

SAFEGUARDING AND CHILD PROTECTION POLICY FOR SCHOOLS AND OTHER EDUCATIONAL SETTINGS

Contact Numbers

Early Help Service and Early Help Advice team:	0191 424 6210
Contact and Referral (Children's Social Care):	0191 424 4674
ISIT	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 4246302

Designated Safeguarding Lead Mrs E Seagrove

Deputy Designated Safeguarding Lead Mr P Craig

Safeguarding Governor Mrs A Gibson

**Child Protection Policy
St Joseph's RC Primary School**

This policy was adopted in October 2017

Mission Statement

Our mission in St. Joseph's RC Primary School is to provide a loving and caring atmosphere where everyone can reach his or her potential to the full.

We wish to foster a respect for the dignity of every person in our school community and in everything we do.

We hope to:

“Act justly,
Love tenderly,
Walk humbly with our God.”

1. Introduction

This policy should be read in conjunction with 'Keeping Children Safe in Education 2016 (Part 1)

Our school adopts the definition of safeguarding used in the Children Act 1989 / 2004, and in the guidance document **Working together to safeguard children 2015** which focuses on safeguarding and promoting the welfare of children.

This can be defined as:

- preventing impairment of children's health or development
- ensuring that children and learners are growing up in circumstances consistent with the provision of safe and effective care
- and taking action to enable all children to have the best outcomes.

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 agreed 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

All school staff should be prepared to identify children who may benefit from early help. 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. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment, and to co-ordinate a team around the child and family if required.

- 1.1 The protection of children is of the highest priority for our school regardless of gender, ethnicity, disability, sexuality or beliefs.
- 1.2 Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as:
 - pupil health and safety
 - bullying
 - racist abuse
 - harassment and discrimination
 - use of physical intervention
 - meeting the needs of pupils with medical conditions
 - providing first aid
 - drug and substance misuse
 - educational visits
 - intimate care
 - internet safety
 - school security.
- 1.3 Safeguarding is 'everybody's' responsibility and everyone should know who to contact if they are concerned about a child or young person. Hence within this policy we endeavour to ensure School staff explicitly understand their responsibilities in order to achieve positive outcomes and keep children safe.
- 1.4 We recognise that all staff and Governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 1.6 We believe that our school should provide a safe, caring, positive and stimulating environment that promotes the academic

learning of all, along side the social, physical and moral development of the individual child.

1.7 This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- 'Working Together to Safeguard Children' 2015
- Keeping Children Safe in Education 2016
- 'Framework for the Assessment of Children in Need and their Families' 2000
- 'What to do if you are worried a Child is being Abused' 2015
- South Tyneside's Safeguarding Children Boards (STSCB) Child Protection Procedures'
- Safeguarding Vulnerable Groups Act 2006 (Vetting and Barring 2009)
- Raising Standards Improving Lives - Ofsted Guidance 2009
- Inspecting Safeguarding section 5 2013
- Disclosure and Barring Service 2012
- Use of Reasonable Force July 2013

1.8 The aims of this policy are:

- 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.

2. Procedures

- 2.1 The Governing Body of our school is responsible for ensuring the annual review of this policy, and for reporting back to the Local Authority.
- 2.2 The Governing Body understands, takes seriously and fulfils its Safeguarding responsibilities under section 175 of the Education Act 2002 to safeguard and promote the welfare of children.
- 2.3 The school have a Designated Safeguarding Lead (DSL) and deputy DSL currently that person or persons is Mrs E Seagrove and Mr P Craig and they are members of the Senior Leadership Team and have undertaken appropriate training for the role, as recommended by the LA. Our DSL will attend refresher training every two years to update them on current issues within the LA.
- 2.4 We have a member of staff who will act in the absence of the DSL who has also received training, and been briefed in the procedures and role of the DSL. In the absence of an appropriately trained member of staff, the Head teacher will assume this role.
- 2.5 All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures for child protection, the name and contact details of the DSL and have these explained, as part of their induction into the school.
- 2.6 All members of staff are provided with regular opportunities and at least yearly to receive training either delivered by the DSL or the Local Authority /LSCB in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- 2.7 All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement. The policy is also published on the school website.
- 2.8 Our school recognises that children with a disability are a highly vulnerable group and follows the "Safeguarding for Disabled Children" practice guidance.
- 2.9 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

- 2.10 Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- 2.11 Our selection and recruitment policy includes all checks on staff and regular volunteers' suitability including Disclosure and Barring checks as recommended by the LA and in accordance with current legislation.
- 2.12 The aim of the Disclosure and Barring Scheme is to help employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.
- 2.13 The Scheme provides significant safeguards but does not remove the need for employers to have robust recruitment procedures.
- 2.14 Our procedures will be annually reviewed and up-dated with school staff and the governors.
- 2.15 The name of the DSL will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

3. Supporting Children and categories of abuse

Physical abuse

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.

Sexual abuse

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.

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.

Specific safeguarding issues to consider.

Reference to these issues, with more detailed explanation, can be found in 'Keeping Children Safe in Education September 2016'

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- bullying including cyberbullying

- children missing education - schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions.

All schools must inform 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 school days or more, at such intervals as are agreed between the school and the local authority.

- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence – Operation Encompass is now operational in South Tyneside
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) and honour based violence – Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate crime
- mental health missing children and adults strategy
- private fostering – schools should refer any instance of private fostering to social care colleagues for assessment
- preventing radicalisation – From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard⁷⁶ to the need to prevent people from being drawn into terrorism”.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

- relationship abuse
- sexting
- trafficking

- 3.1 We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth.
- 3.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 3.3 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.
- 3.4 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.
- 3.5 Our school will support all pupils by:
- Maintaining an ethos, this is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
 - Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
 - Promoting a caring, safe and positive environment within the school.
 - Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - Ensuring and providing that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
 - Ensuring and providing, across the curriculum, opportunities, which equip children with the skills they

need to stay safe from harm and to know to whom they should turn for help.

4. Confidentiality

- 4.1 We recognise that all matters relating to child protection are confidential. The Head teacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only.
- 4.2 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 4.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- 4.4 We will always undertake to share our intention to refer a child to Children and Families Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

The DSL will ensure that any information received regarding any risk identified is clearly recorded, signed and dated. The information will be kept in a confidential file away from the pupil's everyday information. A multi-agency chronology of significant events will be kept for each pupil where concerns / risks are identified.

5. Supporting Staff

- 5.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 5.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. The head teacher should provide this or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- 5.3 In consultation with all staff, we have adopted a code of conduct for staff at our school. This forms part of staff induction and is in

the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.

6. Allegations against staff

- 6.1 All school staff should take care not to place themselves in a vulnerable position with a child.
- 6.2 All staff should be aware of the school's behaviour/discipline policy. This can be found on the school website.
- 6.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head teacher or a member of the senior leadership team if the Head teacher is not present.
- 6.4 The Head teacher/senior teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).
- 6.5 If the allegation made to a member of staff concerns the Head teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 6.4 above, without notifying the Head teacher first.
- 6.6 The school will follow DfE Guidance Dealing with Allegations of Abuse 2012 for managing allegations against staff, a copy of which can be found at <http://www.education.gov.uk/>
- 6.7 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 6.4 above) in making this decision.
- 6.8 Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

7. Whistle blowing

- 7.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

7.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues.

8. E-Safety

8.1 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.

8.2 Schools should 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.

9 Physical Intervention

9.1 Our policy on physical intervention by staff is set out separately and complies with Use of Reasonable Force guidance 2913.. 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.

9.2 Discussions with an Educational Psychologist can be had, prior to any referral being made for support regarding physical interventions if needed.

10 Mobile Phone and Camera usage

10.1. Mobile phone and camera use is not permitted by staff or students during school hours. Mobile phones and cameras should be switched off during lessons. Staff may use their phone at lunch times and where no children are present.

10.2. Mobile phones and cameras should only be used by staff or visitors in exceptional circumstances and in an agreed manner.

- 10.3. When mobile phones and cameras are needed for exceptional circumstances, staff and visitors should be aware of issues around the inappropriate use of camera and recording devices.

Useful Websites

Working Together 2015

<http://www.education.gov.uk/aboutdfe/statutory/g00213160/working-together-to-safeguard-children>

Preventing and Tackling Bullying 2011

<https://www.education.gov.uk/publications/>

Safeguarding Disabled Children 2009

<https://www.education.gov.uk/publications/>

Role of the Designated Safeguarding Lead (DSL)

1. The designated person (DSL) should be a member of the senior management team.
2. The DSL should have clear understanding of their role and responsibilities and that of other staff.
3. The DSL should ensure the head teacher is briefed on all Child Protection issues within the school
4. The DSL should take responsibility to keep themselves up to date with their training for the role, to ensure knowledge and understanding of relevant key issues to enable them to fulfil their role, including attending relevant information sessions put on by the LA on a termly basis.
5. Making referrals to Social Care if there are concerns about a child's welfare, possible abuse or neglect.
6. Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
7. Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology. An indication of further record keeping should be marked on the pupil's general record.
8. Acting as a focal point for staff concerns and liaising with other agencies and professionals.
9. Ensuring that either they or another appropriately informed member of staff attends case conferences or other planning meetings, contributes to the assessment process, and provides a written report which has been shared with the parents.
10. Ensuring that any absence, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their Social Worker or the key worker for the child protection plan immediately.
11. Ensuring that all school staff are aware of the school's CP policy and procedures, and know how to recognise and refer any concerns.

12. Ensuring that all staff receives basic Child Protection awareness training at least every two years, and that new/temporary staff are fully briefed on safeguarding procedures within the school
13. Providing an annual report for the Governing Body, detailing any training undertaken by staff and Governors, number and type of incidents/cases, referrals to Children's Social Care and children subject to Child Protection Plans (anonymised).
14. Notifying Social Care when a child attending the school is privately fostered.
15. Ensuring that any concerns about a pupil who leaves the school are forwarded under confidential cover to the Designated Person at the pupil's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

Role of the Head Teacher

1. The head teacher has a clear overview of safeguarding procedures and practice.
2. The head teacher will ensure the safer recruitment of all new staff and has an awareness of the new vetting and barring process and takes account of the DfE and other local guidance.
3. The head teacher will ensure that all staff are recruited using the guidance from HR
4. The head teacher ensures all policies and procedures adopted by the governing body are fully implemented and fully implemented and followed by staff.
5. The head teacher will ensure the designated member of staff (DSL) will be supported at all times.
6. The head teacher will ensure the designated person is part of the senior management leadership team.
7. The head teacher will ensure the designated person (DSL) is given sufficient time and resources to discharge their responsibilities, including taking part in inter-agency assessments and meetings.
8. The head teacher will ensure the designated person (DSL) is appropriately trained to enable them to successfully cascade safeguarding awareness training to all other staff members on a regular basis, with or without the support of the Local Authority.
9. The head teacher will ensure all staff are fully aware of the procedures to be followed if an allegation or concerns was made regarding a member of staff. In all cases these would go straight to the head teacher unless the allegation was against the head teacher in which case it would go directly to the chair of governors.
10. The head teacher is responsible for ensuring that risk assessments are carried out, not only in relation to school activities, but in admitting or re-admitting pupils with behaviour that could place themselves or others at risk.

11. The head teacher will take effective steps to address any safeguarding concerns made by any member of school staff.
12. The head teacher will ensure that all staff and volunteers feel able to raise concerns about unsafe or poor safeguarding practice, but empowering them and ensuring they are aware they have a legal duty to do so.

The Role of the Chair of Governors

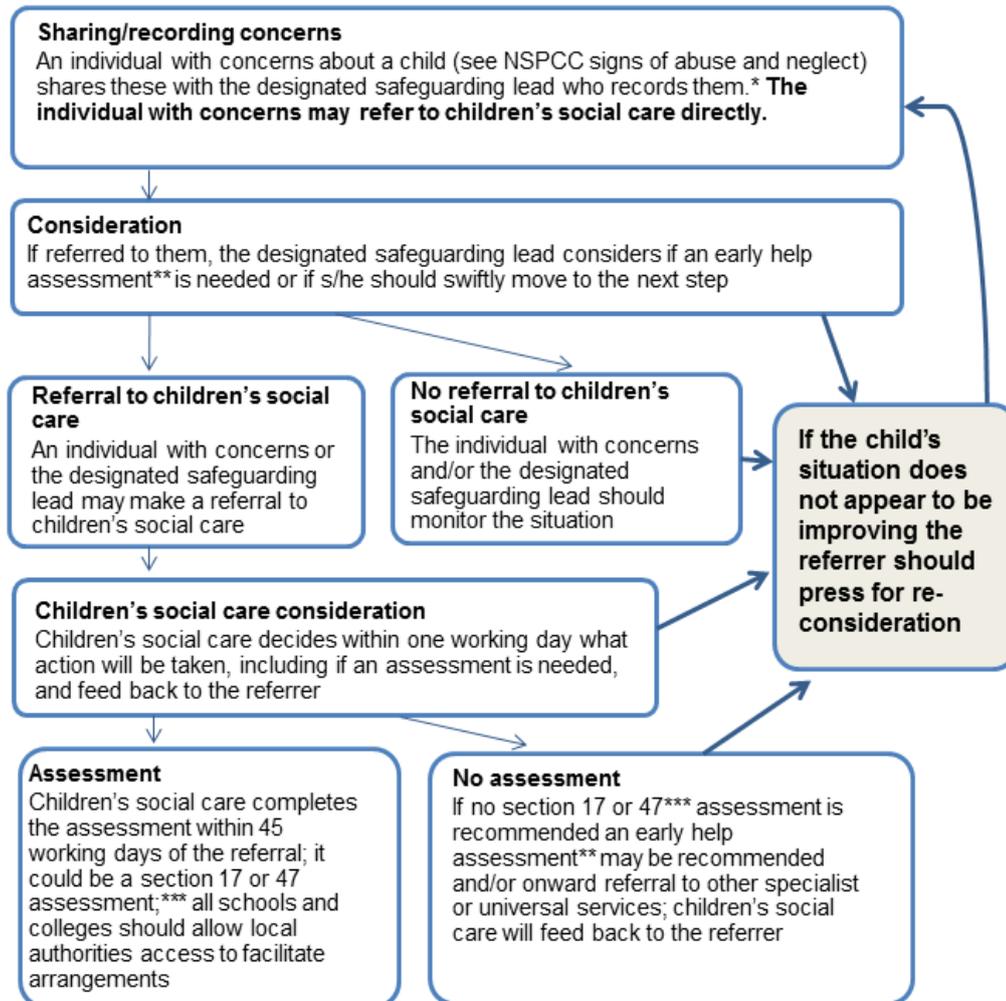
2. The governing body of our school is fully aware of its responsibilities regarding policy, procedures, monitoring compliance and reporting, as set out in DfE and any locally agreed guidance.
3. All procedures for safe recruitment and vetting of staff take account of the DfE and any other local guidance. Governing bodies, proprietors and management committees should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description.
4. The governors have made sure that:
 - an appropriate child protection policy and procedures are in place and they are made available to parents on request
 - a senior member of the school's leadership team is designated to take responsibility for dealing with child protection issues
 - appropriate training is undertaken by the designated safeguarding lead and deputy (refreshed every two years)
 - that temporary staff or volunteers are made aware of the school's arrangements and responsibilities
 - there is a nominated member of the governing body responsible for liaising with the local authority (LA) and / or other partner agencies in the event of an allegation being made against the head teacher
 - policies and procedures are reviewed annually by the governing body and it provides information to the LA about them and how their duties have been discharged.

5. The governors have appropriate procedures in place for managing safeguarding allegations or concerns about staff and volunteers?
6. The governors, the head teacher and staff to account for the effectiveness of safeguarding arrangements in the school.
7. The governors will ensure at the annual review of the policy that appropriate training is in place for staff, governors and other relevant adults.
8. The governors will ensure that appropriate arrangements are in place to safeguard children who take part in or are affected by the provision of extended services and other school activities that take place outside of normal school hours, by following the Local Authorities Letting Policy.
9. The governors will ensure that the ethos of the school promotes positive practice in relation to safeguarding all their pupils and staff at all times.

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.

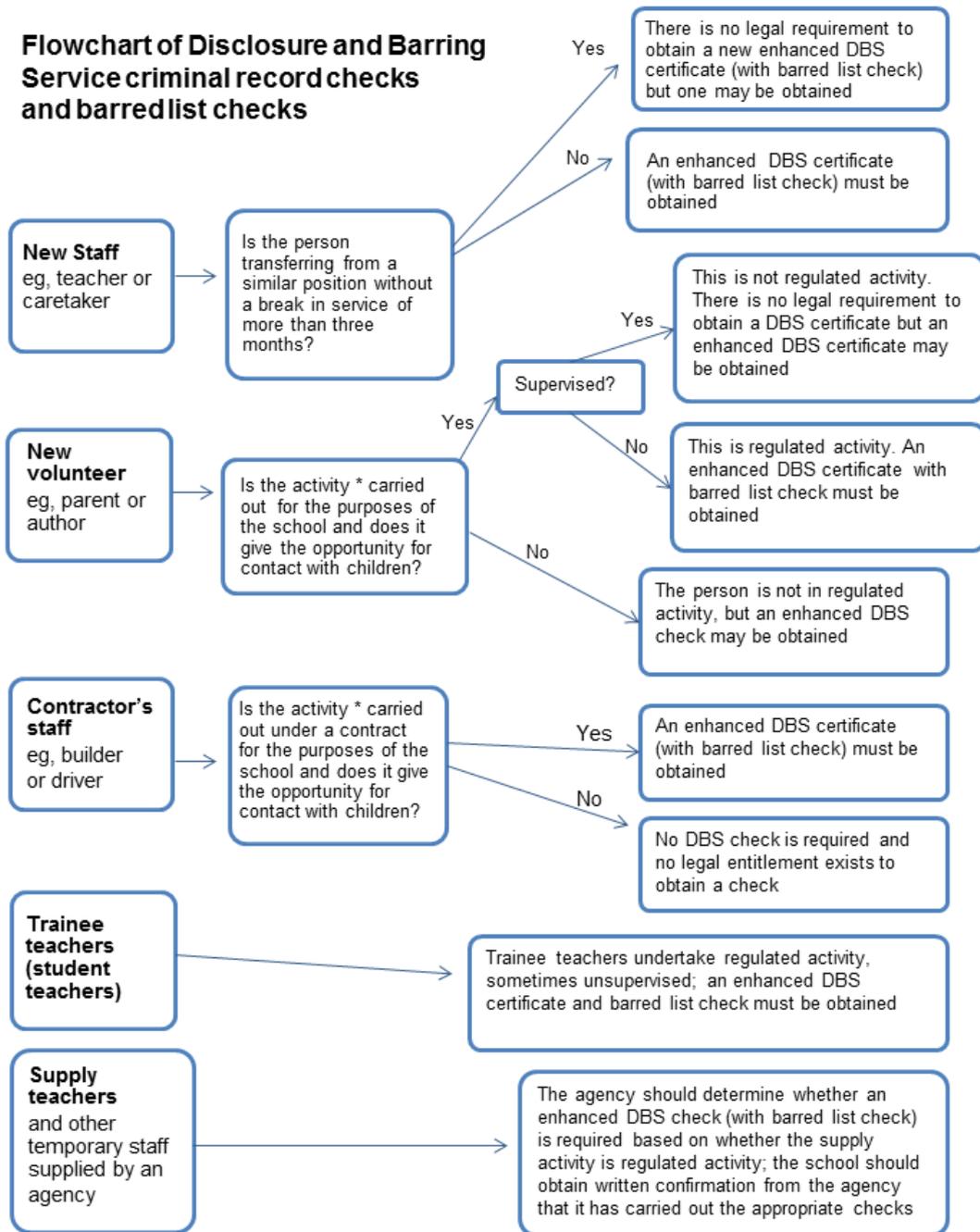


* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'