



Child Protection and Safeguarding Policy

St Ninian's High School fully recognises its responsibilities for child protection and safeguarding of students. We have developed this policy in conjunction with guidance from the Isle of Man Safeguarding Board. All procedures issued by the Isle of Man Department of Education Sport and Culture (DESC) and the Isle of Man Safeguarding Board as published on their websites will be followed. This policy should be reviewed annually by the Designated Safeguarding Lead (DSL).

Our policy applies to all staff, governors, contractors, and volunteers working in the school. All adults working in the school have a duty to safeguard our students. The policy and procedures apply to all children and young people in the school, regardless of gender, age, ethnicity, disability, sexuality, or religion.

Definitions:

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos, or live streams.

Children includes everyone under the age of 18.

Roles and Responsibilities:

Designated teachers for Child Protection (CP): **Mr C Coole**, Head Teacher and **Miss J White**, Deputy Head Teacher, and Designated Safeguarding Lead.

Deputy Designated Teachers for CP: **Mrs A Neill**, Assistant Head and Deputy Designated Safeguarding Lead, **Mr T Smith**, Deputy Head

Nominated Governor for Safeguarding and CP: **Mrs B Brereton**, Chair of Governors

Department for Education, Sport & Culture Safeguarding Lead: **Miss Grainne Burns**

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers, and governors in the school. Our policy and procedures also apply to extended school and off-site activities.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the role and identity of the designated safeguarding lead (DSL) and Deputy DSL, and the Ready to Learn behaviour policy,
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime,
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children
- What to look for to identify children who need help or protection

Safe recruitment:

The school will ensure safe recruitment practices are always followed by:

- following the DESC recruitment procedures
- ensuring that the Bursar has an awareness of safeguarding responsibilities and that she completes the required paperwork once the interview process is complete
- the Bursar informing the DSL of any new staff who require safeguarding training
- no job offer being made without obtaining satisfactory references
- new staff being subject to DBS checks and identity checks prior to starting work

Establishing a safe environment in which children can learn and develop

We will make sure that we:

- foster a school ethos which promotes a positive, supportive and secure environment and allows students to feel safe at all times
- establish and maintain an environment where children are encouraged to talk and are listened to. This will include working with external agencies where appropriate.
- ensure children know that there are adults in the school whom they can approach if they are worried and have an awareness of how they can access support outside of the school if required
- follow the agreed procedures for investigating and dealing with allegations made against a member of staff or volunteer (see Managing Allegations against Staff procedure)

Raising awareness and equipping children with the skills to stay safe

The school plays a crucial role in preventative education. This will be underpinned by our Behaviour policy (Ready to Learn) and our Pastoral support system. Planned programme of relationships, sex, and health education (RSE), which is inclusive and delivered regularly as part of PSHE, and tackling issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship (including coercive and controlling behaviour)
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse
- What constitutes sexual harassment and sexual violence and why they're always unacceptable

We will include opportunities in the PSHE curriculum, holding 'drop down days', through assemblies, and ICT lessons for children to develop the skills they need to recognise and stay safe from abuse, including e-safety.

We will promote opportunities for parents and guardians to better understand their role in helping to keep children safe. This may include holding parent information sessions around themes such as E Safety or working with individual families as required.

Identification and reporting of suspected abuse

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

- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL/DDSL using the 'logging of concern form' or CPOMS system.
- make sure that all staff receive relevant training in how to manage any disclosure, which is refreshed regularly and at least every 3 years
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at strategy meetings, case conferences and core groups where possible
- keep accurate written records of concerns about children using the 'logging a concern' form and CPOMS.
- ensure all paper versions of child protection and safeguarding records are kept securely, separate from the main pupil file, and in the designated locked filing cabinet in the Head Teacher's office at Upper School and the Deputy Head Teacher's office at Lower School. All paper CP records must be transferred between buildings as the students move.

Supporting pupils who have been abused in accordance with his/her agreed child protection plan

For many children who have witnessed or been a victim of abuse, school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. Staff should be alert to any changes in behaviour which may indicate that additional support is needed. The school will endeavour to support the pupil through:

- the school behaviour policy (Ready to Learn), which is aimed at providing clear guidelines and expectations so that students know what behaviour is unacceptable.
- providing support for vulnerable pupils in the school so that they know they are valued and no to be blamed for any abuse which has occurred
- liaison with other agencies that support the child such as Police, social services, Child and Adolescent Mental Health Service, DESC and Educational Psychologists
- ensuring that, where a pupil subject to a child protection plan leaves the school, their information is transferred to the new school immediately and that the child's social worker is informed.

Looked After Children (LAC)

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

The designated teacher for LAC is Miss J White, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

As part of their role, the designated teacher will:

- ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with the DESC virtual head to promote the educational achievement of looked-after and previously looked-after children, including discussing how to support looked-after children and meet the needs identified in their personal education plans

Confidentiality

The school, and all members of staff, will ensure that all data about students is handled in accordance with the requirements of the Isle of Man Data Protection law and guidance. Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, it is their duty to forward this information without delay to the DSL.

Please refer to the Isle of Man Safeguarding Board's Information Sharing Protocol for further information.

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe

Please note that if anyone is in doubt about sharing information, they should speak to the DSL or Deputy DSL.

Staff may also refer to the DESC Whistleblowing Policy.

Mobile Devices and online safety

In recent years there has been an increase in safeguarding and exploitation issues involving online behaviour and the inappropriate use of mobile devices in school. If a member of staff is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), it must be reported it to the DSL/DDSL immediately.

Staff will not:

View, copy, print, share, store or save the imagery themselves or ask a pupil to share or download it (if staff have already viewed the imagery by accident, this must be reported to the DSL)

Delete the imagery or ask the pupil to delete it

Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

Say or do anything to blame or shame any young people involved

Staff should explain that they need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

The DSL/DDSL will then decide:

Whether there is an immediate risk to pupil(s)

If a referral needs to be made to the police and/or children's social care

If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)

What further information is required to decide on the best response

Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)

Whether immediate action should be taken to delete or remove images or videos from devices or online services

Any relevant facts about the pupils involved which would influence risk assessment

If there is a need to contact another school, college, setting or individual

Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

It is important that staff, students and parents are aware that mobile devices will be removed from students in the event of any suspicion that they contain evidence relating to a safeguarding concern. If the incident is reported to the Police, mobile devices will be turned into flight safe mode, pin numbers recorded and placed into the school safe to await collection by the Police. Parents will be informed if their child's mobile device has been removed. It is important to note that Police investigations can take a number of weeks and that school is unable to return mobile devices if they are required for a Police investigation.

Prohibited Items

In order to safeguard all members of the school community, there may be a requirement to confiscate items from students if they are found in their possession. Certain items are considered prohibited items and should not be in school at any time.

These are:

- Offensive weapons (as defined in section 1 of the [Prevention of Crime Act 1954](#))
- Liquor (as defined in the [Liquor Licensing and Public Entertainments Act 2021](#))
- Controlled drugs (as defined in the [Misuse of Drugs Act 1976](#))
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Equality:

We recognise the value of committing to anti-discriminatory practices by giving equal priority to keeping children safe and free from any form of abuse or harm regardless of their age, disability, gender, reassignment, race, religion/belief, sex or sexual orientation and mental health issues. We acknowledge the additional barriers and increased risks children from these groups can encounter and will engage with other appropriate support services to ensure we maintain the highest level of safeguarding practices.

Please refer to the DESC Equality and Diversity policy for further information.

We are especially alert to children who:

- Have special educational needs (SEND) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

This policy is part of the wider policy and practice framework of the school and can be read in conjunction with the Anti Bullying Policy, SRE Policy, Behaviour Policy (R2L), Drug and Alcohol Policy and Managing Allegations against Staff procedures.

Next review	Person responsible for reviewing this policy
September 2024	Miss J White, Deputy Head Teacher and Designated Safeguarding Lead