



**DUKINFIELD**

# **CHILD PROTECTION & SAFEGUARDING POLICY**

(November 2017)

**Designated Safeguarding Lead: Mr J Murray (Headteacher)  
Deputy Designated Safeguarding Lead : Mrs J Robinson (SENDCO)**

## **POLICY FOR CHILD PROTECTION & SAFEGUARDING**

### **Purpose**

This policy was updated in November 2017. It incorporates our procedures for Child Protection and it replaces and supersedes any previous Safeguarding and/or Child Protection Policy. This policy also incorporates advice contained within – and must always be read in conjunction with – the most up to date version of '[Keeping Children safe in Education](#)' (DfE). Where any omissions or contradictions exist between school policy and DfE advice, DfE advice should be followed.

This policy is designed to help the staff of St. Mary's to fulfil their mission, which is to enable each child to fulfil their full human potential in an environment of love, peace, justice and truth.

The purpose of this policy is to make explicit St Mary's Catholic Primary School's commitment to the development of good practice and sound procedures in child protection and safeguarding. This policy gives clear direction to **all** staff and volunteers about expected responses to child protection and safeguarding issues. In turn, this ensures that child protection and safeguarding concerns and referrals are handled sensitively, professionally and in ways which prioritise the needs and best interests of the child.

St Mary's fully recognises the contribution it can make to protect children and support pupils in school. There are three main elements to our Safeguarding Policy:

- (a) **Prevention:**  
(e.g. positive school atmosphere, teaching and pastoral support to pupils).
- (b) **Protection:**  
(By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection and Safeguarding concerns).
- (c) **Support:**  
(To pupils and school staff and to children who may have been abused).

### **Child Protection Aims**

All staff at St Mary's have a crucial role in the recognition and referral of suspected child abuse and neglect. The aim of this policy is to set out responsibilities and expectations of staff and other relevant adults clearly, particularly in identifying and reporting possible or actual instances of child abuse.

In order to be effective in the protection of our children, all relevant adults at St. Mary's will strive to: -

- maintain an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to
- provide suitable support and guidance so that pupils have a range of appropriate adults whom they feel confident to approach if they are experiencing difficulty
- work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure
- be vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby staff in school report such cases to the

school's designating safeguarding staff, and are aware of local procedures so that information is effectively passed on to relevant professionals, such as social workers.

- help to prevent abuse through the curriculum. This will be done at St. Mary's by providing a PSHE programme which will help children to acquire the relevant information and an attitude to resist abuse – in all its forms - in their own lives.
- ensure the protection, welfare and safety of children through a range of additional and complimentary measures contained in the school's Positive Behaviour Policy and Anti-Bullying Policy.

### Types of abuse and neglect

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 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.

(The above categorisation of abuse is taken from *'Keeping children safe in education'*, DfE, May 2016)

### Designated Members of Staff

All adults working with or on behalf of children at St Mary's have a responsibility to protect children. There are, however, key people within schools and the Local Authority who have specific responsibilities under safeguarding and child protection procedures. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document.

At St. Mary's the headteacher is the Designated Safeguarding Lead (DSL) and the SENDCO is the Deputy Safeguarding Lead.

At St Mary's, the designated safeguarding lead will take **lead responsibility** for safeguarding and child protection. The deputy DSL will be trained to the same standard as the designated safeguarding lead.

The ultimate **lead responsibility** for safeguarding and child protection, remains with the designated safeguarding lead. At St Mary's, this responsibility will not be delegated.

The designated safeguarding lead and deputy will liaise with the local authority and work with other agencies in line with guidance contained in the current version of 'Working together to safeguard children' (DfE).

During term time the designated safeguarding lead or the deputy will endeavour to always be available (during school hours) for staff in school to discuss any safeguarding concerns. Out of hours/out of term contact with the DSL can be made in the ways outlined in the Staff handbook.

The designated safeguarding lead and deputy will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated every two years. In addition to this formal training, their knowledge and skills will be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

In the absence or due to the unavailability of both the DSL or deputy DSL then any concerns should be directed to the Deputy Headteacher.

### The Early Help Process

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
  - undertake an assessment of the need for early help; and
  - provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.
- Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children

At St Mary's, the CAF is a model for carrying out assessment of need for children identified as an Early Help concern.

### Supporting Staff

As professionals with specific training and particular expertise, the DSL and deputy DSL can make teaching staff less anxious by talking through concerns and helping to reach the difficult and sensitive decisions needed to ensure that a child at St Mary's is protected by the procedures. It should be remembered that although it is the role of the school to be alert to possible signs of abuse and to report concerns, it is not the responsibility of school staff to make enquiries of parents or others.

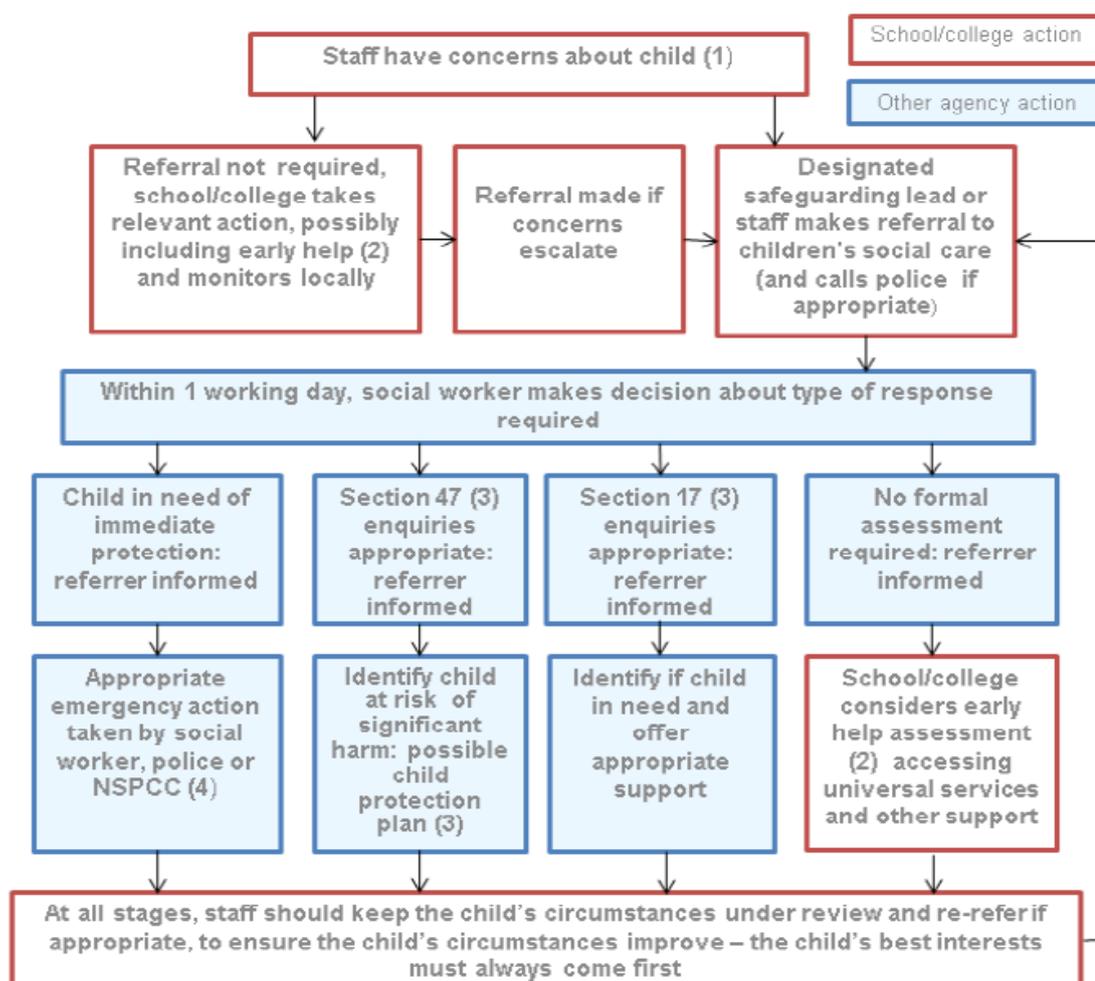
Where possible, any concerns about a child's safety and welfare should be reported to the DSL and/or the deputy DSL as soon as possible, in order to agree a course of action.

**However, any staff member can make a referral to children's social care. If this does happen, then the member of staff making the referral should inform the DSL as soon as possible.**

### Concern about the Headteacher or another member of staff

If the concern is about the headteacher then this should be reported to the Chair of Governors in the first instance. If the concern is about any other member of staff or volunteer in school, then this should be reported to the Headteacher.

### Child Protection Procedures: Actions where there are concerns about a child



### The Limits of Confidentiality

Headteachers and teachers often worry about confidentiality when talking with children who are experiencing difficulties at home or who may be being abused. It should be remembered that the degree of confidentiality should be governed by the need to protect the child. When talking to a child, or interviewing anybody else offering information, it should be made clear that it may not be possible to maintain confidentiality if this would prejudice a child's welfare. Protecting the child must always overrule any consideration of confidentiality.

### Training in Child Protection

The designated staff with responsibility for Child Protection attend courses throughout the year in order to keep up to date with statutory requirements and good practice. Evidence of their attendance on courses is stored in the Safeguarding Children File as well as being captured and updated on the annual Safeguarding Children Audit form which is completed and sent to Tameside LA every year. This form is also presented annually to Governors at the Autumn Term Meeting of the full governing body.

All new staff, temporary staff, volunteers and students on placements, will receive a Safeguarding Induction and a copy of this policy (and the latest copy of 'Keeping Children safe in Education') from the DSL or deputy DSL and will be asked to sign for these and undertake to read them.

In addition, every year the teaching staff and support staff will receive updates on safeguarding and Child Protection. This may take the form of a whole-staff training session or attendance at external courses or the use of directed time so that staff can undertake online training from an approved source. This is in order to ensure that all staff are provided with relevant skills and knowledge to safeguard children effectively.

At St Mary's, we recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunities are therefore provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

### Online safety

As schools increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the governing body of St Mary's will ensure appropriate filters and appropriate monitoring systems are in place.

### Records and monitoring

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies.

At St Mary's, a confidential Safeguarding Children file is stored in a secure location. In this file are pink 'cause for concern' forms which will be filled in by the DSL or deputy DSL whenever a concern is passed on by another worker in school.

Whenever a pink cause for concern form is completed, the DSL and deputy DSL will confer in order to decide what action should be taken next. Yellow forms allow the DSL and deputy DSL to record any consultations which are made to Children's Social Care. The file also contains a supply of CP1 forms, which are to be filled in whenever a formal referral is made to Children's Social Care.

Investigations are the responsibility of Children's Social Care and the Police and should be left to them. Working with Tameside Children's Social Care and providing them with the necessary information is not only good practice but also a legal requirement. In St. Mary's liaising with Social Services from within the local authority (and, in the case of a Looked After Child, the possibility of Social Services from other local authorities) is the

overall responsibility of the headteacher as DSL, who may delegate to the deputy DSL and/or Deputy Headteacher on occasions.

The Safeguarding Children file is kept separate from other school records and is stored securely under lock and key.

If a child whom we have concerns about leaves our school, the DSL or deputy DSL will contact the Headteacher of the receiving school in order to discuss, confidentially, any ongoing Child Protection or Safeguarding concerns. Any paper records will be passed on to the DSL of the receiving school in person where this is practical.

#### Protecting and supporting pupils at increased risk

Our school recognises that children who experience harm through abuse, neglect or through witnessing domestic violence may find it difficult to develop a sense of self worth and to view the world in a positive way.

Our school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. In response there may be steps taken to consider suspension or exclusion from school. Such steps should be taken in the context of considering the needs of the child; where appropriate a common assessment ('CAF') should be carried out (with the consent of the parent/carer and/or young person)

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support and that other children are protected from harm.

Our school will endeavour to support pupils through:

- (a) The curriculum, to encourage self-esteem and self-motivation;
- (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- (c) The implementation of school behaviour management policies
- (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- (e) Regular liaison with other practitioners and agencies that support the pupils and their families, in-line with appropriate information sharing protocols;
- (f) A commitment to develop productive, supportive relationships (i.e. to work in partnership) with parents/carers whenever possible and so long as it is in the child's best interests to do so;
- (g) The development and support of a responsive and knowledgeable staff team trained to respond appropriately in child protection situations.

We recognise that children with behavioural difficulties and special educational needs and/or disabilities can be particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol misuse, children may also be particularly vulnerable and in need of support or protection.

#### Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. At St Mary's, we will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. The Child Looked After (CLA) Lead at St Mary's is the SENDCO. Appropriate staff at St Mary's will have the

information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Appropriate staff will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL and CLA Lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

#### Protecting pupils from Child Sexual Exploitation

Unsubstantiated suggestions that a young person may be involved in exploitative sexual activity should be treated with caution. None of the following indicators, whether singly or in combination, should be viewed as conclusive proof but any of them may be taken as suggestive of the possibility:

- Physical symptoms eg sexually transmitted infection or bruising suggestive of either physical or sexual assault.
- Reports from reliable sources suggesting the likelihood of involvement in exploitative sexual activity.
- Significant changes in the young person's style of clothing/image.
- Repeatedly consorting with unknown adult met outside the usual range of social contacts and/or other young people known to be sexually exploited.
- Phone calls or letters from adult men or women outside the young person's usual range of social contact.
- Reports that a young person has been seen in places known to be used for sexual exploitation.
- Accounts of social activities with no plausible explanation of the source of necessary funding.
- Being missing from their place of residence or late returns with no plausible explanation.
- Returning from being missing looking well cared for, in spite of having no known base, indicating that a bed or roof has been provided to the young person as part of their sexual exploitation.
- Possession of large amounts of money, goods or substances without plausible explanation.
- Acquisition of expensive clothes or other possessions without plausible explanation.
- A history of sexual abuse.
- Possible confusion about sexual orientation arising from sexual exploitation.

If a member of staff or other adult in school suspects that a pupil is a victim of Child Sexual Exploitation (CSE), they should follow the same consultation and referral process as outlined above.

#### Protecting Pupils from Female Genital Mutilation

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

From October 2015 mandatory reporting procedures relating to FGM have been in force. This means that where a **teacher** discovers that an act of FGM appears to have been carried out on a girl who is under 18 years of age, then there is a statutory duty upon that individual to report it to the police. Any teacher failing to report such cases will be subject to disciplinary sanctions.

No member of staff should ever examine a pupil in order to ascertain whether FGM has taken place or not. In all cases of suspected FGM, school staff should discuss their suspicions with the school's DSL, unless they have good reason not to.

### Protecting pupils from Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is defined by the DfE as, 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.

Protecting children from the risk of radicalisation should be seen as part of St Mary's wider safeguarding duties and should be dealt with in a similar way to protecting children from other forms of harm or abuse.

Staff should be alert to changes in a child's behaviour which could indicate that they are in need of help or protection. Staff must use their professional judgement in identifying children who might be at risk of radicalisation. In all cases of suspected radicalisation, school staff should discuss their suspicions with the school's Designated Child Protection Person, unless they have good reason not to.

The Headteacher, as DSL, has undertaken Prevent Awareness training and is able to support colleagues when they suspect that a child at St Mary's is in need of protecting from the risk of radicalisation.

### Children Missing Education (CME)

Staff at St Mary's Catholic Primary School will always 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 absence of 10 school days. School will contact the local authority's CME Coordinator on the eleventh day of any such absence. Children missing education could be as a result of other safeguarding issues (eg – abuse, neglect, travelling to conflict zones, FGM, forced marriage, etc) and staff at school must be aware that CME is an possible indicator of abuse.

## OTHER SAFEGUARDING MEASURES

### Safer schools, safer staff

School staff are advised about ensuring safe practice at Child Protection Training and at Child Protection Induction. The steps that are taken by the school to safely recruit and select staff include:

- Prominence given to Safer Recruiting Practices in all job advertisements
- The appointment of at least one member of staff or member of the governing body who has undergone 'Safer Recruitment' Training to all interview panels.
- Special consideration given to safer recruitment issues when scrutinising candidates' written applications
- Inclusion of interview questions which explicitly seek to address safer recruitment issues

### Visitors to School

The control of visitors is a fundamental part of our school's approach to safeguarding. Our policy is that –

All visitors report to the reception desk on arrival where they fill in all sections of the Visitor's Log. All visitors are issued with a badge to be worn at all times. This includes parents, helpers, contractors and any other person that is not school staff.

Identity checks\* will be carried on by the school's office staff to ensure that imposters do not gain fraudulent entry to school or unsupervised access to pupils.

Visitors on site will be accompanied by a member of staff to their destination and will be returned to the reception area by a member off staff in order to "sign out" of school. Visitors are those people that are issued with a badge from reception.

For their own safety any authorised visitors will be given appropriate information on the school's health & safety procedures such as parking, fire safety and first aid.

No visitors to school will be permitted to have unsupervised access to children unless school staff are entirely satisfied that the visitor has enhanced DBS/CRB disclosure.

(\*Identity checks can include individuals being vouchsafed by the headteacher or senior staff or examination of proof of identity. It will not always be necessary to see a DBS/CRB disclosure)

#### Is a DBS/CRB disclosure necessary for everyone that visits or works in school?

Examples of people who do not need to apply for a DBS/CRB disclosure include:

Visitors who have business with the Headteacher or other staff or have brief but supervised contact with children, with a member of staff present;

Visitors or contractors who come on site only to carry out emergency repairs or service equipment and who will not be left unsupervised on school premises;

Volunteers or parents who only accompany staff and children on one-off outings or trips that do not involve overnight stays, or only help at specific one-off events e.g. a sports day, when there is only supervised access to children (ie - with another member of staff present).

#### Contractors and other public sector staff

St Mary's will ensure that any contractors who may come into contact with children have undergone appropriate checks and are DBS/CRB cleared. This includes kitchen staff.

Individuals such as psychologists, nurses, dentists, centrally employed teachers and other public sector staff will have been checked by their employing organisation, whether Local Authority, Primary Health Trust or Strategic Health Authority. It is not necessary to see their CRB/DBS disclosure as appropriate checks will have been carried out. School will check identity when an individual arrives to ensure imposters do not gain access to children. Such colleagues should wear their identity badge at all times or be prepared to show another form of identification (eg – photo driving licence, passport)

#### Controlling access to the school building

Access to the St Mary's school building is controlled through the locking of doors and a magnetic door closure system which is accessible with a key fob. All magnetic doors release in the event of the fire alarm being activated. All employed staff are issued with an access key fob. The distribution of keys and key fobs is controlled by the Headteacher, via the Site Manager. There is an inventory of all keys and fobs issued. All spare keys are kept securely by the Site Manager. All employed staff are responsible for keeping their key fob safe and accessible at all times.

Lost or stolen key fobs must be reported to the Headteacher and/or Site manager immediately so that site security is not compromised. There is a £5 replacement fee for a lost key fob.

None of the doors in the school's front entrance which operate on a magnetic door closure system must ever be propped open as this potentially compromises the security of the school building.

Regulations regarding school access will be communicated to the school community and reviewed annually. Authority to be on school premises does not entitle a person to have access to all areas of the school premises. A person is not allowed to remain on school premises if, in the judgement of the Headteacher or Deputy Head, his or her presence is considered detrimental to the safety or well-being of a person/persons on the premises or to the security of school.

Staff must inform the school office of the presence of an unauthorised visitor as soon as possible and the office staff will alert a senior member of staff immediately.

Students will be communicated to annually regarding school access arrangements. Students will be encouraged to make staff aware of person/s on site who is not wearing an identity badge in line with the school's safeguarding arrangements.

Staff must not use force when dealing with unauthorised visitors. If force is deemed necessary, the police should be called immediately.

#### Photography, videos and other images

Under no circumstances should staff be expected or allowed to use their personal equipment to take images of pupils at or on behalf of the school or setting.

#### Role of the Governors

The Governors of St. Mary's will: -

- monitor training of the DSL, deputy DSL and all other staff in school
- ensure that sound policies and procedures are in place
- ensure that there is a designated person in place
- review and monitor the Safeguarding policy annually
- receive a report of the working of policy and procedures at least annually from the headteacher.

This policy should be considered alongside other related policies in school. These are:

- Positive Behaviour Policy
- Anti-bullying
- Special Education Needs
- Health and Safety
- E-safety
- Whistle-Blowing Policy
- Allegations Against Staff Policy

**Date of initial policy adoption: 15<sup>th</sup> June 2011**

**Who adopted the policy: the Full Governing Body**

**This policy is reviewed and updated at least annually – most recently following a meeting of the full governing body on Wednesday 6<sup>th</sup> December 2017.**