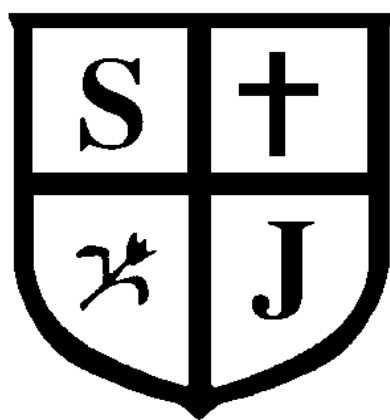


St Joseph the Worker Catholic Primary School



Safeguarding / Child Protection Policy & Procedures

**"A loving Christian family, striving to achieve
excellence"**

This policy was adopted on	Date
By Name:	
Position:	
Signature:	on behalf of St Joseph the Worker Catholic Primary School
This Policy was updated in Dec 2016 & will be reviewed or replaced no later than December 2017 –	

1.0 Rationale

At St Joseph the Worker Catholic Primary School we provide a safe, secure environment, which is built on a culture of trust; where children can have their varied needs met by a team of caring professionals. However, it is a sad fact of life that on some occasions pupils' will be vulnerable, or will not feel safe and secure; this document sets out guidance to assist when we are faced with such safeguarding issues.

The aim of this policy is to promote a safe environment where child safeguarding concerns can be managed in an appropriate way.

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

Keeping Children Safe in Education, 2016.

St Joseph the Worker Catholic Primary School acknowledges it's duty of care to safeguard and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance, and complies with best practice and Ofsted requirements.

This policy recognises that the welfare and interests of children are paramount in all circumstances. It aims to ensure that regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background, all children have a positive and enjoyable experience of activities at school, in a safe and child centred environment, are protected from abuse whilst participating in education or outside of the activity.

The school also understands that some children, including disabled children and young people, or those from ethnic minority communities, can be particularly vulnerable to abuse, and we accept the responsibility to take reasonable and appropriate steps to ensure their welfare.

As part of this safeguarding / child protection policy the school will;

- ◆ Promote and prioritise the safety and wellbeing of children and young people
- ◆ Ensure everyone understands their roles and responsibilities in respect of safeguarding and child protection
- ◆ Ensure everyone is provided with appropriate learning opportunities to recognise, identify, and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people
- ◆ Ensure appropriate action is taken in the event of incidents/concerns of abuse and ensure support is provided to the individual/s who raise or disclose the concern
- ◆ Ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored
- ◆ Prevent the employment/deployment of unsuitable individuals
- ◆ Help protect children and young people from extremist and violent views
- ◆ Ensure robust safeguarding arrangements and procedures are in operation

The policy and procedures will be widely promoted and are mandatory for everyone involved in school. Failure to comply with the policy and procedures will be addressed without delay and may ultimately result in dismissal/exclusion from the organisation.

2.0 Definition of Abuse

Children are considered to be abused or at risk of abuse by parents when the basic needs of the child are not being met through acts of either commission or omission.

Types of abuse and neglect include:

Physical Abuse	Emotional Abuse
Sexual Abuse	Neglect

See Appendix 8 for definitions

The ability of staff to recognise the signs and symptoms of abuse will depend upon their experience, and training, however all members of staff should be alert to the possible signs of abuse.

In line with Working Together to Safeguard Children 2015, the definition of safeguarding for this document is as follows:

- ◆ Protecting children from maltreatment;
- ◆ Preventing impairment of children's health or development;
- ◆ Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- ◆ Taking action to enable all children to have the best outcomes.

Working Together, March 2015

For further specific safeguarding issues **See appendix 4.**

3.0 Safeguarding in Schools

For child protection processes and procedures in schools and education settings to be effective they should be embedded as part of a safer school culture.

To establish an open and safer culture schools and education settings should;

- ◆ Establish and maintain an environment where children and young people feel secure, are encouraged to talk and they are feel listened to
- ◆ Ensure children and young people know there are adults in school they can talk to if they are worried
- ◆ Ensure that within the curriculum children and young people are taught the skills they need to recognise and stay safe from all kind of harm
- ◆ Ensure that children and young people who may be particularly vulnerable, such as those with SEN and disabilities are supported.

- ◆ Ensure that have English as an additional language have access to support and information that is clear, accessible and in their preferred language.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating

Schools and colleges and their staff form part of a wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2015. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Keeping Children Safe in Education, 2016.

Staff have a particular contribution to make in listening to children and young people who have experienced abuse.

This should be valued and recognised, however it is understood that this work will not be undertaken at a time when it may impact on any legal processes through which the child may be involved.

It is recognised that children who are abused or who witness domestic abuse may find it difficult to develop a sense of self-worth. They may feel helpless, humiliation and some sense of blame. School may be the only stable, secure and predictable element in the lives of children and young people who are at risk.

St Joseph the Worker Catholic Primary will endeavour to support children and young people who are its students through;

- ◆ Ensuring the content of the curriculum encourages self-esteem and self motivation.
- ◆ Promoting the identification of a Designated Safeguarding Lead.
- ◆ Promoting an ethos of positive support and create a safe and secure environment for staff and students.
- ◆ Upholding the school behaviour policy, ensuring students are aware that some types of behaviour are unacceptable, however, they are valued and not blamed for any abuse that may have occurred.
- ◆ Recognising that children and young people living in environments where there is domestic abuse, adult drug/ alcohol misuse and /or adult mental health issues are vulnerable and may be in need of support and protection.
- ◆ Monitoring the welfare of children and young people who are our students, keeping accurate records, and notifying Children's Social Care as soon as there is a child protection concern
- ◆ Identifying a key member of staff as an Operation Encompass champion whose role is to receive information from the Police relating to incidents of Domestic Abuse
- ◆ Initiating and contributing to assessments relating to the child/ young person and their family, including Early Help Assessments in line with the Knowsley Model of Children in Need.

Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

All school and college staff should be prepared to identify children who may benefit from early help. 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. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

Keeping Children Safe in Education, 2016

See appendix 1 for further information.

3.2 In order to support students and their families when dealing with safeguarding and potential child protection issues, School/Education setting will;

- Undertake discussions with the parents to gain,(or if appropriate the child/young person) consent to share information prior to the involvement of another agency **unless this may put the child at increased risk** of significant harm.
- Ensure parents have a clear understanding of the **duty** placed on school staff with regards to safeguarding and child protection
- Ensure that parents are aware of any referral that has been made to Children's Social Care, unless to do so may put the child at increased risk of significant harm

4. Child Protection Procedures

Our Governing body and proprietors should ensure that the school/education settings has the following in place,

- ◆ A child protection policy and procedures in place that are in accordance with the local authority guidance and locally agreed inter-agency procedures
- ◆ That the child protection policy and procedures are made available on the school website or to pupils, student and parents on request
- ◆ Procedures in place for dealing with complaints about safeguarding arrangements which should be accessible to staff, pupils and parents.

The child protection procedures for schools and education settings will ensure;

- ◆ The procedures set out in the Knowsley Safeguarding Children Board (KSCB) Safeguarding Children Procedures Manual are followed, together with the KSCB multi agency Child Protection Standards. These multi agency procedures are updated and held on line at www.knowsleysafeguardingchildren.co.uk
- ◆ A member of staff who has child protection concerns about a child or young person, will immediately inform the Designated Safeguarding Lead, and record accurately the events giving rise to the concern.
- ◆ If the Designated Safeguarding Lead is unavailable the member of staff should speak to the Deputy Designated Lead, or report directly the concern with the Local

Authority. **Under no circumstances should the member of staff attempt to resolve the matter themselves.**

- ◆ Understanding that taking no action does not safeguard children, once a piece of information is received there should not be an assumption that someone else will act. Discussions should be had and the outcome should clearly note what actions will be taken, by who and why.

For Child Protection Procedures flow chart **see appendix 2.**

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration, Concerns should always lead to help for the child at some point.

Keeping Children Safe in Education. 2016.

Staff should be aware of the new reporting requirements with regards to known cases of female genital mutilation (FGM).

Female Genital Mutilation (FGM)

Female Genital Mutilation (sometimes referred to as 'Cutting') 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 U.K. and is a form of child abuse with long-lasting and harmful consequences.

If staff have a concern Knowsley safeguarding procedures should be followed. Mandatory reporting in relation to FGM will begin in October 2015, and where a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom this mandatory reporting duty applies.

Page 15, Keeping Children Safe in Education, July 2015.

3.1 Dealing with a disclosure

DO

- ❖ Stay Calm
- ❖ Listen carefully, let the child tell their story and take it seriously
- ❖ Keep the child informed about what you are doing and what is happening at every stage
- ❖ Reassure them they have done nothing wrong and it is not their fault
- ❖ Make a full record of what has been said as soon as possible
- ❖ Do refer to the schools safeguarding Lead

DONT

- ❖ Promise confidentiality. Be honest about your own position, who you will have to tell and why
- ❖ Ask leading questions (e.g. Did your mother do this to you)
- ❖ Press the child for more details
- ❖ Make promises (e.g. this will never happen again) Do not ask leading questions!
- ❖ Do not examine the child!
- ❖ Do not discuss with anyone other than the Safeguarding Lead!

Allegations of abuse by another young child or young person: must be given the same importance as any other form of alleged abuse and referred to the School Safeguarding Lead.

If a child discloses information to you: it is essential to safeguard and not contaminate the evidence in the event of the possible subsequent prosecution of the perpetrator. The following guidelines will help you to avoid this:

- ❖ Do allow the child to do the talking
- ❖ Do listen to, rather than directly question the child
- ❖ Do listen quietly and encouragingly
- ❖ Do remain calm and caring
- ❖ Do allow the child to finish
- ❖ Do explain you may have to tell someone
- ❖ Do record the conversation as soon as possible afterwards. Use the child's own words where possible.
- ❖ Do refer to our Safeguarding Lead immediately
- ❖ Do write up a full report for the Safeguarding Lead and include timing, setting and persons present as well as what was said. Retain a copy safely.
- ❖ (See Appendix 7 for a copy of the report form)

- ❖ Do not postpone or delay the opportunity to listen
- ❖ Do not stop a child who is freely recalling significant events
- ❖ Do not ask leading questions
- ❖ Do not allow your feelings, such as anger pity or shock to surface
- ❖ Do not make promises of secrecy
- ❖ Do not make notes during the disclosure
- ❖ Do not interpret what you have been told, just record it
- ❖ Do not discuss with anyone other than the Safeguarding Lead

Please note matters relating to the safeguarding of Children should always be considered as urgent. Emergency cover arrangements may be necessary to enable report writing to take place. Liaise with Head teacher, Deputy Head Teacher or senior staff if this is required.

Once a disclosure has been made or a concern has been shared, the Designated Safeguarding Lead will consider the information, if necessary take advice, and will make a decision to either:

- ◆ Keep detailed records of the concern, however no further action at this time
- ◆ Initiate a Early Help Assessment
- ◆ Make a child protection referral to Children Social Care.

Once the decision is made to make a referral the Designated Safeguarding Lead will contact the Knowsley Assessment Team and make a telephone referral. This must be followed up in writing using the Multi Agency Referral Form within 24 hours.

As part of the KSCB multi agency procedures Children's Social Care will inform the referrer of the outcome/ progress of the referral within 3 working days. If the Designated Safeguarding Lead does not receive this information it is their responsibility to follow up the progress of the referral.

4.2 Confidentiality and Information Sharing

Sharing information is essential in working together to safeguard children. Professionals, agencies and services are required to securely share information,

- ◆ About children and their health and development in relation to exposure to possible abuse and neglect
- ◆ About parents who may not be able to care adequately and safely for children
- ◆ About individuals who may present a risk to children

Where there are concerns that a child is, or may be at risk of significant harm, the needs of the child must always come first; **the priority must always be to protect the child.**

If there is any doubt about confidentiality, staff should seek advice from a senior manager or outside agency as required.

The Headteacher/Designated Safeguarding Lead will only disclose information about a student to other members of the staff team on a need to know basis. In line with the *HM Government Information Sharing: Guidance for practitioners and managers*. Seven Golden Rules for information sharing, the appropriateness of sharing

information should have a direct relevance on the ability of the member of staff to carry out their role.

For Seven Golden Rules of Information Sharing **see appendix 3.**

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

4.3 Record Keeping

To ensure good safeguarding and child protection practice schools and education settings are required to keep clear and detailed written records of concerns about children, even when there is no need to refer the matter to Children’s Social Care immediately.

Records should clearly indicate statements of fact, opinion, first and second hand information. All child welfare concern and child protection records should be kept securely in locked locations with limited access.

The document Information and Data Security: Guidance for Knowsley Schools (Version 4.0) has been shared with schools and sets out the following guidance for the management of child protection files in schools.

Records	Basic File	Retention Period	At end of retention	Notes
All other important and prime documentation	Child Protection files	DOB + 75 years	Confidentially dispose	Child Protection information must be copied and sent under separate cover to new school/college whilst the child is still under 18 (i.e. the information does not need to be sent to a university for example). Where a child is removed from roll to be educated at home, the file should be copied to the Local Education Authority.

4.4 Transfer of Child Protection Records

It is the responsibility of the Head Teacher to pass on confidential information to the Students next school, college or education setting.

Transfer of records checklist:

- The Designated Safeguarding Lead / Head Teacher should inform a child's social worker immediately if they are aware that a child moves to a new Borough.
- Arrangements should be made before the records are transferred
- All original child protection records should be forwarded for the attention of the Headteacher of the receiving school
- Only on confirmation of receipt of the records in the receiving school, should all previous copies be destroyed in line with the confidential waste guidelines
- In event of not being able to trace a child, the school should contact School Attendance Improvement Lead (SAIO) and ask them to make further enquiries.

For Receipt of Child Protection File template **see appendix 5**

If a Head Teacher is aware when a new student is admitted there are previous child protection concerns, every effort should be made to obtain the confidential child protection file from their previous school, college or education setting.

4.5 Early Help Assessment

In order to effectively contribute to the Early Help Assessment process staff will actively participate and contribute to the development of a common assessment process that considers the needs of the child and the family.

Early Help Assessments will be conducted in order to facilitate earlier identification and intervention supporting children with additional needs.

In order to ensure the effectiveness of the Early Help Assessments school staff will,

- ◆ Participate in Early Help Assessment training
- ◆ Develop effective links with other services and agencies
- ◆ Work in partnership with children, young people and their families
- ◆ Identify and Early Help Lead person within the school

4.6 Preventing Radicalisation

Children and young people may become vulnerable and susceptible to radicalisation through a range of social, personal and environmental factors. There is an awareness of the specific need to safeguard children, young people and their families from violent extremism.

Exploitation and radicalisation is a safeguarding concern and as such in order to ensure the ethos and values of the school/ setting are upheld the school/setting will make a commitment to,

- Keep up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Support staff to recognise warning signs and symptoms in relation to children and young people and include such issues in the curriculum in an age appropriate way.
- Support staff to talk to families about sensitive concerns in relation to their children and explore ways to address them
- Ensure the Designated Safeguarding Lead knows where to seek and get advice as necessary

Further information and guidance can be found on the www.gov.uk website.

From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges), are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Keeping Children Safe in Education, 2016

4.7 Disqualification under the Childcare Act 2006 /

Childcare (Disqualification) Regulations 2009

DfE issued statutory guidance for schools and colleges in relation to Disqualification under the Childcare Act. For schools this means that they **must make relevant staff aware of what information will be required of them and how it will be used to make decisions about disqualification.**

Schools are responsible for ensuring that anyone who falls within the relevant categories of staff described ...is made aware of the legislation, including that they may be disqualified ‘by association’ under regulation 9 of the 2009 Regulations where they live in the same household as a disqualified person or in a household in which a disqualified person is employed.

Disqualification under the Childcare Act 2006, February 2015.

The guidance suggests that schools may choose to obtain professional advice from their H.R. link Lead, LADO, or safeguarding Lead, to help them establish whether staff with relevant cautions or convictions are disqualified from working in relevant childcare.

Schools must ensure that they are not knowingly employing a person who is disqualified under the 2009 Regulations in connection with relevant childcare provision. In gathering information to make these decisions schools must ensure that they act proportionately and minimise wherever possible the intrusion into the private lives of their staff and members of their household.

Disqualification under the Childcare Act 2006, February 2015.

If a school or college knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage or engaging in such work.

Keeping Children Safe in Education, 2016

5.0 Monitoring and Review

This policy document will be reviewed a year after development and then every year, or in the following circumstances:

- Changes in legislation and/or government guidance
- As required by the Local Safeguarding Children Board, and Ofsted
- As a result of any other significant change or event.

St Joseph the Worker Catholic Primary School's Safeguarding / Child Protection policy and procedures are required to meet a standard agreed by the Local Children Safeguarding Board, in line with national legislation and guidance.

Best practice indicates that the policy and procedural documents should be monitored and reviewed annually and this will be the case for our school. In the interests of safeguarding and protecting the welfare of children and young people all staff will receive a copy of the Safeguarding / Child Protection policy, and sign a safeguarding checklist to say they have read and understood it's content.

Appendices follow....

Annex B: Role of the designated safeguarding lead

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- ◆ Refer all cases of suspected abuse to the local authority children's social care and:
 - ◆ The designated Lead(s) for child protection concerns (all cases which concern a staff member),
 - ◆ Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - ◆ Police (cases where a crime may have been committed).
- ◆ Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- ◆ Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- ◆ The designated safeguarding lead should receive appropriate training carried out every two years in order to:
 - ◆ Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - ◆ Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
 - ◆ Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff.
 - ◆ Be alert to the specific needs of children in need, those with special educational needs and young carers.

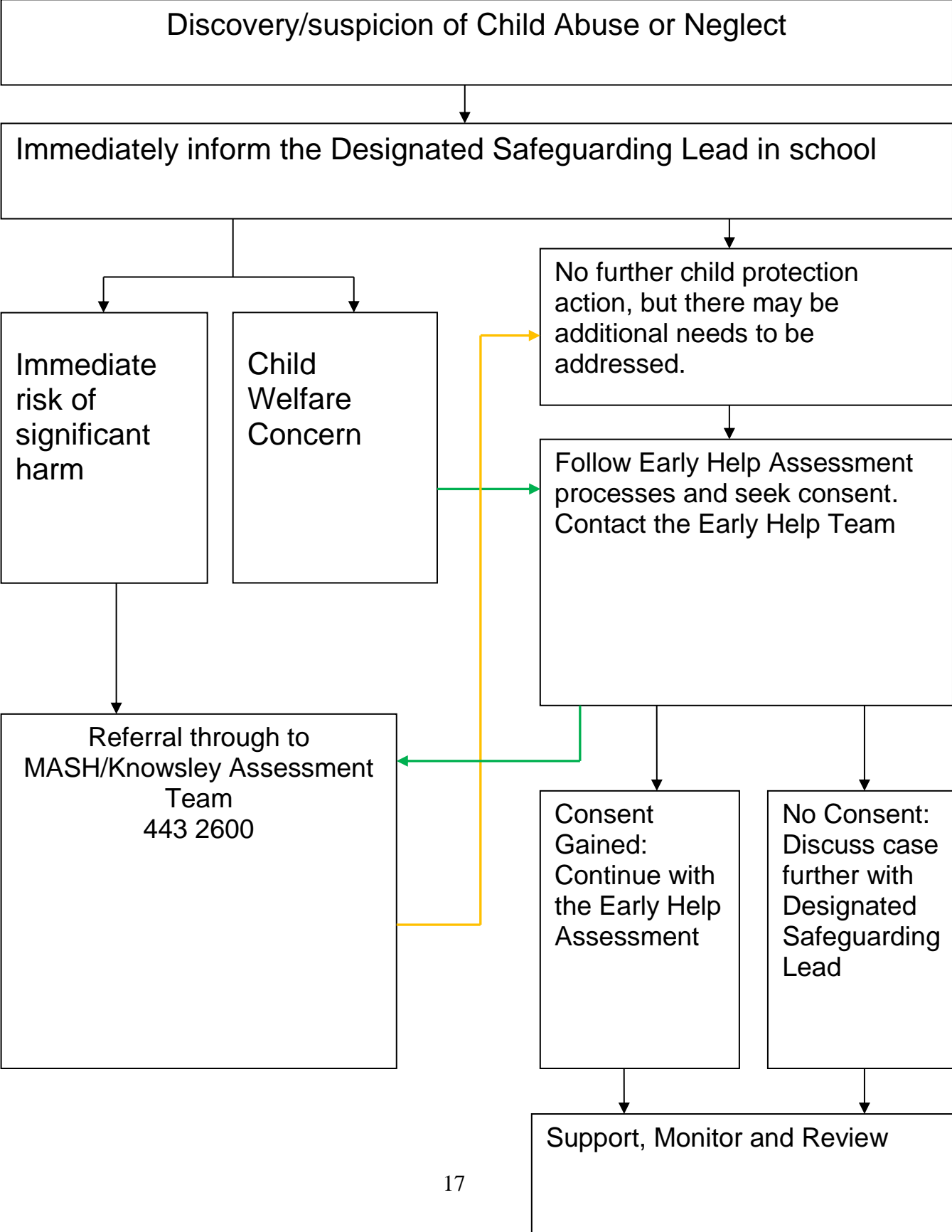
- ◆ Be able to keep detailed, accurate, secure written records of concern and referrals.
- ◆ Obtain access to resources and attend any relevant or refresher training courses.
- ◆ Encourage a culture of listening to children and taking into account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

- ◆ The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:
 - ◆ Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
 - ◆ Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
 - ◆ Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
 - ◆ Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible (Preferably in person). This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Appendix 2

**Child Protection Procedures
Flow Chart**



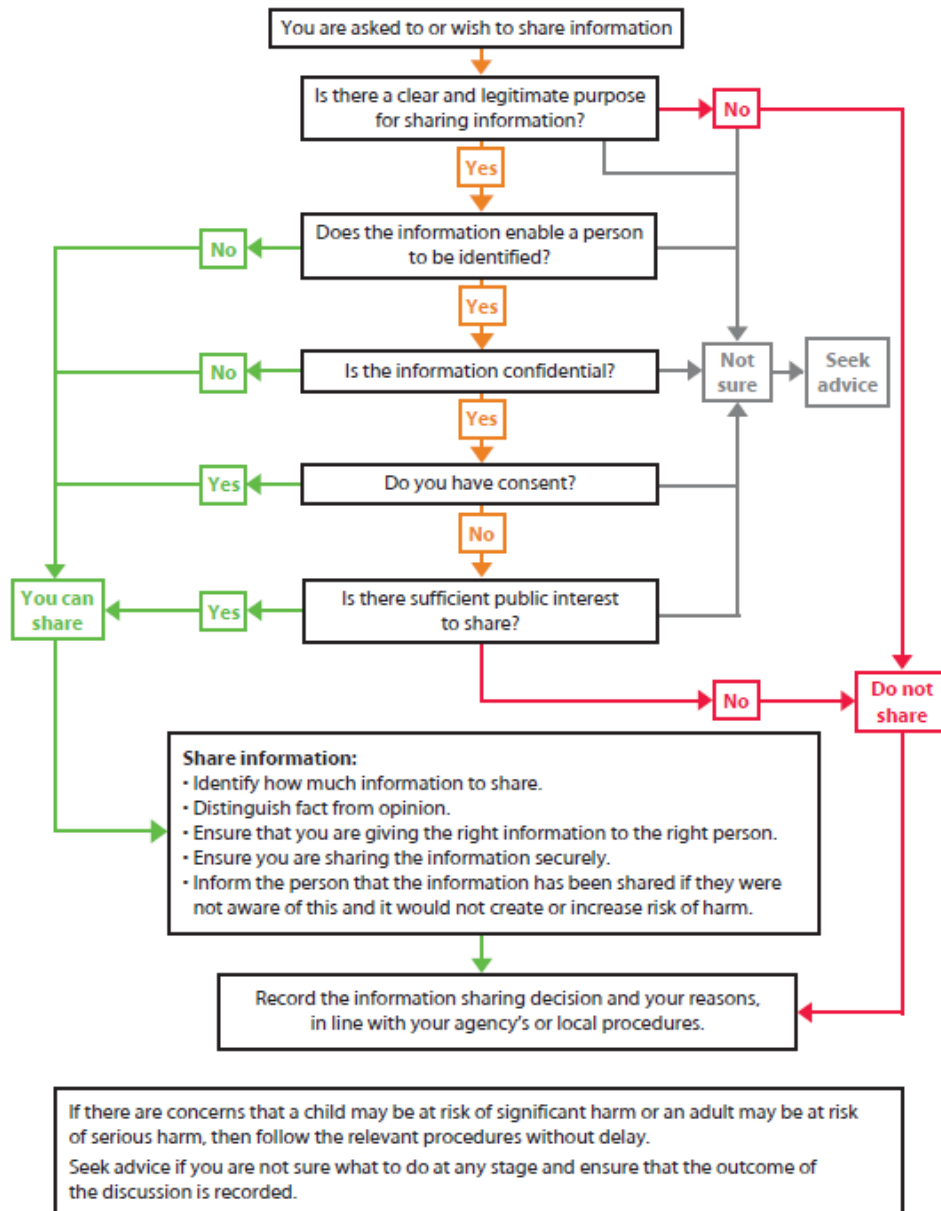
Seven golden rules for information sharing

- 1. Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
- 2. Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 3. Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
- 4. Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- 5. Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- 6. Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- 7. Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Local contacts

Extract from HM Government *Information Sharing: Guidance for practitioners and managers*.
Copies can be obtained from www.ecm.gov.uk/informationsharing

Flowchart of key questions for information sharing



Local contacts

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Keeping Children Safe in Education, 2016

Appendix 5

Receipt of Child Protection File

IMPORTANT: The receiving school must return this section to the issuing school.

Name of Receiving School:

Issuing School:
School Name:
School Address:

Child's Name:

DOB:

I confirm receipt of the child protection files on the above named pupil:

Name:	<input type="text"/>
Job Title:	<input type="text"/>
Signature:	<input type="text"/>
Date:	<input type="text"/>

St Joseph the Worker Catholic Primary School

Specific Procedures:

At St Joseph the Worker Catholic Primary School is the responsibility of ALL staff to ensure the safeguarding of our pupils.

The Safeguarding Lead: Is currently Mrs J Ryan. Reports of abuses/suspicious of abuse and concerns about vulnerable pupils should be made to him the first instance.

In her absence reports should be made to Mrs S Bradshaw (Deputy HeadTeacher), Mrs Yates (Learning Mentor), Mrs Meadows (Learning Mentor) or Mrs S Sisk.

The Head Teacher will deal will all allegations against a member of staff. In the Head Teacher's absence the Deputy Head Teacher will take this role. Any allegations against the Head Teacher will be investigated by the Chair of Governors.

All complaints relating to safeguarding must be put in writing to the Head Teacher who will conduct a full investigation and respond in writing within 15 working days. In the Head Teacher's absence the Deputy Head Teacher will take this role. Any complaints against the Head Teacher will be investigated by the Chair of Governors

The Safer Recruitment Team for the school are: The Head Teacher, the Deputy Head Teacher, the Learning Mentors and the SENCO.

Roles & Responsibilities

The role of the Safeguarding Lead is to report and act on suspected abuse as outlined in Appendix 1, however the role of safeguarding is the responsibility of all staff!

Safeguarding children is a shared responsibility and each adult who comes into contact with children in their work role has a duty of care to safeguard and promote the child's welfare.

All Staff Have The Following Safeguarding Roles:

- ❖ To report any suspicious injury or suspect dialogue, no matter how small, to the Safeguarding Lead immediately using the schools safeguarding forms.

- ❖ To never mention to parents/carers what a pupil has disclosed before reporting to the Safeguarding Lead and Social Services have been informed.
- ❖ To never investigate further or take action beyond that agreed in the procedures outlined in this policy.
- ❖ To regularly update the school Safeguarding Lead of any child's progress & attendance who may be subject to safeguarding.

All Staff Have The Following Safeguarding Responsibilities:

- ❖ To ensure **no** visitors to the school enter the school building without showing appropriate identification.
- ❖ To ensure all visitors are registered as in the building.
- ❖ To ensure all visitors are wearing a school visitor identification badge/sticker.
- ❖ To ensure all visitors are accompanied by a school employee at ALL TIMES once in the main building. (This includes parents/carers who should be accompanied even with their own child/children).
- ❖ To alert the Safeguarding Lead **immediately** if a vulnerable child is not in school.
- ❖ To raise awareness of child protection issues and to ensure children are equipped with the skills needed to keep safe.
- ❖ To record all safeguarding concerns to the Safeguarding Lead so any patterns of neglect can be established. If a concern is urgent (i.e. A child is in immediate danger or has disclosed sexual abuse) please speak to the Safeguarding Lead **immediately**.
- ❖ To ensure all vulnerable groups of pupils needs are identified and provision is put in place to ensure the child achieves their potential.
- ❖ To establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily. Although bullying is a form of abuse, bullying behaviour is not usually reportable through child safeguarding procedures in the same way as child abuse. See St Joseph the Worker Catholic Primary School policy on bullying.
- ❖ To report any safeguarding/professional concerns regarding colleagues in line with the schools confidential reporting procedures.

The Safeguarding Lead has the following additional roles:

- ❖ To receive all referrals of suspected abuse concerning pupils in the school from any source, including teachers, ancillary staff, parents/carers, neighbours etc.
- ❖ To act as a source of support, advice and expertise within the school, when deciding whether to make a referral by liaising with relevant agencies.
- ❖ To refer all cases of suspected abuse to the Social Services Duty Lead where the child resides (see flow chart detailing school Safeguarding Lead's course of action on receiving a report of suspected abuse, Appendix 5).
- ❖ In cases requiring urgent medical treatment or examination, to contact the Social Services Duty Lead where the child resides. The Social Worker will then make arrangements to accompany the child, or attend at the hospital, whichever is appropriate, and to inform the parents/carers. The nature and extent of the abuse, medically confirmed, will be needed as evidence.
- ❖ To record the circumstances and the detail of every referral, as soon as possible that day, including diagrams where appropriate, on the report forms (See Appendix 4). The child's own words should be recorded and a record should also be kept of any action taken.
- ❖ To ensure referrals to Social Services are supported by a written report / Online **(MARF)** to the MASH within 24 hours of a referral.
- ❖ To ensure legal requirements are met. If criminal proceedings go ahead, the child may have what is known as a substantive interview. It is important to ensure that no one on the school staff discusses the case with the child until all court proceedings are complete. Social services will provide support for the child if needed.

The Safeguarding Lead has the following additional responsibilities:

- ❖ Demonstrate an understanding of and promote the safeguarding agenda within the school
- ❖ Attend all pertinent training including Basic Awareness Child Protection, Working together and Safeguarding Lead Training.
- ❖ Ensure that all school staff have Basic Awareness Child Protection Training and that it is refreshed in line with National and local guidance every year.
- ❖ Actively participate in regular supervision sessions aimed at supporting Safeguarding Leads.
- ❖ Provide a point of contact for all staff, volunteers, pupils and their families/carers in schools that may have child welfare concerns.
- ❖ Keep accurate records of reported child welfare concerns.

- ❖ Keep careful and detailed contemporaneous notes regarding child protection issues as it may be important for any subsequent police investigation or court action. Notes should be timed, dated with a full legible signature and kept in a secure place so that they are not accessible to unauthorised persons.
- ❖ Assess child welfare concerns in line with the Knowsley Model of Children in Need thresholds.
- ❖ Be responsible for making formal referrals to the Children and Families Social Work Teams in Knowsley. To ensure cross borough border collaboration which may include referrals to Children and Families Social Work Teams in other authorities.
- ❖ Be able to make and record contact calls to Children and Families Social Work Teams in order to seek clarification and advice
- ❖ Work closely with families and when possible discuss concerns with parents/carers and seek their agreement to make a referral
- ❖ Confirm a telephone referral in writing within 24 hours of it being made
- ❖ When requested attend all child protection case conferences/planning meetings
- ❖ When requested attend all child protection strategy meetings
- ❖ Provide clear and accurate reports for meetings and share relevant information with other professionals and agencies
- ❖ Inform relevant members of staff of their/the schools responsibilities with regard to any Child Protection/Child in Need Plans & Early Help Assessments.
- ❖ To ensure the school engage with the Early Help Assessment process.

Supporting Pupils At Risk

As a school we recognise that children who are abused or who witness 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. 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.

St Joseph the Worker Catholic Primary School will endeavour to support pupils through:

The curriculum, to encourage self-esteem and self-motivation. We teach the children to recognise risks in different situations and how to behave in response to them. We do this formally through the PSHE and Citizenship Curriculum, the RE curriculum, through other appropriate areas of the curriculum, for example Science, PE, ICT, Literacy and also through informal opportunities as they arise.

- ❖ 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.
- ❖ The implementation of school behaviour management policies
- ❖ A consistent approach, which recognises and separates the cause from the behaviour that the child displays. This is vital to ensure that all children are supported within the school setting.
- ❖ Regular liaison with other professionals and agencies that support the pupils and their families.
- ❖ A commitment to develop productive and supportive relationships with parents and carers.
- ❖ The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situation.
- ❖ The implementation and support of the Early Help Assessment process.

As a school we recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work (in any capacity) with children with emotional and behavioural 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 abuse or mental health issues, children may also be vulnerable and in need of support or protection.

Professional Confidentiality

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

No adult must ever guarantee confidentiality to any pupil. Staff should make pupils aware that if they disclose information about things that may be harmful to themselves or others, then certain actions will need to be taken.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child, for example, where safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or

children. Disclosure should be justifiable in each case, according to the particular facts of the case and legal advice should be sought if in doubt.

Allegations of Abuse of Pupils, by Employees:

- ❖ If any member of staff has a concern regarding the actions of another member of staff they must not speak to the member of staff concerned. They must report their concerns in line with the schools confidential reporting procedures immediately.
- ❖ The Head Teacher should inform the relevant Local Authority Designated Officer (LADO) as soon as an allegation has been made against a member of staff.
- ❖ The Knowsley Council serious incidents procedure will need to be invoked whenever there is a complaint of a child having been abused by an employee. Children may allege that they have been struck or roughly handled (physical abuse), been the subject of improper suggestions, a sexual act or an attempted sexual act (sexual abuse) or been verbally bullied, picked upon, unfairly criticised, intimidated or maligned (emotional abuse).
- ❖ The operational procedure is designed to ensure allegations of abuse of children by employees are handled in a consistent and appropriate manner, in accordance with the both safeguarding and personnel regulations. The employee is advised to contact their union as a matter of urgency.
- ❖ In the case where the Head Teacher is suspected, the staff member should report their concern to the Chair of Governors, who must consult with the relevant Local Authority Education Lead and follow the procedures outlined in Knowsley Council's serious incidents procedures.

Procedures for Recruitment of Staff

The full procedures for the recruitment of staff can be found in the Schools Safer Recruitment Policy. In summary, the guidelines are:

- ❖ All staff and volunteers will, as appropriate, will be Vetting and Barring checked and details will be held in a single central register by the school Business Manager.
- ❖ All staff and volunteers will as appropriate, will be checked with the lists maintained by the DfE for example Barring List
- ❖ Candidates must confirm identity through official documents.
- ❖ When employing supply teachers or teachers from abroad they must have been Vetting and Barring checked.
- ❖ We will record the date, timing or reference of the check in an orderly and accessible way.

- ❖ Once staff are in place we will keep simple records that:
 - Note against the name of each staff member whether they are who they say they are,
 - Whether they have the qualifications that they say they do.
 - Whether they have a criminal record, and when these things were last checked and by whom.
- ❖ Know that the local authority has carried out those checks and record the date, timing or reference of the check in an orderly and accessible way

Duty of Care - Roles:

- ❖ **All members of staff have a duty of care to the children in our school at all times** and will report any changes in the child's behaviour, appearance or any other concerns about the child.

A Quick Guide If You Suspect Child Abuse

DO...

- ❖ Stay Calm
- ❖ Listen carefully, let the child tell their story and take it seriously
- ❖ Keep the child informed about what you are doing and what is happening at every stage
- ❖ Reassure them they have done nothing wrong and it is not their fault
- ❖ Make a full record of what has been said as soon as possible
- ❖ Do refer to the schools safeguarding Lead

DONT...

- ❖ Promise confidentiality. Be honest about your own position, who you will have to tell and why
- ❖ Ask leading questions (e.g. Did your mother do this to you)
- ❖ Press the child for more details
- ❖ Make promises (e.g. this will never happen again) Do not ask leading questions!
- ❖ Do not examine the child!
- ❖ Do not discuss with anyone other than the Safeguarding Lead!

Allegations of abuse by another young child or young person: must be given the same importance as any other form of alleged abuse and referred to the School Safeguarding Lead.

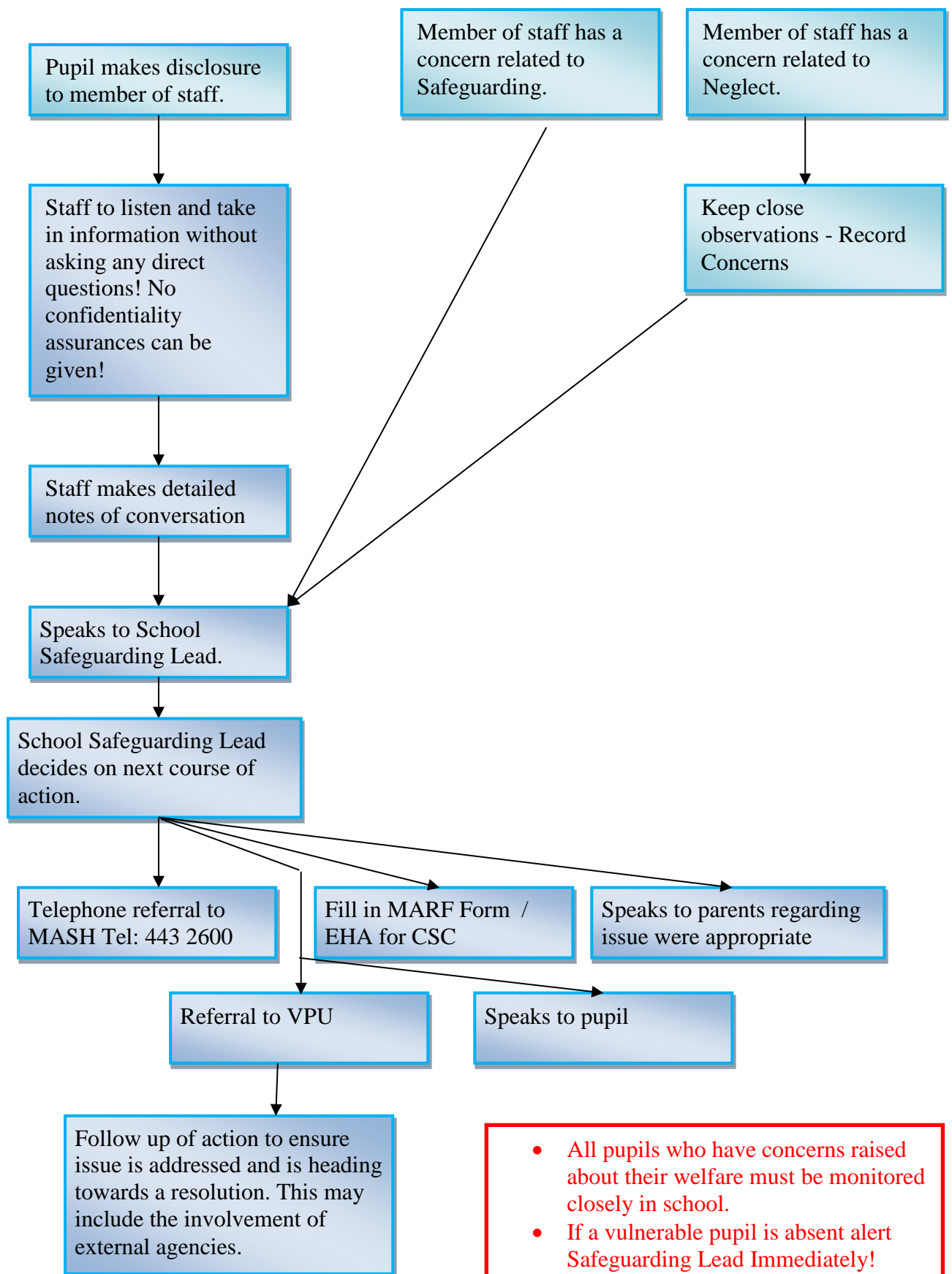
If a child discloses information to you: it is essential to safeguard and not contaminate the evidence in the event of the possible subsequent prosecution of the perpetrator. The following guidelines will help you to avoid this:

- ❖ **Do** allow the child to do the talking
- ❖ **Do** listen to, rather than directly question the child
- ❖ **Do** listen quietly and encouragingly
- ❖ **Do** remain calm and caring
- ❖ **Do** allow the child to finish
- ❖ **Do** explain you may have to tell someone
- ❖ **Do** record the conversation as soon as possible afterwards. Use the child's own words where possible.
- ❖ **Do** refer to our Safeguarding Lead immediately
- ❖ **Do** write up a full report for the Safeguarding Lead and include timing, setting and persons present as well as what was said. Retain a copy safely.
- ❖ (See Appendix 7 for a copy of the report form)

- ❖ **Do not** postpone or delay the opportunity to listen
- ❖ **Do not** stop a child who is freely recalling significant events
- ❖ **Do not** ask leading questions
- ❖ **Do not** allow your feelings, such as anger pity or shock to surface
- ❖ **Do not** make promises of secrecy
- ❖ **Do not** make notes during the disclosure
- ❖ **Do not** interpret what you have been told, just record it
- ❖ **Do not** discuss with anyone other than the Safeguarding Lead

Please note matters relating to the safeguarding of Children should always be considered as urgent. Emergency cover arrangements may be necessary to enable report writing to take place. Liaise with Head teacher, Deputy Head Teacher or senior staff if this is required.

St Joseph the Worker Catholic Primary School
Procedures for Reporting a Safeguarding Disclosure / Concern



Safeguarding Incident Reporting Form:

Please complete this form, sign it, and submit to the School's Safeguarding Officer (Mrs Ryan) as soon as possible after the event.

1. Please indicate what you are reporting:

I have a concern that something is not quite right.	
I have concerns that abuse may be occurring	
I have received an allegation of abuse	
A child has told me that they are being abused	
I was a witness to an incident with a child	
I was involved with an incident with a child	

2. Important information:

Your name:	
Name of child concerned:	
Class :	

3. Concerns

Please use the space below to record the concerns that you may have regarding a child or an adult who has contact with children. Please record your concerns giving as much detail as possible.

Concerns may include a child being unusually distressed, a change in a child's appearance, a change in a child's attitude or behaviour, a child being sexually aroused, A child appearing to be attracted to an adult, an adult appearing to be attracted to a child, a relationship involving a child and adult that does not appear to be healthy.

Remember to record exact words using the Child's Language not the adult equivalents. Clearly state facts and when opinion is used, clearly state "in my professional opinion"

Attendance and Punctuality: *Remember to record dates and times. Patterns of absence or lateness can be very revealing. Record explanations offered by parent/ carer.*

Appearance, Hygiene, Care, Nutrition: *Remember to include inappropriate clothing, ill fitting clothes, damaged clothes, Personal appearance, no lunch, or no mentions of eating at home.*

Child's Behaviour *Remember to note aggressive, tense or unresponsive behaviour and any sexualised behaviour*

Physical Injury: *Remember to record the child's own words and words of the carer if an explanation is offered. Include a sketch if appropriate.*

Any other concern you may have or / Any other information a child has told you. *Remember to record exact words not the adult equivalents*

4. I confirm that that the information above is, to the best of my knowledge correct as of

Signature:	Date:	Time:
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To be completed by the schools Safeguarding Officer.

5. Action taken as a result of the above concern		✓	Date
	Further Monitoring.		
	Meeting with Parent / Carer.		
	Contact with other agencies to obtain further information.		

	Concern logged as information with Social Care.		
	Formal Referral to Social Care.		
	Signed:		

Categories & Definitions of Abuse:

Neglect is...

(As defined in Working Together to Safeguard Children 2015)

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.

Physical Abuse is...

(As defined in Working Together to Safeguard Children 2015)

Any 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.

Sexual Abuse

(As defined in Working Together to Safeguard Children 2015)

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.

Emotional Abuse is...

(As defined in Working Together to Safeguard Children 2015)

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 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 cyber 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.



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