these to either the Head Teacher or Deputy Head Teacher. Low level concerns

about supply staff, contractors and local authority visiting staff will also be reported to their employers.

- 31.2 The term 'Low-Level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:
  - 31.2.1 Is inconsistent with this Staff Code of Conduct, including inappropriate conduct outside of work, and
  - 31.2.2 Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority
- 31.3 Examples of such behaviour could include, but are not limited to:
  - 31.3.1 Being overly friendly with children
  - 31.3.2 Having favourites
  - 31.3.3 Taking photographs of children on their mobile phone
  - 31.3.4 Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
  - 31.3.5 Using inappropriate sexualised, intimidating or offensive language

## **32. RESPONDING TO LOW-LEVEL CONCERNS**

- 32.1 If the concern is raised via a third party, the Head Teacher will collect evidence where necessary by speaking:
  - 32.1.1 Directly to the person who raised the concern, unless it has been raised anonymously
  - 32.1.2 To the individual involved and any witnesses
- 32.2 The Head Teacher will use the information collected to categorise the type of behaviour and determine any further action. Allegations that meet the harm threshold will be referred to the LADO for advice. Low level concerns that the school may feel they need further guidance on, will be referred to the LADO.

## **33. RECORD KEEPING**

- 33.1 All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.
- 33.2 Records will be kept confidential, held securely and comply with the DPA 2018 and UK GDPR. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold, we will refer it to the designated officer at the local authority.
- 33.3 Records will be retained at least until the individual leaves employment at the school.

## **34. GDPR COMPLIANCE**

- 34.1 St Alban's Classical Academy aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the UK General Data Protection Regulation (UKGDPR) and the Data Protection Act 2018.
- 34.2 In order to carry out its duties to staff, pupils, and parents, the school processes a wide range of personal data about individuals (including current, past, and prospective staff, and pupils or parents) as part of its daily operation. St Alban's Classical Academy will ensure everyone is aware of their responsibilities and outline how the school complies with the core principles of GDPR.

## **35. THE SCHOOL SITE**

- 35.1 The layout of the school allows for constant supervision. Where children need to spend time away from the rest of the group, they must be in an agreed location.

## **36. USE OF ICT, MOBILE PHONES AND OTHER ELECTRONIC DEVICES**

- 36.1 If we discover that a child or young person is at risk as a consequence of online activity, we may seek additional assistance from the Child Exploitation and Online Protection Unit (CEOP). We



will impose a range of sanctions on any adult, child or young person who misuses technology in this way.

- 36.2 Such behaviours include those to bully, harass or abuse another pupil in line with our anti-bullying policy. Current behaviours that fall into this category, often referred to as cyber-bullying, include:
  - 36.2.1 texting scary or rude messages by mobile phone
  - 36.2.2 sending unpleasant photographs by mobile phone
  - 36.2.3 using online message boards, chat rooms or social networking sites to post cruel messages
  - 36.2.4 deleting the victim's name from or ignoring their messages on social networking sites
- 36.3 Parents are not permitted to take photographs in or around the school or at school events without prior approval from the Head Teacher.

### **37. MANAGING MOBILE PHONES AND INTERNET EXPOSURE**

- 37.1 We do not allow our pupils to bring phones into school unless a special arrangement has been made with the parents. They are not permitted to be seen to hold, carry, or use them on the school premises. Parents are encouraged to leave these at home.
- 37.2 In IT and PSHE lessons, and in safeguarding assemblies pupils are reminded to set their privacy settings high and not to interact with anyone who is not personally known to them in order to protect them from abusive behaviour.
- 37.3 Any child who receives an abusive message should screenshot the message and share it with their parents.
- 37.4 If it has been sent by a member of the school community, whether inside or outside school hours, it should be shared with the DSLs who will act according to our behaviour policy. The NSPCC provides further guidance on this.

### **38. CONTACT DETAILS**

- 38.1 St Alban's Classical Academy will ensure that we have systems in place to regularly update contact numbers for parents/guardians and that there are at least two emergency contact numbers on file for every pupil on roll.

## 39. Appendix 1 - Safeguarding Contacts

### Within St Alban's Classical Academy

- Designated Safeguarding Lead (DSL) including EYFS: Head Teacher - head@stalbansclassical.uk
- Deputy DSL: Chaplain - chaplain@stalbansclassical.uk
- Contact details: 07859 393528 (school hours only)

The Head Teacher is responsible for ensuring that the Prevent anti-radicalisation strategy is understood and implemented in the school.

### External Safeguarding Contacts

- Children's Services: 0300 555 1384 (Out of hours) 0300 555 1373
- Southampton Police – 101 (general enquiries) and emergency 999
- LADO for Southampton can be contacted on 02380 915539/ 01962 876265/ 07789 616092
- LADO for Hampshire can be contacted on 01962 876364.
- Hampshire Safeguarding Children Partnership
  - o [hscp@hants.gov.uk](mailto:hscp@hants.gov.uk)
  - o 01962 876355
- Hampshire Multi-agency Safeguarding Hub (MASH)
- Hampshire Children's Services contact number:
  - o phone [0300 555 1384](tel:03005551384) during office hours 8.30am to 5pm Monday to Thursday, 8.30am to 4.30pm on Friday
  - o phone [0300 555 1373](tel:03005551373) at all other times to contact the Out of Hours service
- Hampshire Prevent Referral Process
  - o <https://www.gov.uk/report-terrorism>
  - o Anti-Terrorist Hotline on 0800 789 321

Safeguarding children procedures in Hampshire:

<https://www.google.com/url?q=https://www.hants.gov.uk/educationandlearning/safeguardingchildren/procedures>

### National Contacts

- NSPCC Child Protection Helpline: 0808 800 5000
- Child-Line: 0800 1111

The DfE dedicated helpline and mailbox for non-emergency advice for staff and directors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk

## 40. Appendix 2 - Four Categories of Harm

Working Together to Safeguard Children, 2022 defines the four categories of harm as:

### **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.

### **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 misuse.

Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Emotional Abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent 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 cyber bullying), 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 though it may occur alone.

Additional information and guidance can be found in:

[What to do if you're worried a child is being abused – advice for practitioners, 2015](#)

## 41. Appendix 3 - Useful Links

### **Anti-Bullying:**

[www.bullying.co.uk](http://www.bullying.co.uk)  
[www.samaritans.org.uk](http://www.samaritans.org.uk)  
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)  
[www.familylives.org.uk](http://www.familylives.org.uk)  
[www.Eastleigh.gov.uk/kids/anti-bullying](http://www.Eastleigh.gov.uk/kids/anti-bullying)

### **Barnardos:**

[www.barnados.org.uk](http://www.barnados.org.uk)

### **Childline:**

[www.childline.org.uk](http://www.childline.org.uk)

### **The Children's Society:**

[www.childrenssociety.org.uk](http://www.childrenssociety.org.uk)

### **Child Sexual Exploitation:**

[www.seeme-hearme.org.uk](http://www.seeme-hearme.org.uk)  
[www.stop-cse.org/rg.uk](http://www.stop-cse.org/rg.uk)

### **Domestic Violence:**

[www.womensaid.org.uk](http://www.womensaid.org.uk)  
[www.refuge.org.uk](http://www.refuge.org.uk)  
[www.thehideout.org.uk](http://www.thehideout.org.uk)  
[www.familylives.org.uk](http://www.familylives.org.uk)

### **Drugs:**

[www.talktofrank.com](http://www.talktofrank.com)  
[www.drugs.gov.uk](http://www.drugs.gov.uk)

### **e-Safety:**

[www.internetmatters.org](http://www.internetmatters.org)  
<https://nationalonlinesafety.com/guides>  
<https://www.saferinternet.org.uk/>  
<https://www.thinkuknow.co.uk>

### **Female Genital Mutilation (FGM):**

[www.feminist.org](http://www.feminist.org)  
[www.youngminds.org.uk](http://www.youngminds.org.uk)

### **Forced Marriage:**

[www.gov.uk/stop-forced-marriage](http://www.gov.uk/stop-forced-marriage)

### **Mental Health:**

[www.youngminds.org.uk](http://www.youngminds.org.uk)  
[www.familylives.org.uk](http://www.familylives.org.uk)  
[www.mind.org.uk](http://www.mind.org.uk)

### **NSPCC:**

[www.nspcc.org.uk](http://www.nspcc.org.uk)

### **Refuge:**

[www.refuge.org.uk](http://www.refuge.org.uk)

### **Save the Children Fund:**

[www.savethechildren.org.uk](http://www.savethechildren.org.uk)