

Safeguarding & Child Protection Policy



St. Vincent's Catholic Primary School

Together, through Christ, we grow and learn

Date of Policy: September 2020

Date of Next Review: September 2021

Presented to Governors: September 2020

Person Responsible: Marina Coleman, Danielle Duffy and Holly Carruthers

Designated persons-Marina Coleman, Danielle Duffy and Holly Carruthers Governor responsible for Child Protection-Karen Scarborough

1. Aims

The governors and staff of St Vincent's Catholic Primary School fully recognise the significant contribution the school makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm. All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment, which promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- To establish a safe environment in which children can learn and develop.
- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and support staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To develop a structured procedure within the school which will be followed by all members of the school community for identifying and reporting cases of suspected abuse or risk of abuse.
- To emphasise the need for good levels of communication between all members of staff.
- To explain the system and procedure within the school which will be followed by all staff if they are worried about a child's welfare or if they are being abused.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To support pupils who have been abused in accordance with their agreed child protection plans.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.

To ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children we have a separate Safer Recruitment Policy.

We recognise that our school staff have a duty to share information which will make an important contribution to the assessment of a child who may be in need of services from the Local Authority and we will develop effective links and cooperate as required including attendance at case conferences.

Our school procedures for safeguarding children will be in line with the Local Authority (LA), the Local Safeguarding Children's Board (LSCB), The All London Child Protection procedures and Working Together to Safeguard Children guidance.

We will ensure that:

- We have a designated member of staff who undertakes regular Designated Safeguarding Lead (DSL) training every 2 years and in addition keeps up to date with safeguarding developments at least annually-**Marina Coleman**
- We have a member of staff who will act in the designated teachers absence-**Danielle Duffy**. Whilst Danielle Duffy is on maternity leave, this role will be covered by **Holly Carruthers**.
- We have a member of the governing body dedicated to Child Protection-**Karen Scarborough**
- Depending upon their role, all members of staff will undergo basic Safeguarding and Child Protection training and develop their understanding of the signs and indicators of abuse and receive regular updated training annually (with regular updates as necessary).
- All members of staff know how to respond to a pupil who makes an allegation or appears to be vulnerable or at risk
- All teachers are checked on the NCTL Teacher Services system for any restrictions imposed by countries in the European Economic Area (EEA)-<https://teacherservices.education.gov.uk>
- All temporary staff and volunteers having contact with our pupils will be DBS checked and given a copy of this policy.
- Any agency workers presenting at the school is the same person the agency has provided checks for.
- All parents/carers are made aware of the responsibilities of staff members with regard to Safeguarding and Child Protection procedures by this policy being available on the school website www.stvincentsprimary.org.uk.

- All pupils are aware of who they can talk to in school if they are worried or concerned.
- Our procedures are updated and reviewed at least annually.
- All new staff and volunteers are given a copy of the Safeguarding and Child Protection Policy and Keeping Children Safe Part 1 as part of the Induction to the school.
- Child Protection Awareness and updates will be carried out as part of our INSET and CPD with all staff annually with a staff discussion and review of the Policy taking place in September each year.

2. Implementation

Responding to disclosure and Referral Procedures

If a disclosure is reported to you:

1. Ensure the young person is safe and reassured. Respect their right to privacy and time to talk without interruption.
2. Listen to what is being said to you without pressure, judgment or horror. Do not ask leading questions. Always believe what the child has told you. A young person who is freely recalling significant events should not be interrupted.
3. Reassure the young person calmly and gently that they have done the right thing in telling you. Do not promise confidentiality. You must inform the Designated Teacher for Child Protection. Explain to the young person that to safeguard them, you must pass on the information that they are telling you. Tell them what will happen next, who you will tell and when.
4. Do not ask the young person to remove any items of clothing to show you any injuries.
5. Report what you have disclosed to the designated teacher as soon as possible.
6. Record on CPOMS <https://stvincentspri.cpoms.net> in a clear and precise way what the young person has told you as soon as possible whilst it is still fresh in your mind.
 - Use actual words or sentences spoken by the young person rather than an interpretation of what was said.
 - Specific facts relating to named people, dates, times, places and context of disclosure should be recorded accurately.
 - If any injuries are visibly shown, record where they are and what they look like.
 - Remember, all recordings must be accurate and factual and dated as you may be required to produce the information as evidence for any further action that may be required.

Please remember that recording on CPOMS does not replace speaking to the Designated Lead and this must be done immediately.

Timing of referrals

Schools have no legal right to stop the young person from going home at the end of the school day, so it is vital that referrals are made as early as possible, especially if it is believed that the young person would not be safe in going home. It is particularly important that concerns about the safeguarding and protection of a child or young person is raised as soon as possible to ensure that matters can be dealt with prior to any school holiday breaks. This is in order to safeguard the young person and ensure systems are in place but also to ensure relevant staff are available to attend any strategy meetings, conferences or to provide reports.

Supporting and Safeguarding Children

- We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated, and self blame. They may feel helplessness, humiliation and some sense of blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. School may be the only stable, secure and predictable element in the lives of children at risk.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- Our school will support all pupils by:
 - Ensuring children know there are adults in the school whom they can approach if they are worried.
 - Establishing and maintaining an environment where children feel secure, are encouraged to talk and are listened to.
 - Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
 - Promoting a caring, safe and positive environment within the school.
 - Supporting the mental health and wellbeing of our pupils.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children such as Social Services, Child and Adult Mental Health Service, Education -Welfare Service and educational Psychology Service.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.
- Having at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

Supporting Staff (including supply staff) We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

Confidentiality We recognise that all matters relating to Child Protection are confidential. The Headteacher or 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 must respect pupil confidentiality and must not discuss Child Protection cases with anyone other than the designated person, and be mindful of staffroom chatter, including when discussing past pupils. 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. Child Protection information will be sent through a secure electronic system or courier if required. Pupil Child Protection records will not be sent by post.

Safer Recruitment We ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children. Commitment to safeguarding is made clear at all stages of the recruitment process as detailed in the Safer Recruitment Policy. All members of staff must have a current Disclosure and Barring Service (DBS) check and new staff employed on a permanent basis by the school will undergo a new DBS check. All staff will require rechecking every 3 years.

Whistleblowing We recognise that children cannot be expected to raise issues that worry them if they feel unsafe or they feel that they will not be taken seriously or where staff fail to act in response to their concerns. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues in regard to their behaviour or actions of colleagues as detailed in the Whistle Blowing Policy. Staff are advised of the NSPCC Whistleblowing Helpline 0800 028 0285

Physical Intervention 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 another 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. There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour, but individual plans should be created to minimise the likelihood of challenging behaviour and, when it does occur, that there is less use of physical restraint to de-escalate a situation.

Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues, such as those listed below. The same procedures will be followed as for all other child protection concerns. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting out children in danger.

- Bullying including cyber bullying
- Children missing education
- Children missing from home or care
- Children and the court system, when children are appearing as witnesses;
- Children with family members in prison;
- Criminal Exploitation of children (County Lines);
- Child sexual exploitation
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse

- Female Genital Mutilation
- Forced marriage
- Gangs and youth violence
- Gender based violence/ violence against women and girls (VAWG)
- Hate
- Homelessness
- Mental health
- Missing children and adults strategy
- Peer on Peer abuse
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking

Bullying Bullying is a Safeguarding and Child Protection issue. Bullying includes physical, verbal, written as well as bullying on the internet or mobile phone. It may be homophobic or racial in content. Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Please refer to Anti-Bullying Policy.

Children Missing Education

A child missing from education is a potential indicator of abuse or neglect.

All schools must inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to remove a pupil from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Child Sexual Exploitation and Child Criminal Exploitation

- These are defined as forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
- The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.
- In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator.
- It can be perpetrated by individuals or groups, males or females, and children or adults.
- It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse.
- It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence.
- Victims can be exploited even when activity appears to be consensual.

- It can happen online as well as in person.
- Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.
- A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of 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; and
- Children who regularly miss school or education or do not take part in education.

So-called 'honour-based' abuse (HBA) 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, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead.

Domestic Violence Domestic Violence is a safeguarding and child protection issue. Any child who has been witness to or involved in incidents of domestic violence will have suffered a degree of trauma, and is likely to be at risk of emotional damage and/or physical injury. Allegations domestic violence or risk of witnessing such incidents will be referred to the Duty and Assessment Team.

Mental Health Mental health is explicitly included in the definition of safeguarding, which now includes 'preventing impairment of children's mental and physical health or development'.

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one.
- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education.
- All staff should take action on any mental health concerns that are also safeguarding concerns, following our school's child protection policy and speaking to the DSL or deputy.

Female Genital Mutilation If a teacher, in the course of their work 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.

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.

Online safety and Cyber Bullying (refer to Online Safety Policy Sept 2018) As with all forms of harm or abuse, there is no exhaustive list of signs or indicators to watch out for. But these can include: changes in children's behaviour, demeanour, physical appearance and presentation, language or progress.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. These issues can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

If you are concerned that a child's safety is at risk because you suspect someone is using communication technologies (such as social networking sites) to make inappropriate contact with the child:

1. Report to and discuss with the named child protection officer in school and contact parents.
2. Advise the child on how to terminate the communication and save all evidence.
3. Contact CEOP <http://www.ceop.gov.uk/>
4. Consider the involvement police and social services.
5. Inform LA e-safety officer.

Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.

All staff, parents and pupils must sign their agreement to an Acceptable Use Policy. This details the use of mobile telephones, photography, computers and the internet.

Peer-on-Peer abuse

Peer-on-peer abuse is any form of physical, sexual, emotional, financial, and/or coercive control exercised between children and young people. It can take many forms including bullying, physical abuse, sexual violence and sexual harassment, sexting and so-called initiation ceremonies. Intimate and non-intimate relationships. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. This includes sexting. Please refer to CEOP guidance. Since 2019 upskirting is now a form of peer-on-peer abuse. It is a criminal offence. Definition: upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

Preventing radicalisation

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.

Prevent Duty: schools have 'due regard' to the need to prevent people from being drawn into terrorism. Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Racist Incidents Our policy on racist incidents is set out in a separate Racial Equality policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Serious violent crime

All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. These include:

- Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs

- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them.. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance." (DfE, 2019a)

Photography Photos can only be taken of children by external parties if written permission has been received from the parents. Children names must never be published with photos that are to be published for a wider audience. Sample letters requesting permission are stored on the network in the letters file. An Acceptable Use Agreement is signed by parents at the start of each academic year.

Prevention We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHE which equip children with skills they need to stay safe and to know to whom they should turn for help.
- Ensure children do not have access to internet chat sites at school and are warned of the dangers of using these sites outside of school.

Early Help

Staff need to be able to identify vulnerable learners who need Early Help support. Part of identifying vulnerable learners is understanding the difference between safeguarding concerns and a child in immediate danger or at risk of significant harm. Although the words safeguarding and Child Protection are often used interchangeably they have different meanings.

- Safeguarding is what we do for all children
- Child Protection refers to procedures we use for children at risk of significant harm or who have been harmed.

Organisation of Curriculum Time

- Both key stages have regular circle time including direct and indirect teaching of self-esteem and respect for ourselves and others. (See PSHE policy)
- The PSHE /Citizenship curriculum develops the skills children need to recognise and stay safe from abuse. (See Sex and Relationships Policy and curriculum)
- The Science curriculum includes sex education, and health and hygiene education. (See Science policy)
- Pupils are provided with good lines of communication with trusted adults, supportive networks and an ethos of protection.
- An ethos is maintained where children feel secure and are encouraged to talk and are always listened to.
- All children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- We keep doors to all rooms open wherever adults are working with children.

The following subjects will be mandatory from September 2020:

- Relationships education (for all primary schools)
- Health education (for all pupils in state-funded schools)

3.Responsibilities

Governors

Governors are responsible for:

- Ensuring there a nominated governor responsible for Safeguarding and Child Protection.
- Ensuring there is a nominated senior person for Safeguarding and Child Protection who has received appropriate training and support for this role.

- Ensuring the school has an up to date Safeguarding and Child Protection Policy, and they are aware of the contents and procedures described in the policy.
- Awareness that there are additional barriers that exist when recognising the abuse of pupils with SEN-D. These children are potentially more likely to be vulnerable and school seeks to keep them safe.
- Ensuring that all matters relating to a child are kept confidential, and information is shared with other staff on a need to know basis
- Mediating if an allegation has been made against the Head Teacher. The Chair will discuss the content of the allegation with the LA Lead Officer for Safeguarding and Child Protection and follow LA procedures for managing allegations against staff.
- Utilising the experiences and expertise of their staff when shaping safeguarding policies.
- Ensuring appropriate filters and monitoring systems are in place. (Please note over-blocking should not lead to unreasonable restrictions as to what children can be taught).
- Ensuring children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Must all have completed an Enhanced DBS Check (without Barred List unless they are in regulated activity)
- KCSIE 2019 states that maintained schools should carry out section 128 checks on their governors . Associate members do not need to have an enhanced DBS check.
- Ensure there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.
- Ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.
- Make certain that procedures are in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children.

Designated Safeguarding Lead (DSL)

As specified in their Job Descriptions, Marina Coleman is the Designated Safeguarding Lead (DSL), and is responsible for the following, with Danielle Duffy / Holly Carruthers seconding this position:

- Attending DSL training updated every two years; and in addition to this keep up to date with safeguarding developments at least annually.
- Ensuring every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibilities and boundaries which are: identification, assessment, listening, recording and referring to the Designated Teacher.
- Ensuring all staff sign annually to show they have read and understand the Safeguarding & Child Protection Policy, the latest Safeguarding advice and the Disqualification by Association Policy.
- Ensuring all staff read and understand Part One of Keeping Children Safe In Education 2020. If there are any sections that are not understood staff must speak to the Headteacher for clarification.
- Ensuring that parents have an understanding of the responsibility placed on the school and staff by posting the policy on the school website.
- Involve parents in Safeguarding and Child Protection concerns except where (1) this would put the child at risk or (2) there has been an allegation of sexual abuse.
- Developing effective links with relevant agencies and cooperating as required with their enquiries regarding Safeguarding and Child Protection.
- Ensuring all staff receive induction training on appointment and that training is undertaken at least annually, with regular updates as necessary.
- Ensuring all staff and volunteers have basic Safeguarding and Child Protection training and provide regular inset on legislation and procedures.
- Keeping confidential written records of concerns about a child even if there is no need to make an immediate referral and ensuring that all such records are kept confidentially and securely and are separate from pupil records with an indication of further record-keeping being marked on the pupil records.
- Once an incident has been reported, consulting with or reporting any disclosures by making a referral to The Duty, Referral and Assessment Team (020 7641 7560) or, if the child is already known to Social Services, the allocated Social Worker or named team with responsibility. A referral will need clarification of the reason for the referral, details of the young person (name, d.o.b., address and other agencies involved), nature of concern, any urgent action required, any need for medical attention, whether the parents are

aware of the referral and any action required to gain parental consent. The referral will be recorded in the CP file, signed, dated and recording the name of the person spoken to.

- Ensuring that any pupil currently on the concerns register who is absent without explanation for two days or if there are any changes that cause concern is referred to Social Services
- Liaising and working together with all other support services and agencies adhering to guidelines regarding children on the concerns register.
- Sharing information with Social Services if they are making enquiries about a child or family where there are CP concerns. Share at Case Conference or strategy meeting if one is called.
- The local authority will inform the school if a child has a social worker, and the DSL will hold and use this information in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on:
 - Responding to unauthorised absence or missing education where there are known safeguarding risks.
 - The provision of pastoral and/or academic support.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded.
- Recognising that children with special educational needs may be especially vulnerable to abuse and take extra care to interpret carefully. DSL will work closely with Special Educational Needs Co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available to all staff in relation to their responsibilities when working with children with intimate care needs.
- Liaise with the Virtual School Head, who is responsible for the progress of Looked After Children.
- Developing and following procedures where an allegation is made against a member of staff.
- Complete a risk assessment for individual volunteers to decide whether or not an enhanced DBS check is needed. Even if it is decided that an enhanced DBS is to be requested, if the volunteer is not in regulated activity, it is not legally permitted to complete a barred list check (Keeping Children Safe in Education 2019).
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Where children are being asked to learn online at home the safeguarding lead and deputy should ensure they follow the advice from the department to ensure online learning is supported safely ('safeguarding-in-schools-colleges-and-other-providers' and 'safeguarding-and-remote-education').
- The DSLs will help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with teachers and other staff.

This could be done by, for example:

- Making sure that staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for them.
- Supporting teaching staff to identify the challenges that children in this group might face, and the additional academic support and adjustments that they could make to best support them.

Class teachers, support staff, supply staff and volunteers

Our school procedures for safeguarding children will be in line with LA and ACPC procedures. Teachers, support staff, supply staff and volunteers will ensure that:

- They always maintain an attitude of 'It could happen here' and, when concerned about the welfare of a child, they always act in the best interest of the child.
- They sign annually to show they have read and understand the Safeguarding & Child Protection Policy, the latest Safeguarding advice and the Disqualification by Association Policy.
- They are aware of and adhere to the schools Safeguarding and Child Protection policy and guidelines at all times.
- They read and understand Part One of Keeping Children Safe In Education 2020. If there are any sections that are not understood staff must speak to the Headteacher for clarification.
- They understand the role of the Designated Safeguarding Lead (DSL)
- They are aware of their duty of care and acceptable, professional behaviour towards children; know that any physical punishment is against the law and any verbal or physical contact that worries or intimidates a child may lead to a complaint.
- They should identify children who would benefit from 'Early Help'.
- Be able to identify the signs and symptoms of abuse including specific safeguarding issues outlined in Keeping Safe In Education e.g. Radicalisation in line with the Prevent Duty 2015, Children Missing From

Education, Child Sexual Exploitation, Female Genital Mutilation, in line with the mandatory reporting of concerns from October 2015.

- They respond to a pupil who discloses abuse in a calm, non-judgemental way. Allow the child to talk, but do not promise to keep secrets. Listen supportively but do not ask direct questions. Record the conversation/incident down on CPOMS immediately <https://stvincentspri.cpoms.net>, and speak to the designated person.
- They have an awareness of the safeguarding challenges for children with SEND including: awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability, higher risk of peer group isolation, disproportionate impact of bullying and difficulties with communication. Children with SEN and disabilities have access to mentoring and support.
- All matters relating to a child are kept confidential, and information is shared with other staff on a need to know basis.
- Encourage self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Promote a caring, safe and positive environment within the school.
- If a teacher, in the course of their work 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 a child is in immediate danger or is at risk of harm a referral should be made to children's social care and / or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed as soon as possible that a referral has been made.
- Should be provided with the opportunity to contribute to and shape safeguarding arrangements and child protection policy.
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment.
- All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence).
- Staff should refer concerns or allegations about supply staff to the headteacher.

Professionals in all agencies have a responsibility to refer a child to children's social care when it is believed or suspected that that child has suffered significant harm, is likely to suffer significant harm, has developmental and welfare needs which are likely only to be met through the provision of family support services (with agreement of the child's parent /legal guardian). If ever in doubt you must inform the Designated Safeguarding Lead who is encouraged to contact the local duty and assessment social work team.

Allegations against staff

We understand that a pupil may make an allegation against a member of staff that the staff member has

- Behaved in a way that has harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child in way that indicates they would pose a risk of harm to children
- If a pupil makes an allegation against a staff member, the member of staff will immediately inform the Head teacher (or the next senior teacher in their absence) unless the allegation is about the headteacher.
- The headteacher on all such occasions will discuss the content of the allegation with the LA Lead Officer for Safeguarding and Child Protection who is the nominated senior officer or the LADO (Local Authority Designated Officer and their HR officer
- If the allegation made to a member of staff concerns the Headteacher, the member of staff must speak to the Deputy Head/ member of the Senior Management Team and they must contact the LADO, the LA Lead Officer, HR Officer and Chair of Governors immediately.
- The school will follow the Diocese, LA and LSCB procedures for managing allegations against staff, a copy of which will be readily available.
- The Headteacher, Deputy or Chair of Governors may ring the LADO or the LA Lead Officer for consultation at any time.
- Staff will be supported by the Deputy if the headteacher is leading the investigation.

Note: If a strategy meeting is called the meeting will decide:

1. *Whether there should be a S47 Child Protection investigation*
2. *Whether there should be a criminal investigation*
3. *Whether there should be an investigation under LA Disciplinary Procedures*

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;

- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Details of allegations that are found to have been malicious should be removed from personal records. However for other allegations, it is important that clear and comprehensive summary of the allegation, details of how the allegations was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personal file of the accused, and a copy provided to the person concerned.

Staff contact with pupils

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct and should familiarise themselves with the DfE Guidance regarding reasonable force:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

Allegations against Supply Staff

- There may be some cases when an allegation against someone not directly employed by the school has been made. Therefore our usual disciplinary procedures will not fully apply, like supply staff provided by an agency.
- In this instance the safeguarding lead and deputy will make sure allegations are dealt with properly, and shouldn't decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome.
- Governing boards should discuss with the agency whether it's appropriate to suspend the supply teacher, or redeploy them to another part of the school, while they carry out their investigation.
- Agencies should be fully involved and co-operate in any enquiries, but the school will usually take the lead as the agency won't be able to collect the necessary information.
- The allegations management meeting will address issues such as information sharing, to ensure previous concerns or allegations known to the agency are taken into account.
- When using an agency, the safeguarding lead will inform them of our process for managing allegations, including inviting the agency's HR manager or equivalent to meetings and keeping them up to date with information about our policies.

4. Monitoring and Reporting

Staff discuss concerns with the designated teacher and record observations correctly using the child's own words and adult responses as soon as possible, using CPOMS <https://stvincentspri.cpoms.net>. Written records of concern will be kept about children even if there is no need to refer the matter immediately. All record will be kept securely, separately from the main pupil file, in a locked location in the headteacher's office

A referral must be made to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

5. Health and Safety

Our Health and Safety policy 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.

Related policies-Anti-Bullying, Behaviour, CPD/Induction, Health and Safety, ICT Acceptable Use Policies-Staff, Parents and Pupils, Managing Equalities, Online Safety PSCE, Sex and Relationships, Safer Recruitment, Whistle Blowing

Essential reading (all available in the Headteachers Office)

The Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009

Keeping Children Safe in Education Sept 2020

Working Together to Safeguard Children 2015

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015

What to do if you're worried a child is being abused: Advice for practitioners 2015

United Nations Convention on the Rights of the Child

DfE Teaching Online Safety In Schools June 2019 <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>