

All Saints Catholic Primary School



Safeguarding Children and Child Protection Policy 2017

At All Saints Catholic Primary School we refer to the UNICEF Convention on the Rights of the Child as the basis for our policies.

Article 19 states "Every child has the right not to be harmed.

Article 12 states, "Every child has the right to say what they think in matters concerning them and to have their views taken seriously."

Section 175 of Education Act 2002 requires local education authorities and the governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children, as set out in Keeping Children Safe in Education 2015 and Working Together 2015.

Here at All Saints we work hard to safeguard and promote the welfare of our pupils by:

- Creating and maintaining a safe learning environment for children and young people
- Rigorously monitoring school attendance
- Identifying where there are child welfare concerns and taking action to address them in partnership with other organisations where appropriate.

The Designated Person:

The Safeguarding and Attendance Officer is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the authority and working with other organisations as necessary and will remedy without delay any deficiencies or weaknesses in arrangements for safeguarding and promoting welfare that are brought to their attention.

The Designated Person(s) for this school are Lead Safeguarding/Attendance Officer, Mrs C. Kennedy, Head Teacher, Mrs A Holleran and Deputy Headteacher, Mrs V. Carlin. The designated Governor is Mrs Toye.

The role of the Designated Person is:

- To refer cases of suspected abuse or allegations to the relevant investigating agencies using procedures outlined by the LA

- Act as a source of support, advice and expertise when deciding whether to make a referral by liaising with relevant agencies
- Identifying signs of abuse and when appropriate to make a referral
- Have a working knowledge of Local Safeguarding Children's Board (LSCB), conduct of a child protection case conference and be able to attend and contribute when required to do so
- Ensure each member of staff has access to and understands the school's child protection policy especially new or part time staff who may work with different educational establishments
- Ensure all staff, receive induction training and are able to recognise and report any concerns immediately they arise. Ensure refresher training courses at least every two years
- Ensure child protection policy is reviewed and updated annually with the governing body. Ensuring the monitoring and evaluation of the policy and relevant action plans have clear and specific outcomes
- Ensure parents have access to information, which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later. (prospectus, parent information leaflet)
- Ensure children's child protection file is copied and transferred to any new establishment as soon as possible separately from the main file

All teaching and non-teaching staff, are aware of their responsibilities with regard to the protection of children, from abuse and from inappropriate and inadequate care, and are committed to responding in all cases where there is concern.

In the event of a member of staff (whether teaching or non-teaching) having a child protection concern about a pupil, he/she will immediately inform the designated person, and accurately record the events giving rise to the concern.

The action to be taken is detailed in the safeguarding referral process as outlined in the LSCB procedures. All staff must have access to and have knowledge of the procedures and follow them.

If a member of staff feels that a concern should be acted upon and it is not referred then they have the right to refer direct to Social Care. If this is the case inform the DSL/HT of the action.

Children in need

Children are defined as being 'in need' under the Children Act 1989 section 17, when their vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (s17(10) of the Children Act 1989), plus those who are disabled. The critical factors in deciding whether a child is in need are:

- What will happen to a child's health or development without services being provided, and
- The likely effect the services will have on the child's standard of health and development

What is abuse:

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

Emotional Abuse:

Persistent emotional maltreatment such as to cause severe and persistent adverse effects on the child's emotional development. May involve conveying to children that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person. May feature, age or developmentally inappropriate expectations being imposed on them.

Sexual Abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. May involve physical contact including penetrative or non-penetrative acts, involving children looking at, in the production of sexual online images, watching sexual activities or encouraging children to behave in sexually inappropriate ways

Neglect:

Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. May involve failing to provide adequate food, clothing and shelter, protect from physical and emotional harm or danger, adequate supervision, ensure access to appropriate medical care or unresponsiveness to basic emotional needs

Domestic Abuse:

Domestic abuse is officially classified as "any incident of threatening behaviour, violence or abuse between adults who are or have been in a relationship together, or between family members, regardless of gender or sexuality."

The school will behave in a non-judgemental way when dealing with a disclosure made by a child and may ask for advice or refer to Children's Social Care in accordance with its Child Protection guidelines.

The police, through Operation Encompass will inform the school of any incidents that they may have dealt with the previous night, relating to a child at the school.

Children will be given opportunities to talk and have a trusted adult listen to what they have to say, who will reassure and support them.

School can refer to SWACA (Sefton Women and Children's Aid) for support for both the child and their care giver

The school's website gives useful links for parents/carers in this situation

Substance misuse:

Children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and also increased risk of being a victim of violent crime and sexual exploitation.

Staff should be aware of changes in a child's behaviour and report to the Safeguarding Lead if they have any concerns. Concerns will then be dealt with in accordance with Child Protection guidelines.

In the event of staff having concerns about a parent/carer, they should report this to the Safeguarding Lead immediately and the child should not be allowed to leave school premises until the concern has been dealt with by the SL and Head Teacher.

Child Sexual Exploitation (CSE):

Child sexual exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Radicalisation:

A duty is placed on local authorities, childcare, education and other children's services by the Counter-Terrorism and Security Act, to have due regard to the need to prevent young people from being drawn into terrorism ("the Prevent Strategy").

The Prevent Duty states, there is no single way to identify an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Terrorist organisations, such as ISIL, are trying to radicalise and recruit young people through an extensive use of social media and the internet. Parents should be aware and monitor closely, their child's online activity.

The school will act in accordance with Child Protection guidelines if faced with a concern about a child in its care.

Female Genital Mutilation (FGM):

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of Multi-Agency Practice Guidelines.

E-safety, data protection and the use of digital photographic equipment:

The school's E-safety policy clearly outlines the way in which the school uses technology and the measures in place to ensure safe and responsible use. This includes a clear code of conduct which all stakeholders are asked to adhere to. Alongside this the school's data security policy (see ICT and Mobile Phone Policy) and the policy related to the use of digital photographic equipment by staff, students and parents/carers identifies strategies to minimise risk. Also see our Anti Cyber Bully Policy.

Schools should consider, in particular, Looked After Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs.

Bullying:

By law, all state schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils.

There is no legal definition of bullying, but it is usually defined as, a repeated behaviour, intended to hurt someone either physically or emotionally. It takes many forms and can include physical assault, teasing, making threats, name calling and cyberbullying, either by mobile phone or online, also hate crime. Victims may be targeted because of race, religion, gender or sexual orientation.

Staff will follow anti-discrimination laws by acting to prevent discrimination, harassment and victimisation within the school. Cases of alleged bullying will be dealt with by the Head Teacher and Safeguarding Lead. This applies to both children and staff. The Head Teacher is responsible for dealing with allegations of bullying relating to staff members.

The Head Teacher has the legal power to make sure pupils behave outside of school premises. School has the right to report to the police or Local Authority, bullying alleged to have taken place off school premises.

The school has an anti-bullying policy.

Listening to children:

All children deserve to be listened to. The school aims to be a nurturing environment, where children feel comfortable to talk about anything that is troubling them, safe in the knowledge that they are being listened to.

The following guidance will act as a framework for staff response:

- Be accessible and receptive, listen carefully and ask open questions to clarify e.g. who, what, when, where, how.
- Take it seriously (e.g. This is very serious, I'm sad that this has happened to you)

- Reassure the child they are right to tell (e.g. I'm glad you told me, that was the right thing to do)
- Reassure the child it was not their fault (e.g. The big person/grown up knew it was very wrong to involve you in adult things.
- Negotiate getting help - Tell the child you are going to get help for them and their family - prepare them for the fact that you must involve others.
- Explain - that you cannot personally protect them - but will support them in telling the right people to make sure it does not happen again.
- Report - all suspicions or disclosures immediately
- Make careful records of what was said - immediately using the child's own words and including questions you asked. Keep your hand written notes.

Do not:

- Jump to conclusions to make promises you cannot keep. (Confidentially)
- Try to get the child to disclose - let the child talk and ask only the questions you need to know to clarify immediate safety. The child should not be repeatedly interviewed as the police/social care interview will form the basis of evidence needed to protect the child.
- Speculate or accuse anybody
- Ask any leading questions whatsoever e.g. was it daddy/mummy etc, or any questions requiring a yes/no answer

Parents:

It is good practice to inform parents of concerns and subsequent referrals to social care unless the child is at risk of significant harm by doing so.

Meetings with parents will be held with the designated person and/or head teacher.

In the event of a parent/carer arriving at school where staff suspect that they are under the influence of alcohol or drugs, staff must immediately

alert the Designated Safeguarding Lead, Head Teacher or other responsible senior staff.

Children will not be allowed to leave with any adult who is suspected of being under the influence of alcohol or drugs. A call will be made by the Safeguarding Officer or Head Teacher for another appropriate adult to come to school. In the event that no such person is available, the Lead Safeguarding Officer or other designated member of staff will refer to social care for support. (Please see: Children Arriving and Being Collected Late Policy)

Parent in prison:

In every community and school there will, at some point, be a child or young person with a parent in prison. 200,000 children are affected by parental imprisonment across England and Wales each year.

The school will aim to support children and their families during times of parental imprisonment by:

- Giving a child the opportunity to talk and be listened to by a trusted adult
- Be none judgemental and respect confidentiality where appropriate
- Keep the parent in prison informed about their child with copies of school reports, newsletters, phone calls etc.
- Authorise visits to prison on school days and offer support to children following these visits
- Help carers to access additional forms of support by liaising sensitively with partner agencies, respecting the family's right to confidentiality

Details about how to access support from school as well as from voluntary organisations, are available on our website under Parents.

Allegations against adults in school:

It is essential that any allegation of abuse against a teacher or other member of staff or volunteer in an education setting is dealt with fairly,

quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. (Safeguarding Children and Safer Recruitment in Education)

Referral is to the Head Teacher, unless they are the one accused, in cases of this nature, the Chair of Governors should be contacted.

- If an allegation is made or information is received which suggests that a person may be unsuitable to work with children, the member of staff, temporary staff, volunteer or Governor, receiving the allegation or aware of the information will immediately inform the Head Teacher
- The Head Teacher will on all occasions discuss the content of the allegation with the Local authority Designated Officer (LADO)
- If allegations made to a member of staff, temporary member of staff, volunteer or Governor, concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO without notifying the Head Teacher first
- Contact details for the Chair of Governors are available at the Main Reception
- The school will follow the Local Safeguarding Children's Board (LSCB) procedures and LADO advice for managing allegations against staff
- All staff, including temporary staff, volunteers and Governors, should be aware of their duty to raise concerns, where they exist. If it becomes necessary to consult outside school they should speak in the first instance to the LADO. Contact details for the LADO are available at Main Reception
- The Head Teacher has a duty to respond to allegations made by pupils

Details about how to access support from school as well as voluntary organisations, are available on our website under **Parents**.

Recruitment and vetting:

Adult access to pupils: via any school activities, the use of school premises or promotion of outside school activities will be assessed for level of risk and

regularly monitored. In all circumstances all employed and voluntary staff should have undergone vetting by the Criminal Register Bureau including application forms, references and interviews as outlined in Working Together to Safeguard Children (statutory guidance for schools and colleges) 2014.

The school will ensure that all adults and pupils know any relevant procedures or codes of conduct.

Procedures Handbook:

The LSCB Statutory Guidance Handbook will be kept in the Designated Persons office and the staff room.

The designated person will ensure that all staff are aware of this and are familiar with the Education Guidance Section.

Child Protection Conferences:

The Designated Safeguarding Lead for the school who is properly informed about the immediate concerns as well as about the child and his/her history will attend all child protection conferences. Full reports to conference in accordance with procedures, will be provided to Social Care and multiple copies taken to the Conference to be distributed.

Staff Support:

The stress on staff involved in any aspect of child protection work is considerable, and the school will ensure that staff members are properly supported. The Head Teacher and Designated Person will be responsible for ensuring that support from outside the school is sought where appropriate.

Child Protection in the Curriculum:

The planned curriculum will include material and activities, mainly within Personal, Health and Social Education which are designed to help children to be less vulnerable to abuse, where this is possible, without in any way implying that the responsibility for child protection is the child's. This will

include emotional health and wellbeing, relationships and sex education, antibullying, safety, drug education and all work that develops self - esteem and inter-personal skills.

Coherence:

The Safeguarding Children and Child Protection Policy will be complemented and supported by other school policies and practice.

Other Related Policies:

Behaviour Policy

Positive Handling Policy

Collecting Children From School Policy

E-Safety and ICT Policy

Mobile Phone Policy

Anti-Bullying Policy

Key documents that inform this Policy are:

- The Children Acts 1989 and 2004
- The Education Act 2002
- Revised Safeguarding Statutory Guidance 2 - Framework for the Assessment of Children in Need and their Families 2000
- What to do if you are worried that a child is being abused 2003
- The Role and Responsibilities of the Designated Teacher for Looked After Children 2009
- Working Together to Safeguard Children 2015
- Keeping Children Safe in Education 2015
- Information Sharing 2015

This policy will be given to all staff members who must read and sign.

Signed.....

Updated September 2017

Adopted by Governors

Chair: Mrs Wilkins