

St Clare's Catholic Primary School



Child Protection and Safeguarding Policy

*"I have come that they may have life and have it to
the full"*

(John 10:10)

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1. Policy Statement and Principles

This policy is one of a series in the schools integrated safeguarding portfolio. It acknowledges and is in line with the guidance provided by Bradford local authority child protection procedures, <http://www.bradford-scb.org.uk/documents.htm> and the following statutory and departmental advice and guidance;

- Working Together to Keep Children Safe 2018
- Keeping Children Safe in Education September 2018
- Disqualification under the Childcare Act 2006 (as amended) 2018
- Equality Act 2010 (as amended) 2018
- Data Protection Act 2018
- General Data Protection Regulations (2018)
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)
- Early Years Statutory Foundation Framework (2017)
- Children and Social Workers Act (2017)
- The Counter-terrorism and Security Act 2015 (section 26 Prevent duty)
- Serious Crime Act (2015) (section B of the Female Mutilation Act 2003 (as inserted by section 74)
- Public Sector Equality Duty (PSED) 2012
- The Teacher Standards' 2012
- The Children Acts 1989 (as amended 2004 s52)
- Section 175 of the Education Act 2002

Child Protection Commitment Statement

St Clare's Catholic Primary School is committed to safeguarding and promoting the welfare of all of its pupils and believes each pupil's welfare is of paramount importance.

We believe that everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all staff make sure their approach is child-centred and consider, at all times, what is in the best interests of the child. We expect all those working in and with the school to share in this commitment.

Where the procedures contained in this policy refer to 'staff' this means all staff (paid or unpaid), volunteers, governors and those working in and with school.

We ensure that everyone working directly with children, reads at least Part one and Annex A of Keeping Children Safe in Education September 2018 and What to do if you're worried a child is being abused. In addition, early years staff have regard to the Early Years Statutory Foundation Framework. We fulfil our responsibilities by reviewing and developing ongoing mechanisms to assist staff to understand and discharge their roles and responsibilities.

St Clare's Catholic Primary School is a maintained school and as such its safeguarding arrangements are inspected by Ofsted under leadership and management.

Policy Principles

- Safeguarding is everyone's responsibility
- A child-centred and coordinated approach to safeguarding
- The welfare of the child is paramount and consider, at all times, what is in their best interest
- All children, regardless of sex, race, disability, religion or belief or sexual orientation, have equal rights to protection
- Pupils and staff involved in child protection issues will receive appropriate support

Policy Aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities

- To ensure consistent good practice
- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners
- To strengthen the school's suite of safeguarding policies and procedures

Safeguarding and promoting the welfare of children is defined for the purpose of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Child protection: part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Children: includes everyone under the age of 18.

2. Roles and Responsibilities

Key personnel are contactable via the main school office 01274 637841

The Designated Safeguarding Lead (DSL) is Carmel Utting

The Deputy Designated Safeguarding Lead's (DDSL) are Sarah Kenyon and Janet Bell

The Designated Teacher for Looked After Children and Previously Looked After Children is Carmel Utting

The Designated Teacher for Prevent is Carmel Utting

The Special Educational Needs and Disabilities Coordinator is Amy Thompson

The Mental Health Champion is Janet Bell

The Nominated Safeguarding Governor is Eileen Difiori

The Prevent Governor is Eileen Difiori

Contact details for children's social care team can be found by using the online tool <https://www.gov.uk/report-child-abuse-to-local-council> and in Appendix 1.

The governing body ensures that the school('s):

- has regard to and comply with their duties under legislation and guidance to ensure that policies, procedures and training in school are effective and comply with the law at all times
- have a senior board level lead to take leadership responsibility for safeguarding arrangements
- have policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare
- Child protection and safeguarding policy is effective and developed in accordance with locally agreed multi-agency safeguarding arrangements agreed by the safeguarding partners. This policy is updated annually (as a minimum) and available via the school's website
- have an appropriate staff handbook
- have appropriate safeguarding responses to children who go missing from education, particularly

on repeated occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation and to help prevent the risk of their going missing in future

- follow local authority procedures when removing a child from the school roll at standard and non-standard transition points
- hold more than one emergency contact number for each pupil, where possible
- provide agreed best practice guidance, policies and procedures to all staff on induction and a proportionate risk-based approach to the dissemination of information to temporary staff and volunteers
- suite of safeguarding policies is available publicly on the schools' website
- appoint a senior member of staff from the leadership team to the role of Designated Safeguarding Lead. Develop an explicit role-holder's job description which describes the broad area of responsibilities and activities related to the role (see appendix 2)
- DDSL's are trained to the same standard as the DSL. In the absence of the DSL, the DDSL's carry out those functions necessary to ensure the ongoing safety and protection of pupils
- whilst activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and will not be delegated
- understands and reflects the local criteria for action and the protocol assessment in their policies.
- recognises the importance of information sharing between practitioners and local agencies and are prepared to supply information as requested between practitioners, safeguarding partners and agencies
- aware of the obligations, the Data Protection Act 2018 and the GDPR duties places on the processing of personnel information fairly and lawfully and to keep information safe and secure
- fears about sharing information will not be allowed to stand in the way of the need to promote the welfare and protect the safety of children
- safeguarding training strategy, relevant staff undergo appropriate safeguarding and child protection, DSL, Safer Recruitment, Online Safety, FGM, Prevent and all other identified safeguarding training needs, in accordance with guidance, to provide them with relevant skills and knowledge to safeguard children effectively
- adhere to statutory responsibilities by having a written Recruitment and Selection Policy and procedures in place to prevent people who pose a risk of harm from working with children. Take proportionate decisions on whether to ask for any checks beyond what is required and ensuring all volunteers, undergo a risk assessment and if not fully checked, are appropriately supervised
- at least one person on any appointment panel has undertaken safer recruitment training
- have procedures for managing concerns/allegations, against staff, including volunteers, that might pose a risk of harm to children. As set out in Part four of Keeping Children Safe in Education 2018
- procedures are in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
- staff recognise that children are capable of abusing their peers and understand the procedures to minimise the risk of peer on peer abuse
- staff understand their responsibilities for reporting and recording child protection concerns, disclosures and allegations
- Have a robust and secure safeguarding reporting and recording system in place, to record all child protection concerns, disclosures and allegations, along with case histories
- school leaders always take the child's wishes and feelings into account when determining what action to take and what service to provide, operating with the best interests of the child at their heart
- appoints a designated teacher to work with local authorities to promote the educational achievement of registered pupils who are looked after. The designated teacher has responsibilities under sections 4 to 6 of the Children and Social Work Act 2017 for promoting educational achievement of children who were adopted from state care outside England and Wales. They must be appropriately trained and the relevant qualification and experience. In other schools, an appropriately trained teacher should take the lead
- recognises that children with special educational need and disabilities (SEND) can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children

- those working directly with children understand they cannot agree to keep confidential a disclosure made by a child
- maintains and regularly reviews their single central record for completeness and accuracy, which covers all staff (including supply staff, and teacher trainees on salaried routes) who work at the school
- consider how children may be taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships and Sex Education (RSE) and Personal, Social, Health and Economic education (PSHE)
- adheres to their responsibilities under The Equality Act 2010 and the Public Sector Equality Duty (PSED) 2012
- has appropriate filters and monitoring systems in place, with careful consideration to ensure that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards online teaching and safeguarding, in line with Annex C of Keeping children safe in education 2018
- an annual safeguarding report is submitted to the local authority providing details of the schools safeguarding practices, identified weaknesses and action taken to rectify areas of concerns

The Chair of Governors takes responsibility for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher.

The Headteacher ensures:

- safeguarding policies adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are implemented and followed by all staff
- all staff read at least Part one and Annex A of Keeping children safe in education 2018 guidance, this policy, the school's Staff Behaviour Policy/Staff Handbook, Behaviour Policy and What to do if you're worried a child is being abused and that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities
- all child protection concerns, and disclosures are taken as an utmost priority, actioned immediately, recorded on CPOMS and followed up by the DSL ensuring the schools child protection policies and procedures are fully adhered to and at all stages utmost confidentiality is observed
- a school cause for concern form is completed and signed by any person reporting a child protection concern, who does not have access to the CPOMS system, it is handed directly to the DSL for action. All manual forms are safely handled and securely filed
- there is sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- all staff undergo an induction and are provided with the following, as a minimum:
 - the Child Protection and Safeguarding Policy
 - the Behaviour Policy
 - the Staff Behaviour Policy/Staff Handbook
 - the school's safeguarding response to children who go missing from education
 - Part 1 Keeping Children Safe in Education & Annex A
 - What to do if you are worried a child is being abused
 - Child Protection and Safeguarding Training
 - Other safeguarding policies/training relevant to their role
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with our whistleblowing procedures
- children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- liaison with the Local Authority Designated Officer (LADO) where an allegation is made against a member of staff, before taking any action

The Designated Safeguarding Lead and Deputy safeguarding Leads (DSL/DDSL):

The DSL and DDSL are most likely to have a complete safeguarding picture and is the most appropriate person to advise on the appropriate response to safeguarding concerns. The DSL will take the lead on safeguarding arrangements and liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018).

The DSL and DDSL will undergo training to provide them with the knowledge and skills required to carry out their role. Training will be updated every two years. In addition, the formal training set out above, their knowledge and skills will be updated at regular intervals and at least annually, to keep them up with any developments relevant to their role.

During term time, the DSL/DDSL will be available for staff to discuss safeguarding concerns. Safeguarding arrangements for out of hours/out of term activities will be agreed between the senior leadership team and DSL/DDSL to ensure adequate and appropriate cover is available at all times.

Designated Safeguarding Lead role description appendix 2.

The Role of Staff:

School staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. All school staff have a responsibility to provide a safe environment in which children can learn and 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 the child's life. See further details under Early Help section.

St Clare's Catholic Primary School is committed to protecting and safeguarding the welfare of all children in our care and expect all staff to share in this commitment and will:

- be aware of the systems within school which supports safeguarding
- know who their DSL/DDSL is in school and what their role
- if they have a concern about a child's welfare or a child tells them they are being abused follow the school's child protection procedures, as set out in this policy, without delay
- read at least Part one of Keeping Children Safe in Education 2018 and Annex A, What to do if you're worried a child is being abused, the Staff Handbook, Behaviour Policy, the school's safeguarding response to children who go missing from education, immediately raising any concerns they may have around discharging their role and responsibilities with the DSL
- understand safeguarding and promoting the welfare of children is everyone's responsibility and will consider, at all times, what is in the best interest of the child
- follow the Teachers' Standards 2012, which state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- regularly attend appropriate Child protection and Safeguarding training/updates, as required, at least annually
- be aware of their local early help process and the process for making referrals to children's social care, the statutory assessment under the Children Act 1989, especially section 17 (children in need) section 47 (a child suffering, or likely to suffer, significant harm) and understand their role they might be expected to play in such assessments
- understand how to maintain an appropriate level of confidentiality and never promise a child that they will not tell anyone about a report of abuse
- If in exceptional circumstances, the DSL/DDSL is not available, consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL/DDSL as soon as is practically possible
- not assume a colleague or another professional will take action and share information that might be critical in keeping children safe
- will be aware of the signs of abuse and neglect and maintain an attitude of 'it could happen here'
- follow the referral process in Appendix 1 if they have a concern
- understand that if a child is in immediate danger or is at risk of harm, they can make an immediate referral to children's social care and/or the police. Informing the DSL as soon as possible that a

referral has been made

- if after a referral the child's situation does not appear to be improving, will press for reconsideration to ensure their concerns have been addressed until the child's situation improves
- know how to manage the requirement to maintain an appropriate level of confidentiality and follow information sharing guidance
- record on CPOMS all concerns, discussions and decisions made and the reason for the decision
- use the DSL as a source of support and safeguarding knowledge
- refer concerns about another staff member or volunteer, immediately to the Headteacher. If the concern is about the Headteacher, refer their concern immediately to the Chair of Governors.

3. Child Protection Procedures

Recognising abuse

To ensure that our pupils are protected from harm, we need to be aware of indicators of abuse and neglect, so we are able to identify cases of children who may be in need of help and protection.

Abuse:

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical abuse:

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse:

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a. provide adequate food, clothing and shelter (including exclusion from home or abandonment)
 - b. protect a child from physical and emotional harm or danger
 - c. ensure adequate supervision (including the use of inadequate caregivers)
 - d. ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All those working in school follow the local authority's child protection reporting procedures (appendix 1) which are consistent with Working Together to Safeguard Children 2018 and What to do if you're worried a child is being abused 2015.

It is **not** the responsibility of the staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All those working directly with children however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils must be recorded on CPOMS and discussed with the DSL. prior to any discussion with parents.

Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

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 DSL to decide how to proceed.

It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk but 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 physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they 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 they can help in any way.

All concerns should be reported on the CPOMS system or complete a cause for concern form. If the

pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should immediately discuss their concerns with the DSL.

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 a member of staff about any risks to their safety or wellbeing, the staff member must let the pupil know they cannot keep the information secret but will keep it private and only pass it on to those who can help them. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils' staff will:

- allow them to speak freely
- listen to and take seriously any disclosure or information that a child may be at risk of harm
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- 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'
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- 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
- clarify the information
- at an appropriate time tell the pupil that in order to help them, the member of staff or volunteer must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any lead alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the DSL
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go to see the DSL, otherwise let them know that someone will come to see them before the end of the day
- report verbally to the DSL even if the child has promised to do it by themselves
- write up their conversation as soon as possible on the CPOMS system or cause for concern form and speak with the DSL to make sure they have received it
- seek support if they feel distressed

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that s/he can make an informed decision of what to do next.

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an

attitude of “it could happen here”.

Key points to remember for taking action are:

- report your concern to the DSL as soon as possible but must be by the end of the same 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
- report on the CPOMS system or complete a cause for concern form
- in an emergency take the action necessary to help the child, refer to police or children’s social care
- seek support for yourself if you are distressed.

Action by the DSL

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection Plan by ringing the MASH Team
- discussing the matter with other multi-agencies involved with the family
- consulting with appropriate persons e.g. children’s social care or police
- the child’s wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to children’s social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage, recording their reasons and decision why not to do so
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment by referring to early help and following Bradford’s Multi Agency Threshold Guidance

An early help approach incorporates early help to child protection cases, looked after children and those with special needs by providing support as soon as a concern emerges, placing the child at the heart of the process and building a safety network around their care.

All information and actions taken, including the reasons for any decisions made, must be fully documented. All referrals to children’s social care will be followed up in writing within 24 hours using the local authority’s guidance documents.

Recording and Monitoring

Accurate records must be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. Any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

Concerns should ideally be recorded on the CPOMS systems, if recorded on a cause for concern form they will be signed and dated.

All manual cause for concern forms and/or child protection documents will be retained in a ‘Child Protection’ file, separate from the pupils main file. This will be locked away and only accessible to the headteacher and DSL’s. These records will be transferred to any forwarding school or setting the child moves to, clearly marked ‘Child Protection, Confidential, for attention of DSL’. If the child goes missing from education or is removed from roll to be educated at home, then any child protection file will be sent to the Education Social Work Service.

Initial Action

The person who has received an allegation or witnessed an event will immediately inform the DSL and make a record;

- in the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the Headteacher
- the Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- the member of staff/volunteer will not be approached at this stage unless it is necessary to address the immediate safety of children
- the Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- the Executive Headteacher will consult with the Local Authority Designated Officer (LADO) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to children's social care and/or the police for investigation
- consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Headteacher will inform the Chair of Governors of any allegation

The Headteacher 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. It is important to remember that anyone can make a referral.

Allegations against a teacher or member of staff (including volunteers), who is no longer teaching, and/or historical allegations will be referred to the police and/or other authorities where required.

Notifying Parents

The school will normally seek to discuss any concerns about a pupil with their parents. This will be handled sensitively, and the DSL 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, advice will first be sought from children's social care.

FURTHER INFORMATION

4. Abuse of Trust

All 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 is 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 Conduct/Staff Handbook sets out our expectations of staff and is provided to all staff members at induction.

5. Allegations Against Staff and Other Adults in School

If an allegation is made against a member of staff, we will follow set procedures as laid out in Part four of Keeping Children Safe in Education and guidance from the local authority. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events 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 very quickly, in a fair and consistent way that provides effective protection for the

child and at the same time supports the person who is subject of the allegation. Suspension is not the automatic response when an allegation is reported; all options to avoid suspension will be considered prior to taking that step.

Allegations against staff should be reported to the Headteacher without delay. Where that is not possible it should be reported to the DSL. Allegations against the Headteacher should be reported to the Chair of Governors without delay. Staff may also report their concerns directly to local authority children's social care, the police or the NSPCC whistleblowing helpline, if they believe direct reporting is necessary to secure action.

6. Children Missing Education (CME)

All staff are made aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

We understand our duty to have an Admission and Attendance Register and place all pupils on both. The school follows its duty to report to the local authority if a pupil fails to attend school on an agreed start date, fails to attend school regularly, or has been absent without our permission for 10 school days or more, at such intervals as instructed by the local authority. We will notify the local authority, within five days, when a pupil's name is added to the Admission Register. When a pupil's name is deleted from the Register, we will notify the local authority as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted, as set out in the Education (Pupil Registration) (England) Regulations 2006 as amended.

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone/text immediately. If there is no notification school has a policy of texting/phoning and/or making a home visit to ascertain each child's whereabouts.

The school works closely with the Local Education Authority's Welfare Officer whenever a child's attendance and punctuality causes concern. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

We have dedicated staff who will monitor unauthorised absence, particularly where children go missing on repeated occasions and follow local authority procedures.

7. Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence

- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

8. 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 or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Any complaint will be taken seriously procedures followed by a senior member of as detailed in our Complaints Policy.

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

9. 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 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 immediately be reported to the Headteacher or discussed with the DSL. Complaints about the Headteacher should immediately be reported to the Chair of Governors.

Staff may also report their concerns directly to local authority children's social care, the police or the NSPCC whistleblowing helpline (0800 028 0285) if they believe direct reporting is necessary to secure action.

10. Confidentiality and Sharing Information

The school has regard to HM Government advice: Information sharing advice for safeguarding practitioners 2018 and those working for and on behalf of the school, will ensure that all data about pupils is handled in accordance with this guidance.

The school has a clear and explicit Confidentiality Policy. The school policy indicates:

- a) when information must be shared with police and children's social care where the child is / may be at risk of significant harm
- b) when the pupil's and/or parent's confidentiality must not be breached
- c) that information is shared on a need to know basis

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed on a 'need to know' basis.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the DSL. Staff will only discuss concerns with the DSL, executive headteacher, head of school 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 the 6 data protection principles of the General Data Protection Regulations, Data Protection Act 2018 and Freedom of Information Act 2000.

Information is:

1. Used fairly, lawfully and transparently
2. Used for specified, explicit purposes
3. Used in a way that is adequate, relevant and limited to only what is necessary
4. Accurate and, where necessary, kept up to date
5. Kept for no longer than is necessary
6. Handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction or damage

Electronic information will be recorded on the CPOMS system and security protected and only made available to relevant individuals.

Written paper documents and other written information will be stored in a separate file and locked facility. The pupil's school file will be 'tagged' to indicate that separate information is held.

Every effort will 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 laptop or a flash drive, these items must be encrypted and kept in locked storage.

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 will refer the request to the executive headteacher/head school or DSL.

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 staff, parents and pupils. (Information sharing flowchart in Appendix 3).

11. Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

12. Contractors

The school obtains written notification from any agency, or third-party organisation that the organisation has carried out the checks that the school would otherwise perform. Such considerations will be made explicit in any contract or service level agreement with the provider.

The school will check that the person presenting themselves for work is the same person on whom the checks have been made.

13. Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

14. 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. All staff are made aware of the local early help process via regular training and updates and understand their role in it and are prepared to identify children who may benefit from early help.

Any child may benefit from early help, but as a school we are particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

If early help is appropriate, the DSL/DDSL will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff should be aware they may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

15. Equality Act and Public Sector Equality Duty (PSED)

St Clare's Catholic Primary School acknowledges its responsibilities towards equality. The three previous general and specific equality duties on schools (race, disability and gender) to eliminate discrimination and advance equality of opportunity have been combined into a less bureaucratic and

more outcome-focused duties covering an expanded number of protected characteristics referred to as The Equality Act 2010.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service
- by excluding a pupil or subjecting them to any other detriment

The Act introduced a single Public Sector Equality Duty (PSED) that applies to schools and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment

More detailed information can be found in the schools Race Equality Policy.

16. Extended School and Off-site Arrangements

Where extended school activities are provided by and managed by the school, our own child protection and safeguarding suite of policies 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. Such considerations will be made explicit in any contract or service level agreement with the provider.

17. Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the 2003 Act introduces a mandatory reporting duty which requires teachers - this includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions, in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police.

It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school's DSL and involve children's social care as appropriate.

All those in teaching work are made aware of the indicators of FGM and are requested to undertake training. All concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

18. Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. We understand that as a school we can play an important role in safeguarding children from forced marriage.

All staff are made aware of the indicators of forced marriage and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

19. Good Practice Guidelines, Staff Behaviour Policy/Code of Conduct and Staff Handbook

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff.

St Clare's Catholic Primary School good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves professionally and appropriately
- taking responsibility for our own actions and behaviours and avoiding any conduct which would lead any reasonable person to question our motivation and intentions
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse and neglect
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's safeguarding suite of policies and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing
- asking the pupil's permission before initiating physical contact, 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
- applying the use of reasonable force only as a last resort and in compliance with school and local authority procedures
- not give corporal punishment, threaten corporal punishment or any punishment which could adversely affect a child's well-being
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessarily make a direct referral to police or local authority
- adhere to the school's policies with regard to the use of personal mobile devices, communication with pupils, use of social media and online networking
- acknowledge our responsibility to inform the Headteacher of any change in our personal circumstances which may affect our ability to work with children as soon as reasonably practicable
- acknowledge our responsibility to declare to the Headteacher immediately of anything that affects our qualification to work with children
- work in an open and transparent way
- work with other colleagues where possible, avoiding any situations which may leave it open to question
- discuss and/or take advice from school management over any incident which may give rise to concern
- immediately record any incidents, concerns, actions and decisions made
- apply the same professional standards regardless of sex, race, disability, religion or belief or sexual orientation, have equal rights to protection
- be aware of the schools Confidentiality Policy
- be aware that breaches of the law and other professional guidelines could result in criminal and/or disciplinary action being taken against them

Research and serious case reviews have repeatedly shown dangers of failing to take effective action. Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect
- poor record keeping
- failing to listen to the views of the child
- failing to re-assess concerns when situations do not improve
- not sharing information
- sharing information too slowly
- a lack of challenge to those who appear not to be taking action.

20. Governors

Following amendment to legislation (18th March 2016). All governors must have an Enhanced DBS certificate. New governors must apply for a DBS certificate within 21 days of being appointed.

21. Health and Safety

The health and safety of our pupils and staff is of utmost importance. The school carries out regular risk assessments in accordance with guidance, has robust health and safety procedures and policies, including emergency evacuation, invacuation and lock-down. The Health and Safety Policy is regularly reviewed and monitored by governors and staff.

22. Helping Children to Keep Themselves Safe

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety and tackling bullying procedures. Children are taught to recognise when they are at risk and how to get help when they need

it. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

23. Honour-based Violence (HBV)

HBV encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage (FM), and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and will be handled and escalated as such.

All staff are made aware of the indicators of HBV and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

24. 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.

25. Looked After and Previously Looked After Children

A child who has been in the care of their local authority for more than 24 hours is known as a looked after child or may be referred to as children in care. Looked after children are those living with foster parents, living in a residential children's home or living in residential settings like schools or secure units. The most common reason for children becoming looked after is as a result of abuse and/or neglect.

Maintained schools must appoint a designated teacher. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience.

26. Online Safety

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults 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 Online Safety Policy explains how we try to keep pupils safe in school. Cyberbullying and sexting by pupils, via text, emails or other media platforms, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures and by following the UKCCIS guidance.

The school has appropriate filters and appropriate monitoring systems in place to ensure pupils are not allowed to access unsuitable sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media. Every effort is made to encourage pupils not to give out their personal details.

Staff also receive advice regarding the use of social networking and electronic communication with pupils.

If staff know of misuse of social sites, either by a teacher or child, the issue should be reported to the Headteacher or DSL without delay.

27. Partnerships with Others

We recognise that it is essential to establish positive and effective working relationships with other agencies who are local safeguarding partners. There is a joint responsibility under Working Together to

Safeguard Children, on all agencies to share information to ensure the safeguarding of all children.

28. Peer on Peer Abuse

St Clare's Catholic Primary School believes abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. This is generally referred to as peer on peer abuse and can take many forms, such as:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

We will always take a considered and sensitive approach in order that we can support all of our pupils. We will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Allowing children to express their views and give feedback and always operating with the best interests of the child at their heart.

Any form of abuse or harmful behaviour will be reported to the DSL and will be dealt with immediately and consistently under the school's Behaviour Policy, to reduce the extent of harm to the child, with full consideration to impact on that individual child's emotional and mental health and well-being.

Gathering the Facts

The DSL will speak to all the children involved separately, gain a statement of facts from them using consistent language and open questions for each, to determine whether it was a deliberate action to harm another child?

If it is believed that a child is at risk of significant harm, we will make an immediate safeguarding referral to social care and where a crime has been committed to the police. Following the decision made by the safeguarding partners, we will work together to support the agreed next steps, which may involve contacting the parents of the children involved. If the safeguarding partners feel that it does not meet their criteria, we may wish to challenge that decision.

Informing Parents

Following a decision from the safeguarding partners, it has been agreed to inform parents, we will inform parents, face to face and as soon as reasonably possible. If services are not going to be involved then equally, this information may need to be shared with parents. If a child is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish for the information to be shared with parents, then we will consider their wishes. In all circumstances, where the risk of harm to the child is evident, we will encourage the child to share the information with their parent, unless it would cause further risk to the child.

Next Steps

Once the outcome of the incident(s) has been established we will look to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the child who has been harmed

The support we provide will depend on the individual child. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case we will continue to monitor and offer support to

the child. If the incidents are of a bullying nature, we may look to support improving peer groups/relationships with other children for all those children who were involved, through the curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently. If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the child who has displayed harmful behaviour

It is important to find out why the child has behaved in such a way. It may be that the child is experiencing their own difficulties and may even have been harmed themselves in a similar way. Through early help referrals and guidance from agencies, we will look to identify the most appropriate support to meet the child's individual needs. Once the support required to meet the individual needs has been met, we will work to ensure the child receives a consequence for their behaviour.

This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the child to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this child cannot be educated on site until the investigation has concluded. In which case, the child will be provided with appropriate support and education whilst off site. Even following the conclusion of any investigation, the behaviour that the child has displayed may continue to pose a risk to others in which case an individual multi-agency risk assessment may be required. We may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the child to reflect on their behaviour.

After care

We will continue to review the support required to meet the individual children's needs.

29. Photography and Images

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

St Clare's Catholic Primary School will:

- only allow parents to photograph their own child
- not allow others to photograph or film pupils during a school activity
- not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent
- not identify individual children by name other than first name, if necessary
- obtain permission from parents as children enter the school.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions although we will ask parents not to take photographs/video recordings at the start of each event/production.

Members of staff may use school equipment to take photographs of children whilst engaged in school activities for teaching and learning purposes; for assessment purposes or as means of celebrating successes in school.

30. Preventing Radicalisation

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

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with

specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

From 1 July 2015 all Schools, 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 regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

All staff are made aware of the indicators of radicalisation and all concerns are reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

31. Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

We understand our mandatory duty to report to the local authority where we are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

If staff become aware of private fostering arrangements, they will notify the DSL as soon as practically possible. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

32. Promoting Catholic Values and British Values

In line with the advice given under The Prevent duty (2015) and guidance from Catholic Education Service, we aim to promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental Catholic Values and British Values.

33. Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- a minimum of two emergency contact details
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Register or subject to a care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will securely and confidentially store and agree access to this information in line with Data Protection Act 2018.

34. Racist and Homophobic Incidents

Our school values the individuality of all our pupils. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. Our Race Equality Policy reflects the general and specific duties on schools as detailed in the Race Relations Act 1976 and as amended by the Race Relations Amendment Act 2000. We have regard to the Department for Education specific guidance on bullying including homophobic and transphobic bullying and bullying related to sexual orientation, transgender, disability, race and religion. In line with local authority guidance we report and record all racist and homophobic incidents.

35. 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 DSL, their deputy, the executive headteacher, head of school or the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child

36. Safer Recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following our Recruitment and Selection Policy which has been written in accordance with the guidance in Keeping Children Safe in Education September 2018 and School Staffing Regulations 2009.

Safer recruitment means that all applicants (staff and volunteers) will:

- complete an application form which includes their employment history
- dependent on the role, provide a minimum of two or three referees, including one from the applicant's latest employer, one from someone who can comment on the applicant's suitability to work with children and one from the Parish Priest/Priest of the Parish where the applicant regularly worships or an Additional Professional
- provide evidence of identity and qualifications
- be Enhanced DBS checked and Barred List checked as appropriate to their role
- because staff may be required to work in a position which meets the required criteria. All staff are asked to declare if they are disqualified from working with children in accordance with the Disqualification under the Childcare Act 2006 (as amended)
- establish their right to work in the UK
- carry out further checks if lived or worked outside the UK
- carry out prohibition from teaching checked for those in teaching work
- additional appropriate checks in accordance with statutory guidance
- be interviewed
- complete a risk assessment, where applicable

After a conditional offer has been made, the school will also verify the candidate's mental and physical fitness to carry out their work responsibilities.

- at least one member of each recruitment panel will have attended safer recruitment training
- all new members of staff and volunteers will undergo an induction that includes familiarisation with the school's safeguarding suite of policies and identification of their safeguarding training needs
- all staff are required to confirm they have received a copy of the Part One Keeping Children Safe in Education September 2018 and Annex A, the school's Child Protection and Safeguarding Policy, Staff Code of Conduct/Staff Handbook, Behaviour Policy and What to do if you're worried a child is being abused

- the school obtains written confirmation from supply and third-party agencies that they have carried out the checks on an individual, who will be working at the school, that the school would otherwise perform
- the school will check and record the identity of the person presenting themselves work is the person for whom the recruitment checks have been carried out on

Evidence of all the required checks will be made and recorded on the school's single central record.

37. Safeguarding Information for Pupils

All pupils in our school are aware of a number of trusted adults who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff (DSL) with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

38. Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves, or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops or any device that allows the sharing of media and messages.

All incidents must be reported to the DSL, as soon as practically possible who will follow the guidance UKCCIS sexting advice (for schools and colleges) and Searching, screening and confiscation advice for schools. The key consideration is for staff not to view or forward illegal images of a child.

39. Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

We understand that reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school are supported and protected as appropriate. We follow departmental advice Sexual Violence and Sexual Harassment between Children in Schools and Colleges and the summary in Part 5 of Keeping Children safe in Education (2018).

40. Statutory Assessments

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Children in need (section 17)

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm (section 47)

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is

suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

41. 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, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating the DSL as 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, a separate link person 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
- cooperating fully with relevant statutory agencies.

42. Supporting the Child and Partnership with Parents

- We recognise that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSL will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

43. Supporting Pupils with Medical Conditions

We adhere to Section 100 of the Children and Families' Act 2014 which places a duty to make arrangements to support pupils in school with medical conditions to have the same right of admission as other students and to ensure, in terms of both physical and mental health, they are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

44. Staff Training

All new members of staff (including volunteers) will receive an induction and child protection and safeguarding awareness training, which will give an overview of the organisation, ensure they know its purpose, values, services, structure and to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

All staff, governors and volunteers will be expected to attend safeguarding updates regularly, at least annually, in order to provide them with relevant skills and knowledge to safeguard children effectively. New staff, volunteers and governors will receive an explanation during their induction which includes the school's safeguarding policies, reporting and recording arrangements, the staff code of conduct/staff handbook, details for the DSL, the school's Behaviour Policy and at least Part one and Annex of Keeping Children Safe in Education 2018 and What to do if you're worried a child is being abused.

The DSL will receive training updated at least every two years. In addition to formal training their knowledge and skills will be updated at regular intervals, but at least annually, to keep up with any developments relevant to their role.

There will be a recruitment panel responsible for the safe recruitment of all those working directly with children. There will always be at least one member of each recruitment panel who will have attended safer recruitment training.

To ensure compliance under Section 5B of the 2003 Act. All staff in teaching work will undertake FGM training to make them aware of the indicators and their responsibilities around the mandatory reporting FGM.

To ensure compliance under section 26 of the Counter-Terrorism and Security Act 2015 at least the DSL and the Prevent governor undertake Prevent training in order to exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

Designated teachers will undergo training appropriate to their subject responsibilities.

45. Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. We follow departmental advice Use of reasonable force in schools.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we will consider the risks carefully fully recognising the additional vulnerability of these groups, duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. We act proactively with behaviour support for more vulnerable children, agreeing plans with parents and carers to aid to reduce the occurrence of challenging behaviour and the need to use reasonable force.

46. Visitors

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site

47. Volunteers

We understand that some people, otherwise unsuitable for working with children, may use volunteering to gain access to children. For this reason, any volunteers in the school, in whatever capacity, will be given the same recruitment consideration as paid staff, including a risk assessment as indicated in Keeping Children Safe in Education (2018).

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have unsupervised contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period, they will undergo checks commensurate with their work in the school and contact with pupils. The outcomes of the checks carried out are held in the Single Central Record.

48. Whistleblowing

We understand that employees are often the first to realise that there may be something seriously wrong within the school. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the school. They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

The school is committed to the highest possible standards of openness, probity and accountability. In line with that commitment we expect employees, and others who work on behalf of the school, who have serious concerns about any aspect of the school's work to come forward and voice those concerns. It is recognised that most cases will have to proceed on a confidential basis, more details and organisations which may be contacted can be found in our Whistleblowing Policy and at the back of this policy.

49. Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education 2018.

50. References and useful contacts

Websites

Bradford Safeguarding Children Board
CAPE (Child Protection in Education)
Keeping children safe online

<http://bradfordscb.org.uk/>

www.cape.org.uk

www.ceop.gov.uk

<http://www.childnet.com/>

Bullying & child abuse

www.kidscape.org.uk

www.childline.org.uk

www.nspcc.org.uk

Childnet International

<https://www.childnet.com/>

KS2/3

www.kidsmart.org.uk

NSPCC Child Protection Helpline

The NSPCC Child Protection Helpline is a free 24-hour service that provides counselling, information and advice to anyone concerned about a child at risk of abuse.

Telephone: 0808 800 5000 - Email: help@nspcc.org.uk

NSPCC Whistleblowing Advice Line

The NSPCC has launched a government funded Whistleblowing Advice Line. This will take calls from professionals from any sector who are worried about the way their, or another, organisation is dealing with child protection issues. Employees who don't feel able to escalate these issues internally can contact the service, as well as those who have been unsuccessful in doing so.

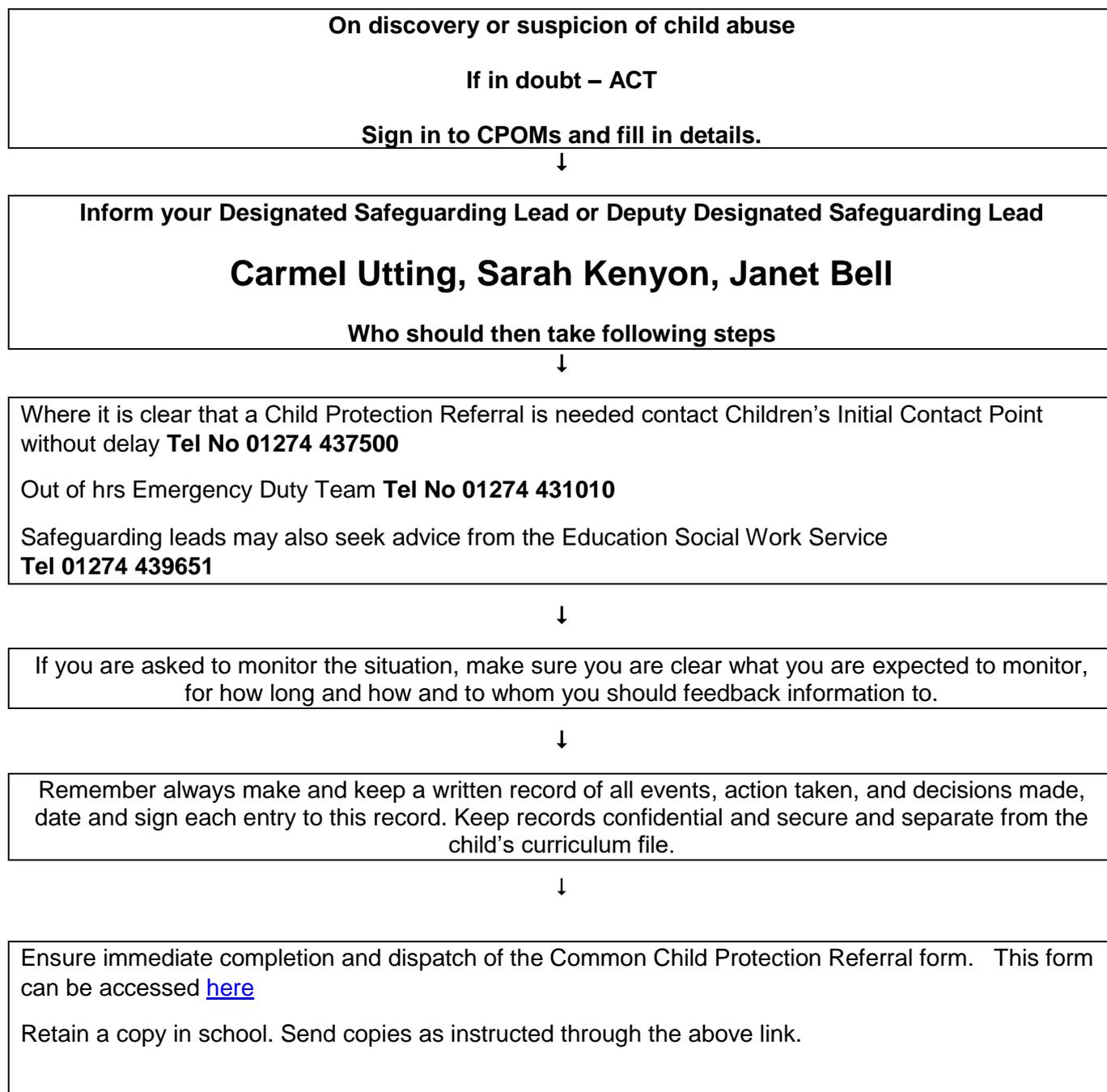
Telephone: 0800 028 0285 (can be contacted anonymously)

Headteacher
Carmel Utting

Chair of Governors
Eileen Difiori



Child Protection Procedures Flow Chart November 2018



USEFUL TELEPHONE NUMBERS

Children’s Social Care Initial Contact Point: 01274 437500
 Emergency Duty Team: 01274 431010
 Education Social Work Service: 01274 439651
 Children’s Specialist Services: 01274 435600
 Police: Javelin House, Child Protection Unit: 01274 376061
Immediate risk of harm 999
 Prevent Coordinator, Michael Churley 01274 432816

Role of the Designated Safeguarding Lead

In accordance with Keeping Children Safe in Education September 2018, the governing body has appointed a Designated Safeguarding Lead (DSL) who is a member of the Schools' leadership team to take lead responsibility for safeguarding and child protection within School (including online safety).

Designated Safeguarding Lead main role:

The DSL is expected to:

Manage referrals

- Refer cases of suspected abuse to the local authority safeguarding partners as required;
- Support staff who make referrals to local authority safeguarding partners
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Act as a point of contact with the three safeguarding partners
- Liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part four of Keeping Children Safe in Education September 2018) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENCOs on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for staff.

Training

The DSL will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The DSL should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.

- understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- The DSL should ensure the School's child protection and safeguarding policies are known, understood and used appropriately;
- Ensure the School's child protection and safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection and safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this; and
- Link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on local safeguarding arrangements.

Child protection file

- Where children leave the School ensure their child protection file is transferred to the new School as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving Schools should ensure key staff such as the DSL and SENCO's are aware as required.
- In addition to the child protection file, also consider if it would be appropriate to share any information with the new school in advance of the child leaving e.g. information what would allow the new school to continue supporting victims of abuse and have that support in place when the child arrives.

Availability

- During term time the DSL (or a deputy) should always be available (during School hours) for staff in the School to discuss any safeguarding concerns.
- Ensure adequate and appropriate cover arrangements are in place for any out of hours/out of term activities.

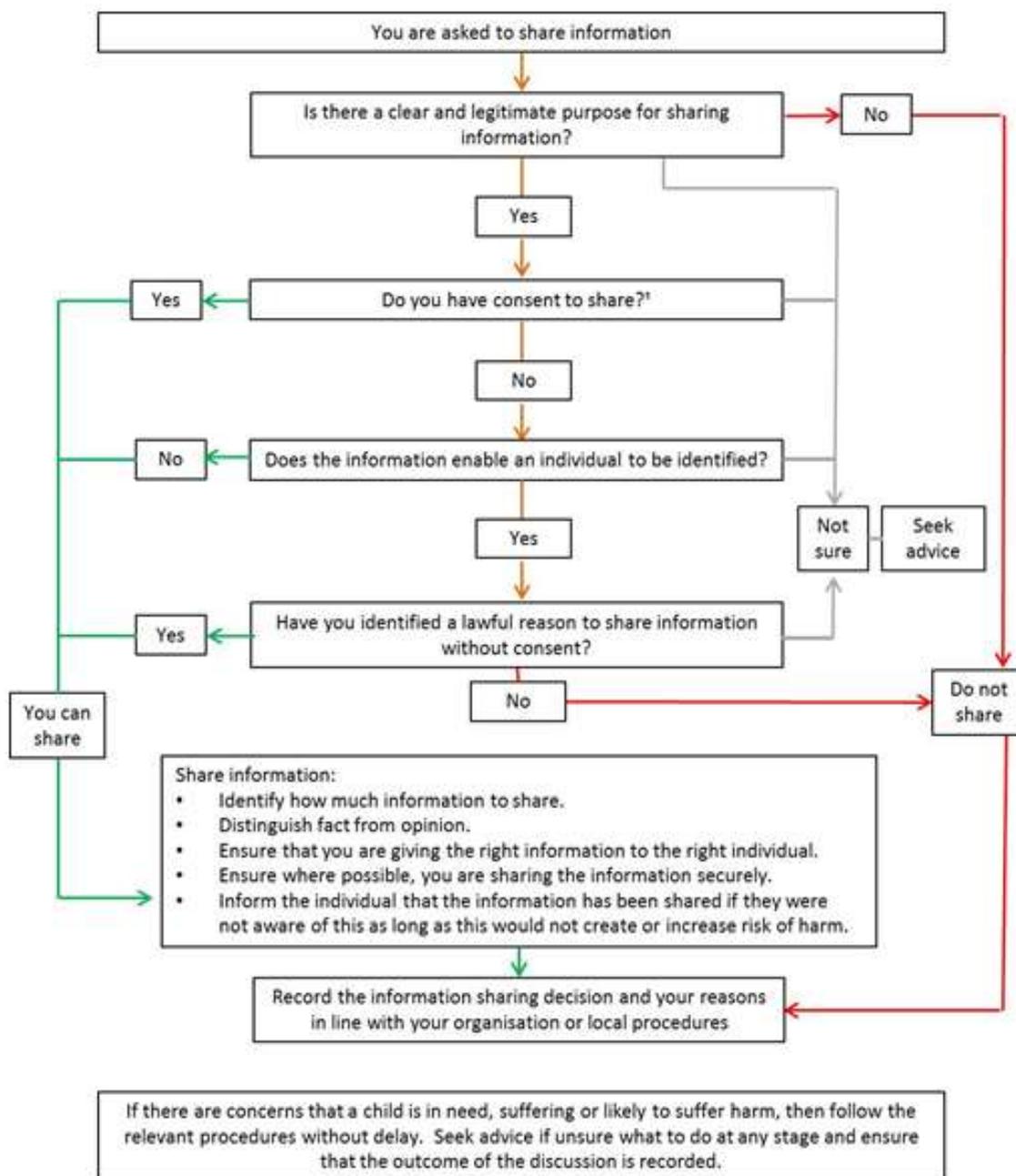
Deputy designated safeguarding leads

All deputy DSL's should be trained to the same standard as the DSL.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL; this lead responsibility should not be delegated.

Appendix 3 Flowchart of when and how to share information

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)



1. Consent must be unambiguous, freely given and may be withdrawn at any time