

# **St Patrick's RC Primary School, Fairfield**

## **Safeguarding and Child Protection Policy 2015-16**

**To be approved: Spring Term 2016**

**Review: Spring 2017**

## **SCHOOL CONTACTS**

### **DESIGNATED SAFEGUARDING LEAD(S)**

Nora Hughes - Headmistress

### **SAFEGUARDING GOVERNOR**

George Hunton

### **FIRST CONTACT**

01642 527764

### **EMERGENCY DUTY TEAM**

08702402994

### **STOCKTON LOCAL AUTHORITY DESIGNATED OFFICER**

PHIL CURTIS

01642 527413

## **MISSION STATEMENT**

The School Motto, '**May Christ be seen in us**', summarises the intent behind our work here at St. Patrick's. When we are open to Christ we move towards achieving our full potential in all things. With this in mind we seek to:

- provide opportunities and to allow for prayer, worship and liturgy to become meaningful, pivotal and valued aspects of our lives in faith
- develop the partnerships among the Home, School, Parish and Community to support and enrich the work of both pupils and staff
- provide opportunities, a quality curriculum and a sound delivery of programmes of study through which knowledge, skills and understanding will equip our pupils for the responsibilities and experiences of life now and in time to come
- promote a climate of justice, care, honesty, diligence, respect, tolerance and forgiveness so that children and staff can relate with each other with confidence and to good purpose
- foster a sense of concern and care within the school so that we can serve each other and the community both locally and beyond.

Our motto is 'May Christ be seen in us' If we are close to Christ we will do our very best.

### **Children's Version:**

At St. Patrick's we want -

- \* To pray, worship and go to mass together
- \* Everyone at home, at school, in the parish and in our local area to work together to help us and all the staff who work with us
- \* To have the chance to learn lots and develop skills that will help us now and when we are older.

At St. Patrick's we promise that everybody will-

- '' Act fairly
- '' Care for each other
- '' Be honest
- '' Work hard
- '' Respect each other
- '' Be patient
- '' Be forgiving

So that children and staff all get on well.

We promise to care for-

- Each other
- Our community
- Our friends abroad

## **1. INTRODUCTION**

- 1.1 This policy has been developed to ensure that all adults in St Patrick's Primary School are working together to safeguard and promote the welfare of children and young people. This policy has been ratified by the Governing Body and will be reviewed in Spring 2017.
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.
- 1.3 The Headteacher and have the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- 1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities, functions, culture and ethos of St Patrick's Primary School. This policy complements and supports other relevant school and Local Authority policies (Appendix A).
- 1.5 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2015' and 'Keeping Children Safe in Education 2015', St Patrick's Primary School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

## **2. ETHOS**

- 2.1 St Patrick's Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2015' and implements policies, practices and procedures that promote safeguarding and the emotional and physical well being of children, young people and staff.
- 2.2 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.
- 2.3 St Patrick's Primary School will exercise diligence and prevent any organisation or speaker from using the schools facilities to disseminate extremist views or radicalise pupils and staff.

## **THE CURRICULUM**

- 3.1 All children have access to an appropriate curriculum which is broad and balanced and differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others.

- 3.3 Personal Social Health and Citizenship Education and Religious Education lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, family patterns, religious beliefs and practices and human rights issues.
- 3.4 St Patrick's Primary School will take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation eg Grooming, Radicalisation and Extremism.
- 3.5 All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

#### **4. ATTENDANCE & EXCLUSIONS**

- 4.1 St Patrick's Primary School views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.
- 4.2 The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important.
- 4.3 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and understand how important this practice is in safeguarding children and young people.
- 4.4 In the event of an exclusion leading to off-site education, we will only place children in another local school or referral unit which is a registered provider and has been quality assured. Children who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by St Patrick's Primary School in accordance with the School Register Regulations.
- 4.5 The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

#### **5. KEEPING RECORDS**

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

#### **6 ROLES AND RESPONSIBILITIES**

- 6.1 The Headteacher and SENCO of St Patrick's Primary School will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practised. ○ Designated Senior Members of staff for child protection are identified and receive appropriate on-going training.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.

- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.
- Ensure that the Safeguarding and Child Protection policy is available on the school's web-site.
- Ensure that the school is pro-active and co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalization and extremism.
- Ensure that any referrals are actively followed up; and that the procedures for escalating a concern are followed if and where the Designated Persons feel it necessary, in consultation with each other.

## 6.2 The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. The identified governor will establish the level of understanding of safeguarding duties for Governors and the Headteacher to inform future necessary actions.
- Senior members of the school's leadership team are designated to take lead responsibility for safeguarding within the school.
  - The school's safeguarding policy is reviewed annually and updated and the school complies with local safeguarding procedures.
  - The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
  - In response to legislation on Disqualification by Association, all staff complete self declaration forms and that correct procedures are followed.
  - Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with 'Keeping Children Safe in Education 2015' and Local Authority procedures.
  - All staff, including temporary staff, and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
  - Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg child sexual exploitation, radicalisation and extremism.

## 6.2 The Designated Senior Members of Staff for Child Protection are Nora Hughes, Headteacher and John Duffy, SENCO and they have a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Persons will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers.
- Ensure that the schools actions are in line with the Stockton Local Safeguarding Board.
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.
- Manage and keep secure the school's safeguarding records.

- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child or an adult and that it is recorded in the school's central record file, located in the Head's office.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated. ○ Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file

## **7. SAFE RECRUITMENT AND SELECTION OF STAFF**

7.1 The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" 2015.

7.2 The Headteacher and governing body will ensure that all staff and volunteers in supplementary schools using the mainstream school site will have been vetted and checked.

## **8 WORKING WITH OTHER AGENCIES**

8.1 St Patrick's Primary School has developed effective links with other relevant agencies, for example, the Local Authority, Children Education and Social Care, required with any enquiries regarding child protection issues. The school will notify the District Team if:

- A child subject to a child protection plan is about to be permanently excluded. ○ There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.
- It has been agreed as part of any child protection plan or core group plan.

## **9. CONFIDENTIALITY AND INFORMATION SHARING**

9.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Member of Staff disclose any information about a pupil to other members of staff on a need to know basis only.

9.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

## **10 TRAINING FOR STAFF AND VOLUNTEERS**

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

10.2 All staff should receive appropriate child protection training which includes the following:

- basic safeguarding information about the school's policies and procedures
- signs and symptoms of abuse (emotional and physical)
- indicators of vulnerability to radicalisation
- how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child (see One Page Summary - Safeguarding Procedures Child Protection, attached)

10.3 In accordance with "Keeping children safe in education 2015" all staff will receive training at induction. The Designated Persons for Safeguarding will receive refresher training every two years. All staff will receive appropriate child protection training which is regularly updated.

10.4 All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Trafficking and Preventing Violent Extremism through the Prevent training (not all examples will be relevant to all schools or settings).

## **11. RECORDING AND REPORTING CONCERNS**

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

- Speak to the Designated Persons and record the concern on CPOMS.
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's safeguarding recording system

## **12 INFORMING PARENTS/CARERS**

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

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

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

## **13. DOMESTIC ABUSE**

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

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

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

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

## **14. FEMALE GENITAL MUTILATION**

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

14.2 Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies.

## **15. PREVENTING RADICALISATION and VIOLENT EXTREMISM**

15.1 St Patrick's Primary School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. St Patrick's Primary School seeks to protect its pupils and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology,

extremist Islamic ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

15.2 St Patrick's Primary School is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

## **16. E-SAFETY**

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

16.2 The internet is an essential element in 21<sup>st</sup> century life for education, business and social interaction and St Patrick's Primary School has a duty to provide children and young people with quality access as part of their learning experience.

16.3 It is the duty of St Patrick's Primary School to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

16.4 St Patrick's Primary School will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

## **17. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS**

17.1 Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. One of St Patrick's DPs will attend Child protection conferences held for a child/children are suffering or at risk of significant harm.

17.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well being as well as relevant family related issues. This information will be shared with the parents/carers.

## **18 MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS**

18.1 The school follows the government guidance 'Keeping children safe in education – 2015' when dealing with allegations made against staff and volunteers.

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

## **19. COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS**

19.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

19.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

## **20 VISITORS**

20.1 All visitors, including visiting speakers, are subject to the school's safeguarding protocols while on site and will be supervised at all times.

## 21 USE OF DIGITAL IMAGES AND MOBILE PHONES

Staff and visitors are prohibited to use their mobile phones during school hours. The school has purchased a number of iPads to record key events. Any photographs of children must be transferred onto the school network at the end of the day and deleted from camera memory disks. Photographs of children can be kept on the school network for a period of 2 years and then deleted as common practice. iPads should remain in school at all times unless they are taken on school trips to record activities.

No member of staff is permitted to photograph children using their personal camera or camera phone

## 22. WORKING WITH CHILDREN

It is essential that care is taken to minimise the possibility for abuse and misunderstanding and misinterpretation. False allegations are rare but general good practice will help prevent them. The following list includes behaviour that the majority of staff/volunteers working with children should never engage in:

- Be alone with children out of public view. Leaders should not ask staff/volunteers to work with children in situations where staff/volunteers will be completely unobserved ▪ Kiss children
- Engage in rough or sexually provocative games
- Make sexual comments
- Invite or allow children into their home (childminders being an exception)
- Give a child a lift in their car except in emergencies (unless it is part of their job)
- Let allegations, made by anyone, go unacknowledged, unresolved or not acted upon

Staff/volunteers are made aware of the potential for misunderstanding when touching children.

If it is an accepted part of an activity, touching should be appropriate to the situation and follow accepted guidelines where they exist. Consoling a child who is upset, administering first aid or supporting a participant in an activity is acceptable and necessary behaviour.

Staff/volunteers should, however, endeavour to minimise any possible misunderstanding of their actions.

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

It is recognised that a child may seek an adult out to share information about abuse or neglect with, or talk spontaneously individually or in groups when a member of your staff is present. In these situations they must:

- Listen carefully to the child, and NOT directly question the child.
- Give the child time and attention.
- Allow the child to give a spontaneous account; do not stop a child who is freely recalling significant events.
- Make an accurate record of the information given taking care to record the timing, setting and people present, the child's presentation as well as what was said. Do not throw this away as it may later be needed as evidence.
- Use the child's own words.
- Explain that they (staff member) cannot promise not to speak to others about the information they have shared.
- Reassure the child that:
  - ❖ They are glad they have told them; ❖ S/he has not done anything wrong; ❖ What they are going to do next.
  - ❖ Explain that they will need to get help to keep the child safe.
  - ❖ They must NOT ask the child to repeat his or her account of events to anyone.

The Designated Officer or Nominated Deputy must be made aware of any disclosures.

It is good practice to ask a child why they are upset or how a cut or bruise was caused, or respond to a child wanting to talk. This practice can help clarify vague concerns and result in appropriate action.

If staff are concerned about a child they must share their concerns. They should talk to the Designated Officer or the Nominated Deputy who will take the appropriate action.

If one of the people is implicated in the concerns staff can discuss their concerns directly with Children's Social Care in their Local Authority or their sector representative on the Local Safeguarding Children Board.

Our staff will consult externally with them in the following circumstances:

- we remain unsure after internal consultation as to whether child protection concerns exist;
- there is disagreement as to whether child protection concerns exist;
- staff are unable to consult promptly or at all with your Designated Officer;
- the concerns relate to any member of the school, speak directly to the LADO (Local Authority Designated Officer) within 1 working day

Consultation is not the same as making a referral but should enable a decision to be made as to whether a referral to Children's Social Care or the Police should progress.

**In Office Hours: Stockton-on-Tees** [firstcontactchildren@stockton.gcsx.gov.uk](mailto:firstcontactchildren@stockton.gcsx.gov.uk).

Telephone 01642 527764

### **Out Of Hours**

Children's Services Emergency Duty Team Telephone 08702 402994

Police 101

### **Making a referral**

A referral involves contacting Children's Services or the Police, using the contact numbers shown above and giving information about concerns relating to an individual or family in order that enquiries can be undertaken by the appropriate agency followed by any necessary action. The Designated Officer will take the appropriate action according to the Tees LSCB's procedures.

In certain cases the level of concern will lead straight to a referral without external consultation being necessary.

Parents/carers should be informed if a referral is being made **except** in the circumstances where:

- sexual abuse is suspected;
- organised or multiple abuse is suspected;
- fabricated or induced illness (previously known as Munchausen Syndrome by proxy) is suspected; ▪ where forced marriage or cultural / honour based violence is suspected; ▪ where contacting parents / carers would place a child at further risk.

Inability to inform parents for any reason will not prevent a referral being made. It would then become a joint decision with Children's Services about how and when the parents should be approached and by whom. Seeking advice from Children's Services about who will inform the parents in all circumstances is part of the referral process.

**If the concern is about abuse or risk of abuse from someone not known to the child or child's family, make a telephone referral directly to the police and advise the parents.**

If the concern is about abuse or risk of abuse from a family member or someone known to the children, make a telephone referral to Children's Social Care.

### **Information required**

Completing the multi agency referral form is a requirement to confirm the referral.

Our staff will give as much information as possible (in emergency situations all of this information may not be available). However, unavailability of some information should not stop anyone making a referral.

- Name, telephone number, position and request the same of the person to whom you are speaking.
- Full name and address, telephone number of family, date of birth of child and siblings.
- Gender, ethnicity, first language, any special needs.
- Names, dates of birth and relationship of household members and any significant others.
- The names of professionals' known to be involved with the child/family e.g.: GP, Health Visitor, School.
- The nature of the concern; and foundation for them.
- An opinion on whether the child may need urgent action to make them safe.
- Your view of what appears to be the needs of the child and family.
- Whether the consent of a parent with parental responsibility has been given to the referral being made.

#### Action to be taken following the referral

Ensure that an accurate record is made and kept detailing your concern(s) made at the time (chronology of all actions and concerns leading to the referral).

Make sure the concerns are confirmed in writing to Children's Social Care following the referral (within 48 hours).

Accurately record the action agreed or that no further action is to be taken and the reasons for this decision.

## **APPENDIX A**

**The following definitions are from Working Together to Safeguard Children (2015)**

### **Significant Harm**

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

### **Physical Abuse**

Physical abuse 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 an illness in a child.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Sexual Abuse**

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**

Neglect is 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 for example.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, 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 caretakers). □
- Ensure access to appropriate medical care or treatment. □
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**APPENDIX B**

### **A 'Good' Safeguarding School**

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

## **ETHOS AND ENVIRONMENT**

- The school is a place where 'every child matters'. □
- Tolerance, understanding and respect for others are core values of the school. □
- The environment is welcoming and pleasant and all pupils, staff and visitors are greeted appropriately. □
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating. □
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for. □
- Pupils feel valued and are open and confident in their relationships with staff and one another. □ □  
Pupil's work is displayed and changed regularly. □

## **PRACTICES AND PROCEDURES**

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented. □
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all. □ □
- Appropriate Policies and Procedures are in place, understood and implemented by all staff. □
- The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils. □ □ □ All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide. □
- Medicines and medical policy/injuries protocol provide guidance on managing and responding to medical needs □
- DBS checks are in place and regularly up-dated. □
- Appropriate Risk Assessment procedures are in place and up-dated. □

## **PUPIL TRACKING**

- The progress and attendance of pupils in Pupil Asset is as carefully tracked and monitored as for other pupils. □
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required. □
- Vulnerable groups are identified and tracked for progress, attainments and attendance. □ □ Effective transition for pupils takes place at all stages. □

## **STAFF TRAINING**

- The Leadership and Management of the school is trained in Safeguarding and is effective. □
- A Senior Designated Person for Safeguarding is nominated and receives regular training and has access □ to appropriate supervision. □
- Staff receive regular up-dated training on a range of Safeguarding issues and identified staff receive higher level training as appropriate. □

## **PUPIL ENGAGEMENT**

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making. □
- Pupils are given responsibility in supporting other pupils and are involved in routine organizational tasks and activities. □
- Pupils are encouraged to participate in a variety of clubs and out of hours activities

## **THE CURRICULUM**

- The school promotes pupil's spiritual, moral, social and cultural development through the curriculum and access to a wide variety of teaching resources and cultural activities. □
- The curriculum, organization of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety, staying safe and building resilience. □
- Staff expectations of pupil's behaviour, attendance and attainment are high. □
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the INTERNET. This includes tackling issues leading to grooming, child sexual exploitation and radicalisation. □
- There are formal and informal opportunities to praise reward and celebrate pupil's behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc. □

## **WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES**

- There is effective communication between the school staff, outside agencies and parents/carers. □
- Family intervention work is an integral part of the school's support for children and families. □
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue. □
- The school works hard to avoid excluding pupils by finding alternative ways of supporting them, including seeking support from families, carers and other agencies as required. □
- The school does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them. □

## **INDICATORS OF VULNERABILITY TO RADICALISATION**

- Pupil is distanced from their cultural/religious heritage and experience. □
- Pupil demonstrates discomfort about their place in society. □
- Pupil may be experiencing family tensions at home. □
- Low self esteem and sense of isolation. □
- Pupil has distanced self from existing friendship groups and become involved with a different group of friends. □
- Pupil may be searching for questions about their identity, faith and belonging. □
- Pupil may have perceptions of injustice and rejects civic life. □
- Pupil is accessing extremist websites and is in contact with extremist recruiters. □
- Pupil justifies violence to solve societal issues. □
- Significant changes in behaviour and/or appearance. □
- Pupil uses extremist narratives and global ideology to explain personal disadvantage. □

□

# Safeguarding Procedures

## Child Protection

Abuse (which may be physical, emotional or sexual) and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. If you have any reason to suspect that a child has suffered such harm, is in danger of suffering such harm, or if a child makes a disclosure, please observe the following procedures:

- **Listen** to the child and be supportive, but do not directly question them.
  - **Do not** promise a child confidentiality – explain that you may need to pass information onto other professionals to help keep them or other children safe.
- **Do not** jump to conclusions, ask leading questions or influence a child's words.
- **Write** an account of the conversation immediately afterwards, as close to verbatim as possible, onto CPOMS. **Only use words the child themselves used**, not your interpretation.
  - **Do not** discuss the incident with others – information should only be passed on when necessary and we will advise you as to whether this is appropriate.

It is not our responsibility to investigate suspected cases of abuse. But it is our responsibility to follow safeguarding procedures.

Further information is available on the safeguarding board in the staffroom, and we are also always available if you have concerns about a child or what to do.