

Ss PETER AND PAUL RC PRIMARY SCHOOL



SAFEGUARDING/ CHILD PROTECTION POLICY

CHILD PROTECTION POLICY FOR SCHOOLS AND OTHER EDUCATIONAL SETTINGS

Contact Numbers

Early Help Service and Early Help Advice team:	0191 424 6210
INTEGRATED SAFEGUARDING AND INTERVENTION TEAM- ISIT Children's Social Care:	0191 424 5010
Adult Services contact:	0845 1304959
Adult and Children's Out of Hours contact:	0191 4562093
Children's Standards Unit:	0191 4545021
LADO	0191 4247340

The school have a:

- **Designated Safeguarding Lead (DSL)-Maria Butt (Head teacher)**
- **Deputy DSL – Louise Lawson (Deputy Head teacher)**
- **Deputy DSL – Paula Wetherelt (Inclusion Coordinator)**
- **Governor for Safeguarding – Mr Tom Fennelly (Chair of Governors)**

**Child Protection Policy
Ss Peter and Paul RC Primary School**

This policy was reviewed September 2017

Purpose and Aims

Ss Peter and Paul RC Primary School's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with Child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school.

We aim:

- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- To develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.
- To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where Child Protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Governors and staff are committed within Ss Peter and Paul School to keeping children safe by promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils' parents and visitors to share this commitment and understanding.

Introduction

Our school adopts the definition of safeguarding used in the Children Act 2004, and in the guidance document **Working together to safeguard children 2015 and Keeping Children Safe in Education September 2016** which focuses on safeguarding and promoting the welfare of children.

Ss Peter and Paul RC Primary School fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to Ss Peter and Paul RC Primary School's child protection policy:

1. **Prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models, the identification of early and additional support/services to children and families and recognising and reducing risks to children including physical abuse, sexual abuse, emotional abuse, neglect, harassment, bullying,

victimisation, exploitation, radicalisation and issues such as Honour Based Violence, Female Genital Mutilation and Forced Marriage.

2. **Protection** (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead (Maria Butt)/ Deputy Designated Safeguarding Leads (Louise Lawson or Paula Wetherelt) or the Integrated Safeguarding and Intervention Team- ISIT, (0191 424 5010) directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).
3. **Reconsideration** (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances)
4. **Support** (to pupils and school staff and to children who may be vulnerable due to their individual circumstances)

Section 175 of the Education Act 2002 also places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised and where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies. The school will ensure that all necessary steps are taken to protect children and young people from harm

The protection of children is of the highest priority for our school regardless of gender, ethnicity, disability, sexuality or beliefs.

All Staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how our school supports the following areas of need, additional need or harm are either hyperlinked to the areas identified below from Keeping Children Safe in Education, 2016 or a named school policy these must be read in conjunction with our Child Protection Policy.

The areas include:

- **Sexual abuse-** This can lead to disturbed behaviour – including self-harm, inappropriate sexualised behaviour, sexually abusive behaviour, depression and a loss of self-esteem – has been linked to sexual abuse. Its adverse effects may endure into adulthood. The severity of impact on a child is believed to increase the longer the abuse continues, the more extensive the abuse, and the older the child. A number of features of sexual abuse have also been linked with severity of impact, including the relationship of the abuser to the child, the extent of premeditation, the degree of threat and coercion, sadism, and bizarre or unusual elements. A child's ability to cope with the experience of sexual abuse, once recognised or disclosed, is strengthened by the support of a non-abusive adult carer who

believes the child, helps the child understand the abuse, and is able to offer help and protection. The reactions of practitioners also have an impact on the child's ability to cope with what has happened, and on his or her feelings of self-worth. A proportion of adults and children and young people who sexually abuse children have themselves been sexually abused as children. They may also have been exposed as children to domestic violence and discontinuity of care. However, it would be quite wrong to suggest that most children who are sexually abused inevitably go on to become abusers themselves.

- **Physical abuse** - can lead directly to neurological damage, physical injuries, disability or, at the extreme, death. Harm may be caused to children both by the abuse itself and by the abuse taking place in a wider family or institutional context of conflict and aggression, including inappropriate or inexperienced use of physical restraint. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and educational difficulties. Violence is pervasive and the physical abuse of children frequently coexists with domestic violence.
- **Emotional abuse**-There is increasing evidence of the adverse long-term consequences for children's development where they have been subject to sustained emotional abuse, including the impact of serious bullying¹⁵⁶. Emotional abuse has an important impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy. Underlying emotional abuse may be as important, if not more so, as other more visible forms of abuse in terms of its impact on the child. Domestic violence is abusive in itself. Adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.
- **Neglect**- Severe neglect of young children has adverse effects on children's ability to form attachments and is associated with major impairment of growth and intellectual development. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress. Neglected children may also experience low self-esteem, and feelings of being unloved and isolated. Neglect can also result, in extreme cases, in death. The impact of neglect varies depending on how long children have been neglected, the children's age, and the multiplicity of neglectful behaviours children have been experiencing.
- Pupil health and safety
- Bullying including cyberbullying
- Children Missing in Education (KCSIE 2016 Annex A)
- Children missing from home or care
- Children from Sexual exploitation (CSE) (KCSIE 2016 Annex A)
- Domestic Violence (St Peter and Paul is an Operation Encompass School- Operation Encompass was created so that by 10am on the next school day, a 'Key Adult' will be informed that the child or young person has been involved in or witnessed a domestic incident. This knowledge, given to schools through Operation Encompass, allows the provision of immediate early intervention through 'overt' or 'silent support', depending upon the needs and wishes of the child. 'Key adults' in school are Mrs M Butt and Mrs L Lawson)
- Drug and substance misuse
- Educational visits
- Fabricated or induced illness
- Faith Abuse
- Female Genital Mutilation (FGM) (KCSIE 2016 Annex A)
- Forced Marriage (KCSIE 2016 Annex A)
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Harassment and discrimination
- Intimate care
- Internet safety
- Mental health

- Meeting the needs of pupils with medical conditions
- Missing Children and adult strategy
- Peer on Peer Abuse
- Private fostering (A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Ss Peter and Paul understand their mandatory duty to inform the local authority of children in such arrangements.
- Providing first aid
- Radicalisation (PREVENT) (Ss Peter and Paul understand the schools duties under the Counter Terrorism and Security Act 2015 – The Prevent Duty) (KCSIE 2016 Annex A)
- Racist abuse
- Relationship abuse
- Sexting
- School security
- Trafficking
- Use of physical intervention

In the event of any of these issues being recognised information should be shared promptly and directly with the Designated Safeguarding Leads, which will result in the situation being recorded, evaluated and support offered in school or the pupil/s being referred to specific services. All concerns and verbal conversations should also be promptly shared in writing using the school's 'Cause for Concern' form. These should be given directly to the DSL and kept in the children's confidential, securely held files.

This policy applies to Ss Peter and Paul School's whole workforce.

Framework and legislation

No Schools operate in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of South Tyneside Safeguarding Children Board which includes the partnership of several agencies who work with Children and families across the authority.

Ss Peter and Paul RC Primary School is committed to keeping children safe and safeguarding all children in accordance with Child Protection: South Tyneside Safeguarding Children Board procedures www.southtyneside.gov.uk and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the Impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person
(*Adoption and Children Act 2002*)

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Integrated Safeguarding and Intervention Team- ISIT undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2016 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2015 which applies to all the schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

Roles and Responsibilities for all staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from all forms of maltreatment and abuse; (including in addition to the four categories of harm, issues such as child sexual exploitation (CSE), Honour Based Violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) 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. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at Ss Peter and Paul school have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to Children's Social Care/Integrated Safeguarding Intervention Team-ISIT) if necessary and the police in the stated incidents above). They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly.
- Ensure that they record any information shared directly with them by a child or observed/witnessed with the Designated Safeguarding Lead immediately. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions, decisions and reasons for them should be recorded in writing adhering to the Ss Peter and Paul School's recording and information sharing procedure. (Use child incident/ concern form-Write everything child says in their own words; do not ask any leading questions; do not make any promises to the child that information will not be shared).
- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of a child/ an adult/staff member in school directly to the Designated Safeguarding Lead/ Headteacher.
- 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/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.

- Ensure from the 1st July 2015 for schools, (or 18th September 2015 for Colleges) that under the Counter Terrorism and Security Act, April 2015 that the school has 'Due regard to Prevent' and to assess risk of children and young people being radicalised, drawn into extremism (based upon potential risks in local area and that clear protocols in place for all visitors so that views are appropriate and not an opportunity to influence others).
- Ensure from October 2015 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.
- Ensure that staff understand through online safety training the additional risks for pupils online and continue to promote the School's Online Safety Policy in the protection of all pupils. This includes the management of 3G and 4G internet access via children's own mobile phones or electronic devices which can allow them unlimited access to the internet without any restrictions using their own data allowance. It should be clear in every school's online safety policy, the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children 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.

Ss Peter and Paul RC Primary School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The Designated Safeguarding Lead

Ss Peter and Paul School has appointed from our SLT, Maria Butt to be our Designated Safeguarding Lead. This person has overall responsibility for Safeguarding and Child Protection and has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. This person is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children.

At Ss Peter and Paul School we have appointed the following Deputy Designated Leads, Louise Lawson and Paula Wetherelt; she is part of the safeguarding team. The Deputy Designated Lead is trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead.

In the event they cannot be contacted please seek advice from a member of the leadership team (Jenny Parker, Kathryn Todd, Anthony Kennedy).

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the Integrated Safeguarding and Intervention Team (ISIT) on 0191 424 5010.

The DSL has a very detailed role. The broad areas of responsibility for the designated safeguarding leads are identified here:

Manage referrals

- Refer cases of suspected abuse to the Integrated Safeguarding and Intervention Team.
- Refer cases to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Refer to the Police (cases where a crime may have been committed including Sexual Exploitation (MSET lead), Radicalisation (through the Single Point of Contact for the Channel Panel) Female Genital Mutilation and Forced Marriage).
- Support staff who make referrals to the Integrated Safeguarding and Intervention Team, Channel Panel or Police as appropriate.

Work with others

- Liaise with the Headteacher or Principal to inform him or her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- As required liaise with the case manager (The Headteacher or where the HT is the subject of the allegations the chair of Governors) and the Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member).
- 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.

Undertake Training

The Designated Safeguarding Lead and deputy should receive appropriate training updated every two years. They should undertake prevent awareness raising and in addition to the formal training their knowledge and skills should be refreshed at regular intervals but at least annually so they:

- Understand and keep up with any developments to their role.
- 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.
- 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.
- Ensure each member of staff has access to and understands the schools or colleges child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.

- Be able to keep detailed, accurate, secure written or electronic records of concerns and referrals.
- Understand and support the school or college with regards to the requirements of the Prevent Duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should ensure the school or college's policies are known understood and used appropriately:

- Ensure the school's or college's 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 receive the policy on their induction.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the local STSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- Where children leave the school or college ensure their child protection file is transferred appropriately for any new school or college as soon as possible but transferred separately from the main pupil file. Ensuring secure transit and confirmation of receipt. This may be through an electronic system.

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.
- Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to consider whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- The designated safeguarding lead and school should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Taken from Keeping Children Safe in Education, 2016: Annex A

In addition the DSLs will:

- Ensure each member of staff has access to and understands the School's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residentials and clarify with educational visit coordinator/ group leader(s) their role and responsibility in connection with safeguarding/ child protection.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place.
- Ensure an effective whole school policy against bullying/ cyber-bullying, inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Inform LA of any pupil to be deleted from school admission register and follow missing from Education protocols
- Inform the LA of any pupil who fails to attend school regularly, or has been absent without schools permission for a continuous period of 10 days or more.

Governing Bodies Role and Responsibilities

Best practice would advise that a Safeguarding Governor at senior board level is appointed to support the Designated Safeguarding Lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity, challenge the safeguarding activity and ensure both the self-assessment tool and the Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.

At Ss Peter and Paul School the senior lead Governor for safeguarding is Mr Tom Fennelly.

The role of this individual is to:

Governing Bodies receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.

- Ensure that governing bodies receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.

If the Safeguarding Governor is NOT the chair of Governors it is important to indicate the role of the Chair in Safeguarding, which is to:

- Ensure that they liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher, the Principal of a college or proprietor or member of Governing Body of an independent school.
- Ensure that in the event of allegations of abuse being made against the Headteacher where the Headteacher is also the sole proprietor of an independent school, allegations

should be reported directly to the LA Designated Officer (LADO). Therefore ensuring effective whistleblowing procedures are in place.

- Ensure that the appointed member of the Governing Body holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection/ Safeguarding Policy that is embedded and followed by all the workforce in all of the above raised areas.
- Ensure that all staff undergo safeguarding training at induction and that they receive regular updates.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content (inclusive of 3 and 4G).
- Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education.
- Ensure that a designated teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's virtual school Headteacher and discuss how pupil premium funding for looked after children will be used.

Information for Parents

At Ss Peter and Paul School, Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow South Tyneside Safeguarding Children Board procedures and inform the Integrated Safeguarding and Intervention Team or police of their concern.

Procedures

The Designated Safeguarding Lead (or deputy DSL) will be informed immediately by an employee of the school, pupil of the school, parent of the school, other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child)

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).

Working together 2015 defines the 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Integrated Safeguarding and Intervention Team, if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Headteacher will be kept informed at all times.

Safe Schools/ Safe Staff

Governors have agreed and ratified the following policies, procedures, processes or systems which have been read and considered in conjunction with this policy:

We believe that our school should provide a safe, caring, positive and stimulating environment that promotes the academic learning of all, alongside the social, physical and moral development of the individual child.

Whistle blowing / Confidential Reporting

Ss Peter and Paul School's whistle blowing/ confidential reporting policies provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

Complaints/Allegation Management Towards or with a child or adult

All staff should be aware of the school's behaviour/discipline policy. This can be found on school website and staff shared area on Server. All staff and governors have been given a copy of the policy.

A Safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. Where there are concerns about the Headteacher or Principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. (KCSIE, 2016: pg 9)

Consultation without delay with the Local Authority Designated Officer (LADO) Tel 0191 424 6316 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

www.southtyneside.gov.uk

Training and Support

All staff members should be aware of the systems within their school or college which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; Staff Behaviour Policy (sometimes called a code of conduct); Safer Working Practice Document and the Names of the Designated Safeguarding Lead and their deputies)

All staff members should also receive appropriate safeguarding and child protection training which is regularly updated. The governing body will decide the frequency and content of this CPD. At Ss Peter and Paul school our whole school training is held annually. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings held weekly or internal CPD as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Ss Peter and Paul School recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection South Tyneside Local Safeguarding Children Board procedures www.southtyneside.gov.uk).

Record Keeping

Well-kept records are essential to good safeguarding practice. Ss Peter and Paul School is clear about the need to record any concerns, discussions held, decisions made and reasons for

those decisions about a child or children within its care. All staff will follow the schools information sharing and recording policies to ensure recording keeping is compliant.

Safeguarding recording within school is through a paper based system. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines.

Safeguarding recording within Ss Peter and Paul school is held electronically through a secure management system of CPOMS and all staff have received training in the recording expectations and retention. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines. At Ss Peter and Paul School we started electronic recording from September 2017. All recording prior to this is in paper format. Retention guidelines are followed accordingly.

Attendance at Safeguarding Conferences

In the event of Ss Peter and Paul School being invited to attend child protection conferences, the Designated Safeguarding Lead or deputies will represent the school and/or identify the most appropriate trained member of staff to provide information relevant to child protection conference (initial/review).

Supporting Children

Ss Peter and Paul School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Ss Peter and Paul School may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour. We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

As an Operation Encompass partner we work closely with the Local Authority Operation Encompass lead and the Police with regards to Domestic Violence (DV) incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupils homes.

Ss Peter and Paul School also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See Peer on Peer abuse policy for detailed information.

Therefore Ss Peter and Paul School will endeavour to support all its pupils through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.

- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A coherent management of behaviour and discipline policy & procedures inclusive of the use of reasonable force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Ss Peter and Paul School recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and must not be dismissed.

Ss Peter and Paul School also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

This policy **MUST** be read in conjunction with other related policies in school.

These include:

- **Robust School Recruitment and Selection policy**-inclusive of safer recruitment guidance and regulation for example a **single central record** which demonstrates the pre-employment vetting checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check) and supervision of those who don't meet this requirement.
- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2016 and Working Together 2015.
- Schools Human Resources manual or policies and procedures.

- Staff Behaviour Policy (code of conduct) Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, October 2015. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- **Behaviour & Discipline Policy** – inclusive of the Use of Reasonable Force/positive handling. Our policy on physical intervention by staff is set out separately and complies with Use of Reasonable Force guidance 2013. This policy states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/ herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person. All teaching and support staff in school have been trained in the Team Teach approach to positive handling.
- **Anti-Bullying Policy/Cyber Bullying.**
- **Online Safety Policy** inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting)
- **E-Safety policy** - E-Safety is the process of limiting risks to children and young people when using Information and Communications Technology (ICT). E-Safety is primarily a safeguarding issue not a technological issue, which relates to the use of all ICT- fixed or mobile; current, emerging and future ICT. E-Safety risks and issues can be roughly classified into three areas: content, contact and commerce. We adopt a strategic approach to e-safety, using a combination of effective policies and practices, training and education (for staff and pupils), technology and infrastructure underpinned by standards and inspection.
- **Inclusion & Special Education Needs Policy.**
- **The Schools Educational Visits/Off Site Policy** (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips, visits or pupils being creatively educated.
- **Peer on Peer Abuse Policy.**
- **Photographic & Digital Imagery Policy** with parental consent forms annually signed. Mobile phone / personal cameras/ recording device use is not permitted by staff or students during school hours. (However staff can use mobile phones during their break times in school staffroom or office). Mobile phones should only be used by staff or visitors in exceptional circumstances and in an agreed manner. When mobile phones are needed for exceptional circumstances, staff and visitors should be aware of issues around the inappropriate use of them as camera or recording devices. Photographs or recordings should be made using school equipment. These should be saved on the shared area in school. No images of children should be stored on staff laptops or iPads.
- **Administration of Medicines Policy** and procedures with trained staff who manage this.

- **Pupils with Medical Needs Policy** and implications for your workforce, pupils and partnership with parents.
- **Attendance Management Policy**- school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the school's admission register.
- **Missing Children Policy** – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- **Complaints Policy and Procedures**
- **Allegation Management Policy**
- **Confidentiality and Whistle Blowing Policy.**
- **Information Sharing Policy** (internal and external exchange of information)
- **Looked After Children Policy** inclusive of named LA teacher whose role is to champion the achievement of LAC in your schools and work closely with the Designated Safeguarding Lead and the Virtual Head Teacher within the LA who has responsibility for the LAC.
- **Intimate Care and Care Plan Policy** – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
- Unaccompanied travel to and from school procedure to ensure pupils safety.
- Single equality scheme.
- **Spiritual, Moral, Social and Cultural Curriculum** inclusive of Female Genital Mutilation, Domestic abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.

This template was originally developed by members of CAPE (The National Group of Education Leads for Safeguarding and Child Protection across the North West/East), Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local/regional need. In 2014, 2015, 2016 and 2017 this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools in light of the new statutory DfE guidance Keeping Children Safe in Education

This policy has been informed by the following legislation and national & local guidance

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Education (Independent School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

Non-Maintained Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/uksi/2015/728/made>

Keeping Children Safe in Education 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

Statutory Framework for the Early Years Foundation Stage, September 2014

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Working together to safeguard children (2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

South Tyneside Safeguarding Children Board Procedures

www.southtyneside.gov.uk

CP Referral Form

<http://www.southtyneside.gov.uk>

What to do if you are worried a child is being abused 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Data Protection Act 1998

<http://www.legislation.gov.uk/ukpga/1998/29/contents>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

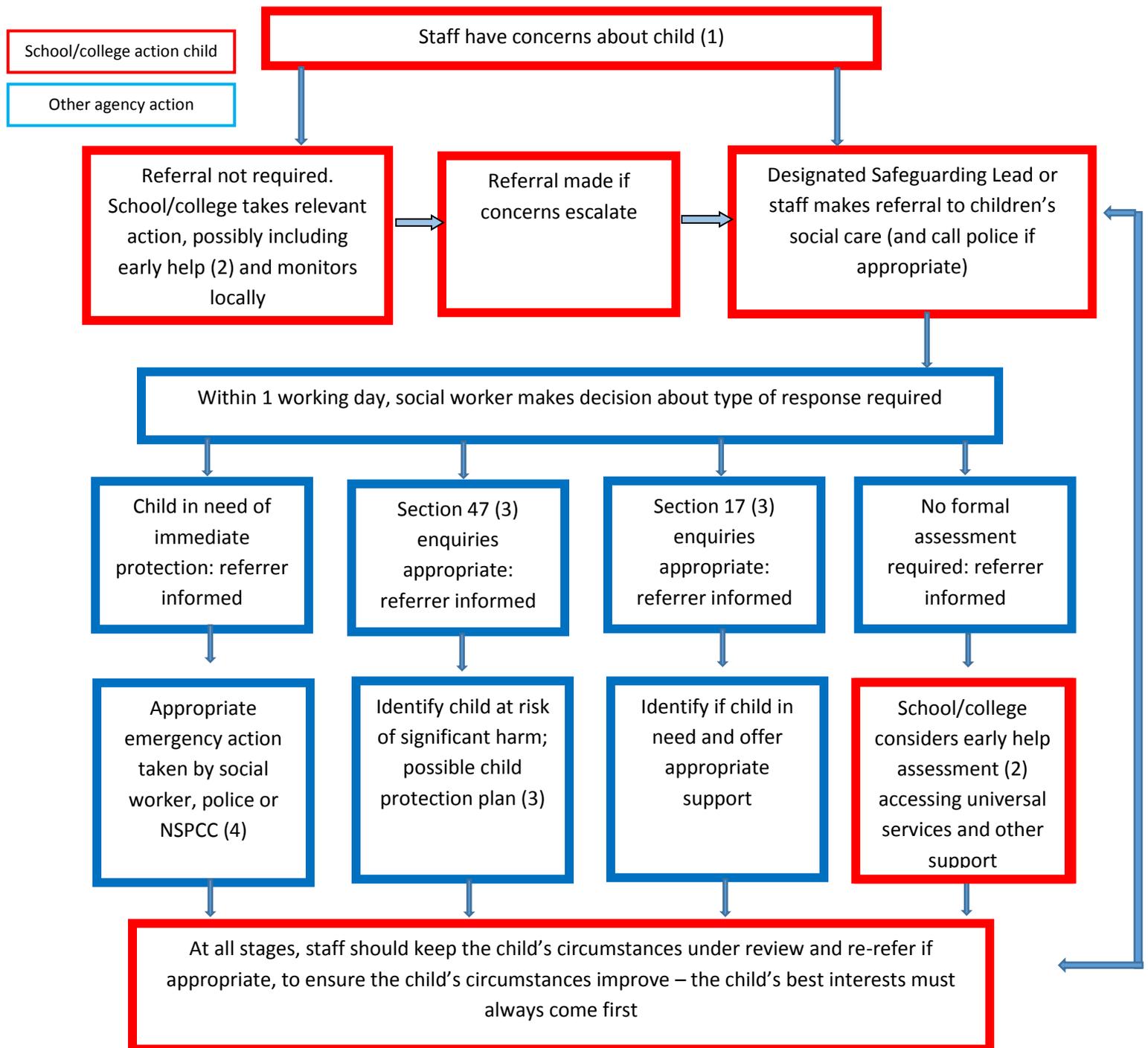
Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

Freedom of Information Act 2000

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

Appendix 1 From KCSIE 2016 page 10
Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, and early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides details guidance on the early help process
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and S47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working Together to Safeguarding Children](#)
4. This could include applying for an Emergency Protection Order (EPO)

Appendix 2

If you're worried that a child is being abused, watch out for any unusual behaviour.

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

Signs Suggesting Physical Abuse

- Any injuries not consistent with the explanation given for them
- Injuries that occur to the body in places, which are not normally exposed to falls, rough games etc.
- Injuries that have not received medical attention
- Neglect – under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care etc.
- Reluctance to change for, or participate in, games or swimming
- Repeated urinary infections or unexplained tummy pains.
- Bruises, bites, burns, fractures etc. that do not have an accidental explanation*
- Cuts/scratches/substance abuse*
- Changes in routine

Indicators of Possible Sexual Abuse

- Any allegations made by a child concerning sexual abuse
- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play
- Sexual activity through words, play or drawing
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders – anorexia, bulimia*
- Bed wetting and soiling

Signs Suggesting Emotional Abuse

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy – also depression/aggression, extreme anxiety
- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention-seeking behaviour
- Persistent tiredness
- Running away/stealing/lying

*** These signs may also indicate the possibility that a child or young person is self-harming**

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

Young people who are being sexually exploited may:

- be involved in abusive relationships, intimidated and fearful of certain people or situations
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- go missing from home, care or education.

A girl or woman who's had Forced Genital Mutilation (FGM) may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our School/Setting at any time that local solutions such as front door services in social care or the LADO details change. This policy may also be amended following the annual review with staff where our School/Setting's procedures or practices may change following whole staff discussion or training to ensure it is the most effective policy in keeping our children safe.

This policy must be ratified by the governing body signed/dated by both the Headteacher and Chair.

Whole-School Policy: Child Protection/ Safeguarding

Children and Young People
School.....Ss Peter and Paul RC Primary School

Academic Year	Designated Safeguarding Lead	Deputy /deputies	Senior Board lead Safeguarding Governor
2017-2018	Maria Butt	Louise Lawson Paula Wetherelt	Tom Fennelly

Review Date	Changes made	Ratification Date by Governing Body

