



## **Safeguarding & Child Protection Policy**

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# **Safeguarding and Child Protection Policy**

## **Mission Statement**

**"Let the light of Christ shine in us all."**

The purpose of this policy is to document the systems and procedures in place within St. Cuthbert's R.C. Primary School to ensure the safeguarding and welfare of children and to ensure that there is a robust mechanism in place to monitor and review the effectiveness of these. This policy has been ratified by the Governing Body and will be reviewed in February 2019.

This document makes Safeguarding and Child Protection responsibilities clear and gives Governors as employers, the ability to dismiss or otherwise discipline Headteachers and Teachers who fail in this duty.

Under the Education Act 2002 schools have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Keeping Children Safe in Education 2016', St Cuthbert's Primary School will work in partnership with other organisations when appropriate to identify any concerns about child welfare and to take action to address them.

## **1. Ethos**

St Cuthbert's Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Keeping Children Safe in Education 2016' and implements policies, practices and procedures that promote safeguarding and the emotional and physical well-being of children, young people and staff.

## **2. Roles and Responsibilities**

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff and volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- Designated senior members of staff for child protection are identified and receive appropriate on-going training.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.

- All staff and volunteers receive appropriate training that is updated annually.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school prospectus.
- Ensure that the Safeguarding Policy is available on the school's web-site.
- Ensure that the school is pro-active and co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg child sexual exploitation, radicalisation and extremism.
- Ensure that referrals are actively followed up; that the procedures for escalating a concern are followed if and where the Designated Leaders of Safeguarding and Child Protection feel it necessary, in consultation with Hartlepool education Officer for safeguarding, Gemma Martin (Hub 284284) or [prevent.contest@cleveland.pnn.police.police.uk](mailto:prevent.contest@cleveland.pnn.police.police.uk) regarding Prevent.
- Ensure that all concerns, incidents or evidence that may indicate a child is at risk is recorded using the schools **CPOMS** system and all Senior Leaders are made aware.

The Governing Body fully recognises its responsibilities with regard to Safeguarding and Child Protection and promoting the welfare of children and will:

- Designate a Governor for Safeguarding and Child Protection who will oversee the school's Safeguarding and Child Protection Policy and practice and champion these issues. The identified governor will receive appropriate training and provide the governing body with appropriate information about Safeguarding and Child Protection and will liaise with the designated members of staff.
- Senior members of the school's leadership team are designated to take lead responsibility for safeguarding within the school.
- Ensure that this Policy is annually updated and reviewed and school complies with local procedures on these issues.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- In response to legislation on Disqualification by Association, all staff complete self-declaration forms and correct procedures are followed.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in-line with 'Keeping Children Safe in Education 2016' and Local Authority procedures.
- All staff, including temporary staff and volunteers who have regular contact with young children receive appropriate training and information about the school's Safeguarding and Child Protection processes as part of induction.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure that young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities

e.g. child sexual exploitation, radicalisation and extremism.

- Utilise the expertise of their staff when shaping this policy and provide opportunities for staff to do this.
- The Designated Leaders of Staff for Safeguarding and Child Protection are:-

Mrs Joanne Wilson (Headteacher).

Mrs Pat Smith (PSA).

Mrs Emma Daly is trained as a designated person and is able to deputise for Mrs Wilson if she is unavailable.

They have a specific responsibility for championing the importance of Safeguarding and Child Protection and promoting the welfare of children and young people registered at the school. They will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training annually.
- Provide relevant information to the Local Authority on how the school carries out its safeguarding duties.
- Provide support and training for all staff and volunteers.
- Ensure that the school's actions are in-line with Hartlepool's Safeguarding Children's Board.
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Ensure that all staff and volunteers receive information on Safeguarding and Child Protection policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for Safeguarding and Child Protection of children receive the appropriate training to undertake this role.
- Manage and keep secure the school's Safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what they have to do if they have a concern about a child or an adult in that they record it on our electronic monitoring programme 'CPOMs'.
- Ensure that the Safeguarding Policy is regularly reviewed and updated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a pupil's safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file.(via cpoms if school has cpoms)
- Liaise with the headteacher to discuss how funding is best used to support the progress of Looked After children in the school.

### **3. Record Keeping**

St. Cuthbert's Primary School operates and maintains a Single Central Record in line with DCSF guidance 'Safeguarding and Safer Recruitment in Education' which records in one database the details of staff working and volunteering within the school.

For regular visitors accessing the school site, evidence of identity is checked and disclosure number is taken and recorded on the Single Central Record.

St. Cuthbert's Primary School will keep and maintain up-to-date information on children on the school roll including where and with who the child is living, attainment, attendance, referrals to and support from other agencies. The two systems we use for this are SIMs and CPOMs.

#### **4. Child Protection Procedures**

The '*Use of Reasonable Force*' section of the Positive Relationships and Behaviour Policy gives clear guidance about when physical intervention is appropriate to use. Teaching staff and some support staff have undertaken training in this area using the 'Team Teach' approach.

- All staff have had child protection training. Copies of the DCSF document '*What to do if you think a child is being abused*' have been distributed to staff for their information.
- Designated teachers have completed the relevant training for this role and undertake re-training when necessary (training is required every two years but updated annually). Designated Safeguarding Leaders are:

The Headteacher - Mrs Joanne Wilson  
The PSA - Mrs Pat Smith.

- All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix 1). If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Leaders and record the concern on CPOMs.
- Agree with this person the action to be taken, by whom and when it will be reviewed.
- Record the concern using the school's safeguarding paper recording system. (See appendix 4.)

#### **5. Early Help**

Early help is a way of providing support for a child as soon as a problem emerges in their life. All staff have a duty to discuss with relevant staff so that we provide any necessary support for a child in our school.

Once a problem has been identified it is the staff member's duty to record on CPOMs and alert the relevant staff.

It is the responsibility of the Designated Safeguarding Leaders to liaise with outside agencies and keep the case under constant review.

## **6. The Curriculum**

All children have access to an appropriate curriculum which is broad and balanced. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question, challenge and to make informed choices in later life.

Religious Education lessons will provide opportunities for children to discuss and debate a range of subjects including lifestyle, family, religious beliefs and practices and human rights issues.

St. Cuthbert's Primary School will take account of the latest advice and guidance provided to address specific vulnerabilities and forms of exploitation e.g. Grooming, Radicalisation and Extremism.

All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

## **7. Attendance**

St. Cuthbert's Primary School views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. Children who are absent are identified from the registers and first-day response telephone calls are made to parents to establish the reason for their absence.

The Parent Support Advisor liaises with parents of children whose attendance is highlighted as an issue, with involvement from the Local Authority attendance service and other agencies, where appropriate.

Statistics and trends in pupil absence are also monitored and these are reported to governors on a termly basis. The school is committed to ensuring that children attend regularly and thereby receive the best possible education.

## **8. Safe Recruitment and Selection of Staff**

The school's recruitment and selection policies and processes adhere to the DfE guidance 'Keeping Children Safe in Education' 2016.

All Staff and Governors who work with children in this school have D.B.S certification that is less than five years old.

Volunteers and students require a DBS that is less than 3 years old.

## **9. Training**

All staff are made aware of the school's safeguarding systems as part of their induction.

In accordance with 'Keeping Children Safe in Education 2016' all staff receive 'Introduction to Safeguarding' run by Hartlepool Safeguarding and Child Protection Board (HSCB) as part of their induction and will receive refresher training annually. All staff will also receive any other child protection training which is regularly updated.

#### **10. Prevent**

The new Counter Terrorism and Security Act 2015, places a legal duty on public bodies, including schools, to have 'due regard to the need to prevent people from being drawn into terrorism.' This is a legal duty, backed by statutory guidance.

St. Cuthbert's Staff have been trained by Hartlepool Borough Council (HBC) to assess the risk of pupils being drawn into terrorism. It is the school's duty to ensure that children are safe from a range of views which are extremist and seek to radicalise.

#### **11. Informing Parents/Carers**

Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

Parents and carers will usually be informed if a referral is to be made to the Children's Social Care Service or any other agency.

Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Leaders will seek advice from Children's Social Care.

#### **12. Domestic Abuse**

The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and Hartlepool First Contact Service will be contacted as soon as possible.

### **13. Honour Based Violence (HBV)**

Encompasses crimes which have been committed to protect or defend the honour of a family or community. These include Female Genital Mutilation (FGM), forced marriages and practices such as breast ironing. This is abuse and staff should record it on CPOMs and inform the designated safeguarding leads.

Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.

Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies and if a teacher discovers that an act of FGM appears to have been carried out on a girl, under the age of 18, the **teacher** must report this to the police.

### **14. Peer on Peer Abuse**

Safeguarding issues that children may have been experienced may manifest themselves via peer on peer abuse. This is most likely to include, but not be limited to bullying, including cyberbullying, gender based violence, sexual assaults and sexting. Staff should record it on CPOMs and inform the designated safeguarding leads.

### **15. E-Safety**

St. Cuthbert's Primary School has an Acceptable Use Policy which recognises that E-Safety is a safeguarding issue not an ICT issue and includes safety at home as well as at school. The purpose of internet use in school is to help raise educational standards, promote pupil achievement and support the professional work of staff as well as enhance the school's management information and business administration.

The internet is an essential element in 21<sup>st</sup> century life for education and at St. Cuthbert's Primary School we have a duty to provide children with quality access as part of their learning experience.

St. Cuthbert's Primary School also has a staff Mobile Phone Policy which provides guidance on the use of mobile technology and safeguarding issues around such technologies.

### **16. Managing Allegations Against Staff and Whistleblowing**

All allegations made against a member of staff and volunteers, including contractors working on-site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against who the allegation is made.

St. Cuthbert's Primary School has a comprehensive Allegations Against Staff policy which is in-line with Hartlepool Borough Council procedure: 'Arrangements for making

allegations against people who work with children or those who are in a position of trust.'

St. Cuthbert's Primary school has a comprehensive Whistleblowing Policy.

## **17. Visitors**

All visitors to the school should be challenged before entry and must provide their DBS Certificate and photographic proof of identity that can be checked and ratified by the school. Police Officers will be asked for their warrant card.

Staff working for any Local Authority or Local Health Authority should have formal ID provided by their employer. This serves as proof that they have undergone a DBS clearance by their employer and their information does not need to be entered on the school's Central Record.

All Registered Volunteers, Staff, and Governors should wear their photographic identity that was provided by the school.

Office staff will ensure all unregistered visitors sign in and receive a visitor's badge at reception which needs to be worn at all times and then sign out accordingly.

## **18. Other Relevant Policies**

### **Physical Intervention**

Our policy on Positive Relationships and Behaviour Policy by staff is set out in a separate document and is reviewed annually by the Governing Body. We acknowledge that staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to the pupil or other person.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under Child Protection or disciplinary procedures.

### **Anti-Bullying**

Our policy on Positive Relationships and Behaviour includes anti-bullying and is set out in a separate document which is reviewed annually by the Governing Body. We acknowledge that to allow or condone bullying may lead to consideration under Child Protection Procedures.

### **Racist Incidents**

Our policy on racist incidents is set out in the Racial Equality Policy and is reviewed annually by the Governing Body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under Child Protection Procedures.



## **Health and Safety**

Our Health and Safety Policy is set out in a separate document and is reviewed annually by the Governing Body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

## **Children with Statements of Special Educational Needs (One Plan)**

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, physical and mental disabilities, sensory impairment and or emotional and behavioural problems are particularly sensitive to signs of abuse and should advice be required, regarding possible safeguarding issues of SEND children, then staff would discuss their concerns with one of the safeguarding leaders.

## **Confidentiality and Information Sharing**

Staff will ensure that confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required.

The Headteacher or other Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets.

## **19. Working With Children**

It is essential that care is taken to minimise the possibility for abuse and misunderstanding and misinterpretation. Staff/volunteers are made aware of the potential for misunderstanding when touching children. If it is an accepted part of an activity, touching should be appropriate to the situation and follow accepted guidelines where they exist. Consoling a child who is upset, administering first aid or supporting a participant in an activity is acceptable and necessary behaviour.

The following list includes behaviour that the majority of staff/volunteers working with children should never engage in:

- Be alone with children out of public view. Leaders should not ask staff/volunteers to work with children in situations where staff/volunteers will be completely unobserved.
- Kiss children.
- Engage in rough or sexually provocative games.
- Make sexual comments.
- Invite or allow children into their home (childminders being an exception).

- Give a child a lift in their car except in emergencies (unless it is part of their job).
- Letting allegations, made by anyone, go unacknowledged, unresolved or not acted upon.

Staff/volunteers should, however, endeavour to minimize possible misunderstandings of their actions.

### **What To Do If Children Talk About Abuse Or Neglect**

It is recognised that a child may seek an adult out to share abuse or neglect with, or talk spontaneously individually or in a group when a member of staff is present.

In these situations they must:

- Listen carefully to the child and NOT directly question the child.
- Give the child time and attention.
- Allow the child to give a spontaneous account: do not stop a child who is freely recalling significant events.
- Make an accurate record of the information given, taking time to record the timing, setting and people present, the child's presentation as well as what was said.
- Use the child's own words.
- Explain that they (the staff member) cannot promise not to speak to others about the information they have shared.
- Reassure the child that:
  - ◆ They are glad they have told them;
  - ◆ They have done nothing wrong;
  - ◆ What they are going to do next;
  - ◆ Explain that they will need to get help to keep the child safe.
  - ◆ They **MUST NOT** ask the child to repeat his or her account of events to anyone.

This is recorded on CPOMs and the Designated Safeguarding Leader must be made aware of any disclosures. Allegations against a member of staff will be taken seriously and protocol will be followed (Appendix 3).

It is good practice to ask a child why they are upset or how a cut or bruise was caused, or respond to a child wanting to talk.

If a teacher discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police.

If staff are concerned about a child they **MUST** share their concerns. They should speak to one of the Designated Safeguarding Leads (DSL).

If one of the DSL is implicated in the concerns, staff can discuss their concerns

## APPENDIX 1

### Types of abuse and neglect (Keeping Children Safe in Education 2016)

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

- **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 (e.g. via the internet). They may be abused by an adult or adults or by 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 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **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 provide adequate food, clothing and shelter (including exclusion from home or abandonment), protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers) or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **CHILDREN ACT**

The main law governing children is called the 'Children Act'. It came into force in 1991.

Some of the main points are:

- ❖ The needs of the child come first (they are more important than their parents' rights).
- ❖ The parents have responsibility to care for their children's basic needs.
- ❖ The Local Authority (Council, Health, Education, Police etc.) have a duty to promote children's welfare.
- ❖ The same Local Authority must protect children.
- ❖ The same Local Authority must work together to promote and protect.
- ❖ The child's opinion should be listened to.

Some important children's rights:

- ❖ The right to be fed regularly
- ❖ The right to be clean
- ❖ The right to play
- ❖ The right to be safe
- ❖ The right to be emotionally secure
- ❖ The right to be valued and understood
- ❖ The right to be allowed to be a child.

### **DISCLOSURE GUIDANCE**

If a member of the teaching or non-teaching staff finds themselves in a position where a child discloses sensitive information, he/she must not lead an investigation into the situation under discussion.

#### **Dealing with Disclosures**

##### **Receiving the information**

- ❖ Listen to the child
- ❖ Accept what the child says

##### **Reassure the Child**

- ❖ Stay calm
- ❖ Don't promise confidentiality

##### **React**

- ❖ Establish the facts
- ❖ Do not ask leading questions
- ❖ Do not criticize the perpetrator
- ❖ Do not ask the child to repeat to another member of staff
- ❖ Explain what you have to do next and to whom you have to talk
- ❖ Inform the Designated Person

##### **Record**

- ❖ Make brief, but accurate notes
- ❖ Do not destroy notes (they may be needed in court)
- ❖ Record date/time/place and note any non-verbal behaviour
- ❖ Record actual words
- ❖ Draw a diagram to indicate position of any bruising
- ❖ Be objective in recording - not interpretation or assumption
- ❖ Record on CPOMs.

##### **Support**

- ❖ Ensure that the child has appropriate support.
- ❖ Ensure personal support, without disclosing confidential information.

### **TEACHERS FACING ALLEGATIONS OF ABUSE**

When an allegation of abuse is made against a teacher there will be immediate consideration of whether a child or children is/are at risk of significant harm and in need of protection. If this is the case there will be immediate referral to the local Child Protection investigating agencies. The responsibility for this lies with the Headteacher or the Deputy Headteacher if the Headteacher is the person against whom the allegation is made. Immediate consideration should be given to any need for medical assistance and for seeking medical evidence of suspected or alleged abuse.

The LADO Philip Curtis must be informed of any allegations made against staff (Hub 401844)

Children who report that they have been abused by a member of staff must be listened to. On no account should suggestions be made to children as to alternative explanations for their worries.

Staff cannot promise total confidentiality to pupils who disclose allegations. Teachers should make it clear to pupils who approach them asking for complete confidentiality that in some circumstances teachers would be bound to pass on what they were told.