



Safeguarding Policy

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Nominated Governor: **Mr D Harrison**

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Child protection statement

Our school recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and maltreatment and will follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Local Safeguarding Children Board.

Core principles

This policy is one of a series in the school's integrated safeguarding portfolio. Our core safeguarding principles are as follows.

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance.
- Safer children make more successful learners.
- Representatives of the whole school community of pupils, parents, staff and governors will be involved in policy development and review.
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggest the need for an interim review.

The statement and core principles demonstrate the school's understanding that, to carry out its role effectively, it must:

- Give priority to the welfare of the child
- Understand the importance of respect
- Recognise the relationship between safety and learning
- Value the opinions and contributions of the whole school community
- Ensure staff are appropriately trained
- Develop and maintain effective procedures
- Comply with the prevailing legislation and consider prevailing guidance

Once the school's values are established you can then consider how they can be translated into practice through your approaches to teaching and learning.

Context

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child Protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Key personnel

The designated senior person for child protection is **Mrs. B. Brown, Headteacher**

The deputy designated person is **Mrs K. McKenna, DHT**

The nominated child protection governor is **Mr D. Harrison**

Roles and responsibilities

All schools must nominate a senior member of staff to co-ordinate child protection arrangements. The local authority maintains a list of all designated senior persons (DSPs) for child protection.

The DSP:

- Is appropriately trained
- Acts as a source of support and expertise to the school community
- Has an understanding of LCSB procedures
- Keeps records of all concerns using CPOMS
- Refers cases of suspected abuse to children's social care or police as appropriate
- Notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- Ensures that when a pupil with a child protection plan leaves the school, their information is passed to their new school and the pupil's social worker is informed
- Attends and/or contributes to child protection conferences
- Co-ordinates the school's contribution to child protection plans
- Develops effective links with relevant statutory and voluntary agencies
- Ensures that all staff sign to indicate that they have read and understood the safeguarding policy
- Ensures that the safeguarding policy is updated annually
- Liaises with the nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate
- Keeps a record of staff attendance at child protection training
- Makes the safeguarding policy available to parents

The deputy designated person is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The governing body ensures that the school has:

- a DSP for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- a safeguarding policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the headteacher
- safer recruitment procedures that include the requirement for appropriate checks
- a training strategy that ensures all staff, including the headteacher, receive child protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection

The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the headteacher.

An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

The headteacher:

- ensures that the safeguarding policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures
- ensures that pupils' safety and welfare is addressed through the curriculum

Good Practice guidelines

To meet and maintain our responsibilities towards pupils we need to agree our standards of good practice.

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's safeguarding policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information sharing
- asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

Abuse of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship was consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The school's Code of Ethical Practice sets out our expectations of staff (see: appendix 1)

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations

- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats.

Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. (Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest.)
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies

Complaints procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the headteacher and governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's [whistleblowing policy \(see: appendix 2\)](#) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors.

Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. [Allegations against staff flowchart sets out the procedures to follow. \(see: appendix3\)](#)

It is rare for a child to make an entirely false or malicious allegation, although misunderstanding and misinterpretation of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the headteacher. Allegations against the headteacher should be reported to the chair of governors.

Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the headteacher (unless the headteacher is the DP) and governors will receive training that is updated at least every three years and the DSP will receive training updated at least every two years, including training in inter-agency procedures. Supply staff and other visiting staff will be given the school's [Visiting Staff Information Leaflet \(see: appendix 4\)](#).

Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Safeguarding Children and Safer Recruitment in Education (pp20-54) together with the local authority and the school's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Criminal Records Bureau as appropriate to their role and be registered with the Independent Safeguarding Authority (from 2010 onwards)
- be interviewed

All new members of staff and new governors will undergo an induction that includes familiarisation with the school's safeguarding policy and identification of their child protection training needs.

All staff and governors sign to confirm they have received a copy of the safeguarding policy [Confirmation of Receipt of Safeguarding Information form \(see: appendix 5\)](#).

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, we will check that effective child protection arrangements are in place.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

e-Safety

Most of our pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's [e-safety policy & parent/pupil consent forms \(see: appendix 6\)](#) explain how we try to keep pupils safe in school. Cyber-bullying by pupils, via texts and emails will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school

Preventing Extremism and Radicalisation

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for pupils and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at Sacred Heart Primary School we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore at Sacred Heart Primary School we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Code of Conduct for staff.

Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

Child protection Procedures:

Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuser and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is 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 children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's development 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, 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, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (for example rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate way.

Neglect

Neglect is 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 or 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.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PHSE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the headteacher and the DSP will consider implementing child protection procedures.

Female Genital Mutilation (FGM)

Definition of FGM:

"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons."

(World Health Organisation-1997)

(See Appendix 7 for FGM)

Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort

- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSP by the end of the day
- do not start your own investigation
- share information on a need to know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed

Appendix 8 provides a flow chart for reporting a concern.

If you suspect a pupil is at risk of harm

There will be occasions when you suspect that a pupil may be at risk, but you have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the pupil if they are OK or if you can help in any way. Staff will record any concerns using CPOMS and lunchtime staff and any other person will use the **Confidential Cause for Concern Form (see: appendix 9)** to record these early concerns which are available in the staffroom. If the pupil does begin to reveal that they are being harmed you should follow the advice in the sessions 'If a pupil discloses to you'. If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault. If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the pupil:

- Allow them to speak freely
- Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the pupil
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this.
- At an appropriate time tell the pupil that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive by the child may interpret it that they have done something wrong.
- Tell the pupil what will happen next. The pupil may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person
- Seek support if you feel distressed

Refer to the [Responding to Child Protection Disclosure using Non-Leading Techniques information leaflet \(see: appendix 10\)](#) and [Advice for our pupils leaflet \(see: appendix 11\)](#)

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children’s social care.

Referral to children’s social care

The DSP will make a referral to children’s social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school’s anti-bullying procedures where necessary. However, there will be occasions when a pupil’s behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated person, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subject's rights
- Secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they should refer the request to the headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on [confidentiality and information-sharing](#) is available to parents and pupils on request.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy.

However, they may also share information directly with children's social care, police or the NSPCC if:

- The situation is an emergency and the designated senior person, their deputy, the headteacher and the chair of governors are all unavailable
- They are convinced that a direct report is the only way to ensure the pupil's safety.

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings and Keeping children safe in education: information for all school and college staff set out guidance which underpin our safeguarding practice in school.

Related safeguarding portfolio policies

- [Complaints procedure](#)
- [Anti-bullying](#)
- [SEND](#)
- [Behaviour](#)
- [Safer recruitment](#)
- [Managing allegations](#)
- [Grievance and disciplinary](#)
- [Preventing Extremism and Radicalisation](#)



Code of ethical practice for school staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our pupils.

All school staff should:

- Place the safety and welfare of pupils above all other considerations
- Treat all members of the school community, including pupils, parents, colleagues and governors with consideration and respect
- Adhere to the principals and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- Treat each pupil as an individual and make adjustments to meet individual need
- Demonstrate a clear understanding of and commitment to non-discriminatory practice
- Recognise the power imbalances between pupils and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- Understand that school staff are in a position of trust and that sexual relationships with a pupil, even over the age of 16, may be an offence
- Be alert to, and report appropriately, any behaviour that may indicate that a pupil is at risk of harm
- Encourage all pupils to reach their full potential
- Never condone inappropriate behaviour by pupils or staff
- Take responsibility for their own continuing professional development
- Refrain from any action that would bring the school into disrepute
- Value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice

Staff name _____

Signature _____

Date _____



Whistleblowing code for issues relating to children and young people

Purpose of the code

The school adheres to the local authority whistleblowing policy and procedures that enable staff to raise concerns relating to:

- Crime
- A miscarriage of justice
- Illegality
- Health and safety
- Environment or property damage
- Unauthorised use of public funds
- Concealing or attempting to cover up any of the above

This code provides additional information to help staff to understand the role of whistleblowing in the context of poor practice and unacceptable conduct and attitudes towards children.

When to use the code

The whistleblowing procedures and this code may be used by anyone employed by the school in any paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a pupil is inappropriate.

Inappropriate conduct includes, but is not confined to:

- Bullying or humiliation
- Contravening health and safety guidelines
- Serious breaches of the school's code of ethical practice
- Professional practice that falls short of normally accepted standards
- Compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention

Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that pupils are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects pupils, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistleblowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail pupils and show no remorse or desire to improve are unlikely to welcome being exposed but their conduct has to be confronted for the sake of the pupils and the reputation of the whole school.

Barriers to whistle blowing

unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced. These concerns are entirely understandable but you can be reassured that whistleblowing procedures addresses these issues.

The Public Interest Disclosure Act 1998 protects employees from reprisals for public interest whistleblowing. Your union, a solicitor or the local authority legal services can provide you with information about your legal position.

You may worry that you have insufficient evidence to raise a concern, that you will set in train an

Confidentiality and anonymity

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing.

You can, if you prefer, raise your concern anonymously. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available.

The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistleblowing.

Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

Reporting procedure

- It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved.
- You may raise your concern verbally or in writing. You should report your concern directly to the headteacher.
- If the headteacher is the subject of your concern, speak to the chair of governors
- A friend, colleague or union representative may accompany you to the meeting if you wish
- Ensure the head or chair informs you of their proposed action and sets a date for a second meeting
- Timescale will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.

Process and outcome

- The headteacher or chair will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.
- Members of the school community, including governors, may be asked to provide information or advice.
- External advice, for example, from legal or human resources or children's services may be sought.
- A written record of the conduct, established facts and outcome of the inquiry will be kept.
- The whistleblower will be kept informed of the progress of the inquiry.

The outcome of the inquiry will be one of the following:

- No poor practice or wrongdoing is established and the case is closed
- The concern has some substance and the subject of the concern will receive advice and support from the headteacher to improve practice
- Poor practice or wrongdoing is established and disciplinary proceedings are initiated
- The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police.

If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.

Further action

If you raise a concern and you are dissatisfied with the way it is managed, or the outcome, you may contact the governing body or local authority for advice.

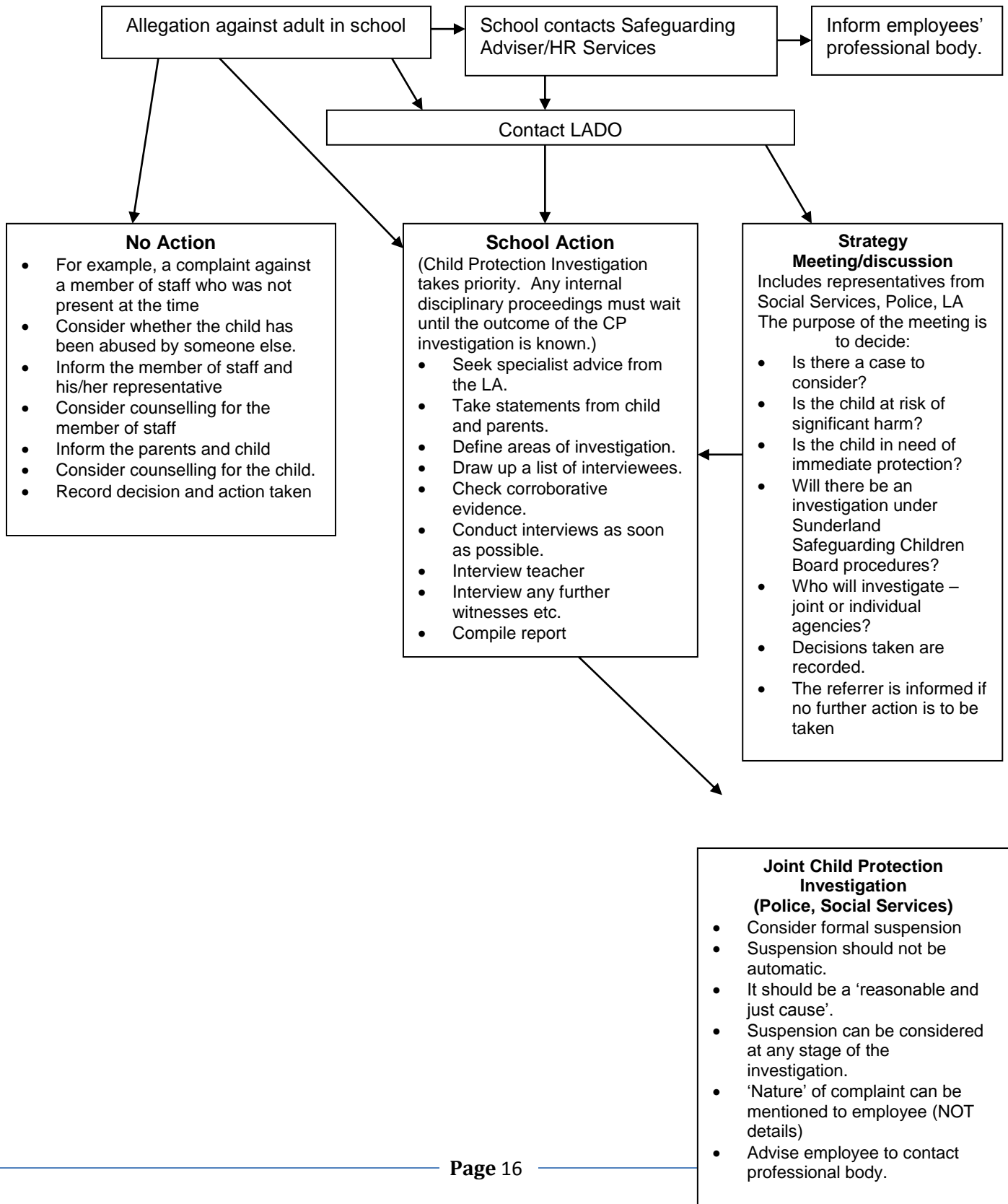
Alternatively you can seek advice from your union or professional association, a solicitor, the police, children's social care or Public Concern at Work (PCaW), a registered charity that offers free and confidential legal advice on workplace malpractice.

Public Concern at Work, Suite 301, 16 Baldwins Gardens, London, EX1N 7RJ 020 7404 6609

whistle@pcaw.co.uk www.pcaw.co.uk



ALLEGATIONS AGAINST STAFF FLOWCHART





Visitor Information

Welcome to Sacred Heart Primary School

We are committed to the safety and wellbeing of all our children, staff and visitors therefore while working in our school we expect you to take care of our pupils and follow our procedures.

GENERAL

- Enter and exit the site from the main entrance, observe signing in and out procedures
- Do not move around the school site unescorted. Please stay within areas that are necessary for your visit.
- Please do not interact with children unless instructed by a member of staff to do so.
- You will be issued with a 'Visitors' badge, this must be worn at all times so that it is visible. Please return this to Reception as you leave the school site.
- Please note that inappropriate behaviour or language on site will not be tolerated, in relation to children, staff and visitors.
- An accessible adult toilet is located next to the staffroom; please do not use any other toilets during your visit.

FIRE

- If you hear the fire alarm, please leave by the nearest exit.
- Report to the fire assembly points which is either one of the Schools Yards so that you can be accounted for.
- If you are working with children lead them to safety and assemble in appropriate yard.

MOBILE PHONES, CAMERAS ETC

Whilst on site please:

- Use only in connection with your business and when you are approved to do so.
- Do not take/use images of students unless approved to do so.
- Do not leave equipment unattended
- Ensure that your mobile phone's 'Bluetooth' capacity is disabled.

INTERACTIONS WITH PUPILS

Where your role requires that you interact with children or if you are attending school on Local Authority/partnership working you must:

- Present your photo ID and/or CRB when requested by our Reception Staff
- Wear your Photo ID and Visitor's Badge at all times when on the School site.
- Interact with children as required within your professional capacity and report any instances/concerns/observations you may have immediately to a senior member of school staff (Reception staff will provide advice on how to take this contact if appropriate).

CHILD PROTECTION

If you are concerned for a child's health, welfare or safety in any way you must speak to the designated senior person (DSP) or a senior member of staff before you leave the school site.

Designated Person: Barbara Brown Headteacher

Designated Deputy: Kate McKenna Deputy Headteacher

Key facts about child abuse

Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEN are particularly vulnerable.

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A pupil may:

- Have a bruise, burn or injury that seems suspicious
- Show signs of pain or discomfort
- Be unnaturally passive or withdrawn
- Be unpredictable and challenging
- Seem anxious, fearful or distressed
- Provide an unlikely explanation for their injury or their behaviour

Responding to Child Protection Disclosures using Non-Leading Techniques

Do not question the pupil or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a pupil tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DSP.

Be sure that you know how to respond in these initial stages-this could be vital should the case go to court.

Receive what is said

- Accept what you are told, you do not have to decide whether or not it is true
- Listen without displaying shock or disbelief
- Refer the case to your designated teacher for child abuse as soon as possible - La

Reassure the student

- Acknowledge their courage in telling
- Remind them they are not to blame but avoid criticising the alleged perpetrator, as young people often love the people who abuse them
- Do not promise confidentiality "I must tell you that if you tell me something serious, I will not be able to keep it to myself, I will have to tell somebody". You can be forced to break confidentiality to a court and the Kirklees policy instructs us to inform the designated teacher.

- Reassure them, but do not tell them that everything will be all right because it might not be.

React

- Respond to what the student has said but do not interrogate
- Avoid leading questions like “was it your father? Did he touch your ?” questions like these can be used by a defence to suggest that you ‘contaminated’ a pupil’s evidence.
- Ask open-ended questions, “Do you want to tell me anything else?” And?”

Support

- Think of your own support needs and ensure you ask for support if you need it.

If you become concerned about a pupil’s immediate safety, notify the nearest member of staff and tell them why you are concerned.

You should complete a Confidential Cause for Concern form (attached, Appendix 8) and available in the staffroom and school office and hand it to the DSP or a senior member of staff before you leave the school site. Ask a senior member of staff if you would like to help complete the form.

If you have any questions or wish to see our safeguarding policy please contact the DSP.

Anyone whose actions/behaviours, etc. causes concern or who do not follow the above requirements will be reported to the Local Authority for further action.



CONFIRMATION OF RECEIPT OF SAFEGUARDING INFORMATION

Name:

Date of joining school:

Post:

I confirm that:

I am aware of the school's safeguarding policy.

I have been made aware of my duty to safeguard and promote children's welfare.

I know which staff are the designated persons for Safeguarding within school

The procedure for reporting concerns about a pupil has been explained to me

I am aware that I must record my concerns and pass them onto to a designated person

I am aware of the code of conduct and professional boundaries.

I am aware of the schools whistleblowing policy and that I must report my concerns to the Headteacher/Designated Person

Signature:

Name:

Date:

Think then Click

These rules help us to stay safe on the Internet



We only use the internet when an adult is with us

We can click on the buttons or links when we know what they do.



We can search the Internet with an adult.

We always ask if we get lost on the Internet.



We can send and open emails together.

We can write polite and friendly emails to people that we know.



Key Stage 2

Think then Click

e-Safety Rules for Key Stage 2

- We ask permission before using the Internet.
- We only use websites that an adult has chosen.
- We tell an adult if we see anything we are uncomfortable with.
- We immediately close any webpage we not sure about.
- We only e-mail people an adult has approved.
- We send e-mails that are polite and friendly.
- We never give out personal information or passwords.
- We never arrange to meet anyone we don't know.
- We do not open e-mails sent by anyone we don't know.
- We do not use social media network sites.

Sacred Heart Primary School

e-Safety Rules

All pupils use computer facilities including Internet access as an essential part of learning, as required by the National Curriculum. Both pupils and their parents/carers are asked to sign to show that the e-Safety Rules have been understood and agreed.

Pupil:

Pupil's Agreement

- I have read the school rules for responsible ICT use. My teacher has explained them to me.
- I understand that these rules exist to help keep me safe and my friends and family safe. I agree to follow the rules.
- I will use the computer, network, email, online communities, digital cameras, video cameras, mobile phones, Internet access and other ICT in a safe and responsible way.
- I understand that the school can check my computer files and the internet sites that I visit, and that if they have concerns about my safety they may contact my parents or guardians.

Signed:

Date:

Parent's Consent for Publication of Work and Photographs

I agree that my son/daughter's work may be electronically published. I also agree that appropriate images and video that include my son/daughter may be published subject to the school rule that photographs will not be accompanied by pupil names.

Parent's Consent for Internet Access

I have read and understood the school e-safety rules and give permission for my son / daughter to access the Internet. I understand that the school will take all reasonable precautions to ensure that pupils cannot access inappropriate materials but I appreciate that this is a difficult task.

I understand that the school cannot be held responsible for the content of materials accessed through the Internet. I agree that the school is not liable for any damages arising from use of the Internet facilities.

Signed:

Date:

Please print name:



Sacred Heart Primary School

Appendix to Safeguarding policy for FGM

Rationale:

Sacred Heart Primary has robust and rigorous safeguarding procedures and takes its responsibilities of child protection seriously.

Female Genital Mutilation is a form of child abuse and as such is dealt with under the schools Child Protection/Safeguarding policy.

At Sacred Heart Primary, the Headteacher and Governors expect Safeguarding to be everybody's responsibility expect all staff to adhere to and follow these policies.

The school uses the World Health Organisation definition as written below.

Definition of FGM:

"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons."

(World Health Organisation-1997)

Government documents:

The school has taken information from several documents to write this appendix. These include, The Government Home Office guidelines, the Ofsted guidelines for "Inspecting Safeguarding".

The UK Government has written advice and guidance on FGM that states;

"FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child."

"Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM."

UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.”

As from January 2013 Ofsted have included FGM in their “Inspecting Safeguarding” briefing for Inspectors. Annex 4 contains questions and information about FGM for inspectors. Below are excerpts from this document;

Designated senior staff for child protection in schools should be aware of the guidance that is available in respect of FGM, and should be vigilant to the risk of it being practised. Inspectors should be also alert to this when considering a school’s safeguarding arrangements, and where appropriate ask questions of designated staff. Key questions could include:

- Are designated senior staff for child protection aware of the issue and have ensured that staff in the school are aware of the potential risks?
- How alert are staff to the possible signs that a child has been subject to female genital mutilation or is at risk of being abused through it?
- Has the school taken timely and appropriate action in respect of concerns about particular children?”

In light of this information Sacred Heart Primary School has decided to implement these policies and procedures.

Procedures School has in place:

Sacred Heart Primary School has decided to take proactive action to protect and prevent our girls being forced to undertake FGM. The Headteacher and Governors do this in 4 ways:

1. A robust attendance policy that does not authorise holidays, extended or otherwise.
2. FGM training for Child Protection leads and disseminated training for all staff at the front line dealing with the children.
3. FGM discussions by Child Protection lead with parents of children from practising communities who are at risk.
4. Comprehensive PSHE and Relationship and Sex Education delivered to KS2 children with a discussion about FGM with Year 6 girls.

In order to protect our children it is important that key information is known by all of the school community.

Indications that FGM has taken place:

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday.
- Spend long periods of time away from the class during the day.
- A child who has undergone FGM should be seen as a child protection issue. Medical assessment and therapeutic services to be considered at the Strategy Meeting.

Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.

If we have concerns that children in our school community are at risk or victims of Female Genital Mutilation then we may;

ASK

Ask children to tell you about their holiday. Sensitively and informally ask the family about their planned extended holiday ask questions like;

- Who is going on the holiday with the child?
- How long they plan to go for and is there a special celebration planned?
- Where are they going?
- Are they aware that the school cannot keep their child on roll if they are away for a long period?
- Are they aware that FGM including Sunna is illegal in the U.K even if performed abroad?

If you suspect that a child is a victim of FGM you may ask the child;

- Your family is originally from a country where girls or women are circumcised – Do you think you have gone through this?
- Has anything been done to you down there or on your bottom?
- Do you want to talk to someone who will understand you better?
- Would you like support in contacting other agencies for support, help or advice?

These questions and advice are guidance and each case should be dealt with sensitively and considered individually and independently. Using this guidance is at the discretion of the Headteacher.

Record

All interventions should be accurately recorded.

Refer

Child protection lead or Headteacher needs to seek advice about making referrals to the Nominated Catholic Safeguarding Advisor Ian Clennell.

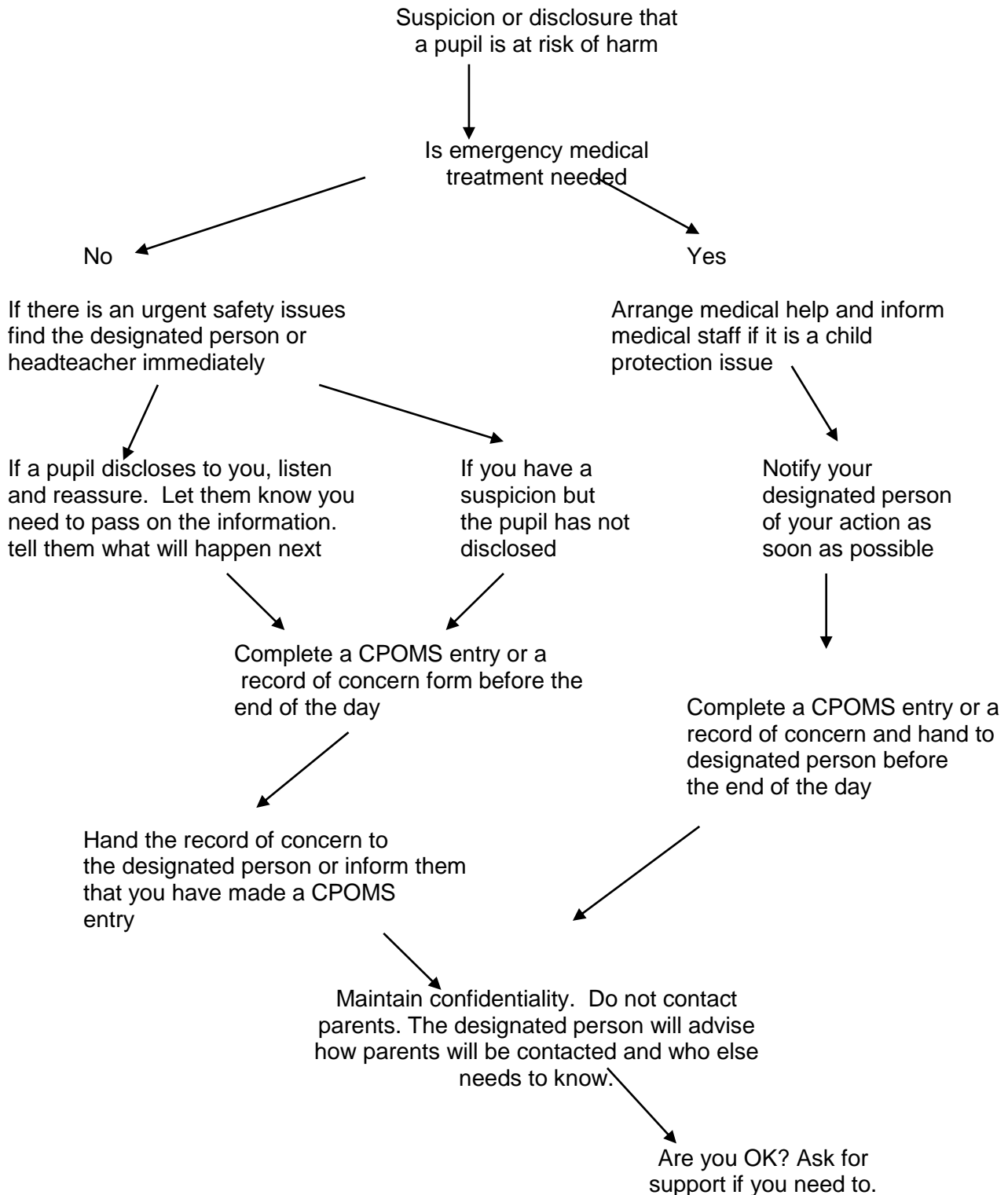
Useful documents include:

- *Multi-Agency Practice Guidelines: Female Genital Mutilation* (HM Government, 2011)
- *Briefings and information for Use During Inspections of Maintained Schools and Academies* (Ofsted, updated December 2012).
- *Working together to safeguard children*, HM Government (2010), paragraphs 6.14 to 6.19.1
- *Safeguarding children and safer recruitment in Education*, DfE (2006), Annex A, paragraphs 39 to 42.2
- The Department for Education Website;
<http://education.gov.uk/schools/pupilsupport/pastoralcare/childprotection/a0072224/safeguarding-children-from-female-genital-mutilation>.

This document was written on 12th September by Safeguarding FGM working party and agreed by governors



Reporting a Concern: Flowchart



Notes: If the designated person is unavailable inform the deputy designated person of your CPOMS entry or hand them the record of concern. Do not wait for 'evidence'. You do not need proof of your concern. Do not try to investigate.

Appendix 9



Confidential Cause for Concern Form

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Person.

Name of child Class

Name of staff member completing the form

Day Date Time Place

Nature of incident/concern including relevant background (record child's word verbatim)

Signed _____

Date _____



Responding to Child Protection Disclosures using Non-Leading Techniques

Be sure that you know how to respond in these initial stages-this could be vital should the case go to court.

Receive what is said

- Accept what you are told, you do not have to decide whether or not it is true
- Listen without displaying shock or disbelief
- Refer the case to your designated teacher for child abuse as soon as possible - La

Reassure the student

- Acknowledge their courage in telling
- Remind them they are not to blame but avoid criticising the alleged perpetrator, as young people often love the people who abuse them
- Do not promise confidentiality "I must tell you that if you tell me something serious, I will not be able to keep it to myself, I will have to tell somebody". You can be forced to break confidentiality to a court and the Kirklees policy instructs us to inform the designated teacher.
- Reassure them, but do not tell them that everything will be all right because it might not be.

React

- Respond to what the student has said but do not interrogate
- Avoid leading questions like "was it your father? Did he touch your ?" questions like these can be used by a defence to suggest that you 'contaminated' a pupil's evidence.
- Ask open-ended questions, "Do you want to tell me anything else?" And?"

Support

- Think of your own support needs and ensure you ask for support if you need it.



Advice for our pupils

- If someone is hurting you or your friends, it is not your fault.
- You are not alone. There are people who can help you and stop others from making you feel scared or hurt.
- You may be frightened of the person hurting you or your friends but there are things you can do to get help and make it better.

You should

- Tell someone you trust that you're being hurt or know someone who is being hurt. Your friends, teachers, parents, grandparents or other members of your family may be able to help.
- Let people help to make things better by stopping the person from hurting you or your friends.

You shouldn't

- Don't feel embarrassed or alone.
- Don't feel that it is your fault or that you are to blame for someone hurting you — anybody who tells you that is a liar.
- Don't keep it a secret that someone is hurting you or your friends.
- Don't feel afraid — people are there to help you.

What can you do?

Talk with someone you trust

- **Parents**
- **Other family members**
- **Friends**
- **Staff in school**



Essential Contacts

Name and role:	Address, telephone number and email address
School designated senior person	Barbara Brown Tel 0191 2746695
Headteacher	Barbara Brown Tel 0191 2746695
Nominated governor	David Harrison Tel 0191 2746695
Deputy designated senior person	Kate McKenna Tel 0191 2746695
Local authority allegation manager LADO	Melanie Scott 0191 2116730
Children's Safeguarding Standards Unit	0191 2774636
Local authority legal services	Rosemary Muffitt Tel 0191 2115170
Local authority human resources	Alan Taylor Tel 0191 2116281
Nominated Catholic Safeguarding Advisor Ian Clennell CES	Ian Clennell Tel 07816579896
Out of hours duty team	0191 2787878
Health Authority Health Advice for Parents & Families	Geoffry Rhodes Centre, Byker Tel 0191 282 3411
CAMHS	0191 2466913
Police child abuse investigation unit	forceintelligence@northumbriapnn.police.uk
NSPCC helpline	0808800 5000