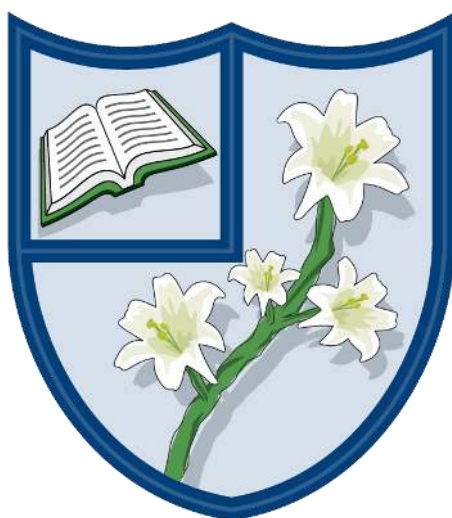


St Mary's Catholic Primary School



Safeguarding Policy



Bishop Chadwick
Catholic Education Trust

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School: St Mary's RC Primary School.

Headteacher: Mrs M.Graham

Named personnel with designated responsibility for Safeguarding

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2018 – 19	M.Graham	A.Tumelty	B.Thompson	B.Thompson
2019-2020	M.Graham	A.Tumelty	B.Thompson	B.Thompson

Policy review dates

Review Date	Changes made	By whom	Date Shared
Summer 2019	nil		
September 19	Keeping Children Safe in Education updates in line with September 16 document.	MG / BT	5/9/18

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INTRODUCTION

St Mary's whole-school safeguarding policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures. The purpose of the policy is, therefore, to ensure that Safeguarding concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child's wellbeing.

Our School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

It is in line with the South Tyneside's Safeguarding Procedures, "Working Together to Safeguard Children" (2015) and „What to do if you are worried a child is being abused" (2015)

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

„Everyone working in or for our school shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting"

This policy applies to all adults, including volunteers, working in or on behalf of the school.

Definition of safeguarding

Safeguarding and promoting the welfare of the child is defined as;

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- and taking action to enable all children to have the best outcomes.
- Pupils' health and safety

- - the use of reasonable force
 - meeting the needs of pupils with medical conditions
 - providing first aid
 - educational visits
 - intimate care
 - internet or e-safety
 - appropriate arrangements to ensure school security

Safeguarding can involve a range of potential issues such as:

- bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- racist, disability, and homophobic or transphobic abuse
- radicalisation and extremist behaviour
- child sexual exploitation
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1. Safer Recruitment and Selection

St Mary's RC Primary School pays full regard to current Department for Education (DFE) guidance, „Keeping children safe in education“ September 2016. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job

In line with statutory changes, underpinned by regulations, the following will apply:

Roles and Responsibilities

Governing Bodies: The governing body should ensure that the school operates safe recruitment practices and procedures and that all appropriate checks are carried out on staff and, where required, volunteers.

Head Teacher: The head teacher is responsible for:

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- ensuring that all new appointments to the school's workforce are DBS checked and are not barred from working with children
- ensuring that identity checks are carried out on all appointments to the school workforce;
- ensuring the school keeps a single central record detailing the range of checks carried out on their staff;
- ensuring that appointments recruited from overseas or those who have lived and worked outside the UK have a DBS disclosure and further checks as appropriate if the DBS disclosure is not sufficient for the purpose of assessing their suitability for the post;
- ensuring that employment history is fully explored, any gaps explained and at least 2 references taken up
- ensuring that all supply staff have undergone the necessary checks to assess their suitability for the post including seeking appropriate verification from any agency that the necessary checks have been undertaken;
- deciding whether a member of staff can start work pending receipt of a DBS disclosure by undertaking an appropriate assessment of the risk and putting additional safeguarding measures in place if necessary; and
- deciding whether the portability policy can apply regarding the DBS check;
- our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA

The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work within our school.

For most appointments, an enhanced DBS check with barred list information will be appropriate as the majority of staff will be engaging in regulated activity. A person will be considered to be in „regulated activity“ if as a result of their work they:

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- will regularly work our school at times when children are on school premises (where the person's work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor);

In school a supervised volunteer who regularly teaches or looks after children is not in regulated activity, the Department for Education (DfE) has published separate statutory guidance on supervision and regulated activity which St Mary's RC Primary School will have regard to when considering which checks should be undertaken on volunteers.

2. Safe Practice

Our school will comply with the current Safe Practice guidance.

Safe working practice ensures that pupils and staff are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;

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- work in an open and transparent way;
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- be aware of confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3. Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a Designated Person with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

We will raise pupil's awareness through PSHE, support from staff and helpful information around school.

4. Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm (see 3 Action by Designated Senior Person)

We encourage parents to discuss any concerns they may have with *staff in school*. We make parents aware of our policy on the website, in school brochure and through newsletters when appropriate and parents are made aware that they can view this policy on request.

Sample insert for school brochure

School is committed to ensuring the welfare and safety of all children in school. All South Tyneside, including St Mary's, follow South Tyneside's Safeguarding Children procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with South Tyneside's Safeguarding Procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request.

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5. Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

6. School Training and Staff Induction

The school's senior member(s) of staff with designated responsibility for child protection are Mrs M.Graham and Mrs A.Tumelty, they have undertaken child protection training and training for Designated Staff which will be refreshed at 2 yearly intervals.

The Headteacher and all other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by annual refresher training.

All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction.

7. Support, Advice and Guidance for Staff

Staff will be supported by the senior leadership team, Governors, LA and professional associations.

The designated senior person for Safeguarding/Child Protection will be supported by the Chair of Governors.

8. Related School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It is not just about protecting children from deliberate harm. It relates to aspects of school life including:

Related safeguarding portfolio policies

- Physical intervention and the use of reasonable force
- Personal and intimate care
- Complaints procedure
- Anti-bullying
- Appropriate physical contact
- Whistleblowing
- SEN
- Behaviour
- Missing children
- Safer recruitment
- Managing allegations
- Grievance and disciplinary

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Confidentiality

School has regard to HM “Information Sharing guidance 2015.

The school will have regard to the above guidance and is aware:

- When information must be shared with police and Social Care where the child/young person is / may be at risk of significant harm
- When the pupil’s and/or parent’s confidentiality must not be breached ☐ That information is shared on a need to know basis

9. Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on a Child Protection Plan or subject to a care plan ☐ name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

10. Roles and Responsibilities

Our Governing Body will ensure that:

- Our school complies with their duties under legislation. With regard to Keeping Children Safe in Education guidance they will ensure that the policies, procedures and training in St Mary’s are effective and comply with the law at all times.
- That our school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015*. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children’s social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- That the school’s safeguarding arrangements take into account the procedures and practice of South Tyneside local authority as part of the interagency safeguarding procedures set up by South Tyneside Safeguarding Children Board.

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- The chair of governors will liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher.
- The Headteacher will ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Appoint members of staff of the school's leadership team to the role of designated safeguarding lead. This should be explicit in the role-holder's job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- Will consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and – through sex and relationship education (SRE).
- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training.

Our Designated staff will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- will liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children 2015.
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children.
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- 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.

Managing referrals

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

- Refer all cases of suspected abuse to the local authority children's social care and:
- The designated officer(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).

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- Liaise with the head teacher 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 concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking 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 policies are known and used appropriately:
- Ensure the school 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 and Safeguarding services to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file and is signed for by the receiving school or college.

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

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11. School procedures (See Appendix A)

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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 illness in a child.

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 or non-penetrative acts. They may also include noncontact 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 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 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 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 (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

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. 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.

(Working Together to Safeguard Children 2015)

All staff follows the school's procedures which are consistent with „Working Together to Safeguard Children 2015“ and Keeping Children Safe in Education 2016)

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an „open“ nature e.g. „Can you tell me what happened?“ rather than „Did x hit you?“
- try not to show signs of shock, horror or surprise
- not express feelings or judgments regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who „need to know“ will be told
- explain what will happen next and that the person will be involved as appropriate
- complete a cause for concern form (Appendix B)

Action by the Designated Senior Person (or other senior person in their absence)

Following any information raising concern, the designated senior person will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection *Plan* □
discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Adviser and/or Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately **OR**
- not to make a referral at this stage
- talk with parents/young person
- seek advice from professionals working with the family
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment under a EHCP and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be followed up in writing within 24 hours using a standard referral form.

Action following a child protection referral

The designated senior person or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are made the subject of a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Conferences
- where possible, share all reports with parents prior to meetings
- where a child on the child subject to a child protection plan moves from the school or goes missing, immediately inform the key worker in Social Care

Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a „Child Protection“ file, separate from the child's main file. This will be locked away and only accessible to the headteacher and designated senior person. These records will be copied and transferred to any school or setting the child moves to, clearly marked „Child Protection, Confidential, for attention of Designated Person Child Protection. “ If the child goes missing from education or is removed from roll to be educated at home than any Child Protection file should be copied and the copy sent to the Local authority. Original copies will be retained until the child's 25th birthday.

Supporting the Child and Partnership with Parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child

Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child or
- Has behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

We will apply the same principles as in the rest of this document and we will always follow the South Tyneside Safeguarding procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the headteacher and make a record
- In the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the „headteacher“
- The headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The headteacher will consult with the Safeguarding Advisor and/or Local Authority Designated Officer (LADO) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The headteacher will inform the Chair of Governors of any allegation.

This policy has been informed by the following:

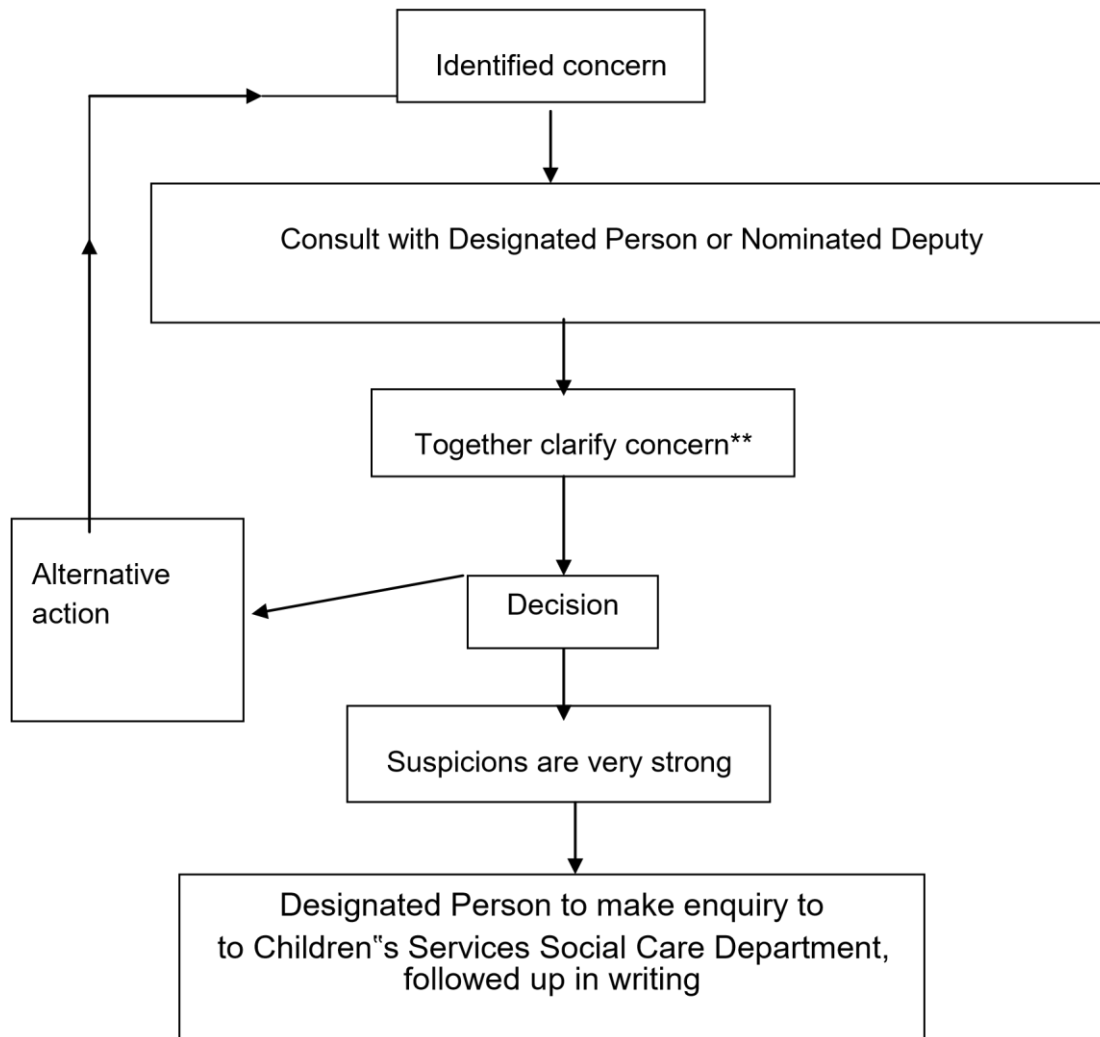
- Keeping children safe in Education 2016
- Education Act 2002 Section 175
- South Tyneside LA procedures for dealing with allegations/complaints against staff
- Framework for the Assessment of Children and Families
- Children Act 1989
- Working together to safeguard children 2015
- What do you do if a child is abused 2015?
- South Tyneside Safeguarding procedures
- Circular 0027/04 Safeguarding and promoting the welfare of children etc
- Inquiries (national/local) informing and improving practices

- United Nations Charter for the Child
- Data Protection Act
- Sexual Offences Act 2003
- Protection of Children Act 2000
- Freedom of Information Act
- Report of the Bichard Enquiry 2004

Appendix A – Suspect child at risk action to take

St Mary's Catholic Primary School

Channels of communication should be quick and clear:



**

Any member of staff who is unhappy with the joint decision made with the Designated Person can consult with the Headteacher/Chair of governors or seek advice from key staff within the Local Authority

Appendix B – Cause for concern form



Name of Child:		DOB:
Time of concern:	Date of concern:	Place of concern:
Concern:		
Detailed Account: (Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Teacher)		
Member of Staff completing form		Role

Appendix C - Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual) • mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix D - Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for nonmedical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal? FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the „at risk“ communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be „cut“ or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity

- Repeated urinal tract infection
- Disclosure

The „One Chance“ rule

As with Forced Marriage there is the „One Chance“ rule. It is essential that settings /schools/colleges take action **without delay**.

APPENDIX E – RADICALISATION

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly funded or independent, and organisations covered by the Early Years Foundation Stage framework. Statutory guidance has been published and is expected to come into force on 26th March 2015.

Schools Leaders must:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty
- Ensure staff implement the duty effectively

Other duties on schools include:

- Effective partnership working with other local agencies, eg. LSCB, police, health, etc.
- Information sharing
- Maintaining appropriate records
- Assessing local risk of extremism (including Far Right extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of LSCB policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there is robust ICT protocols that filter out extremist materials

School buildings must not be used to give a platform to extremists

Understanding and recognising risks and vulnerabilities of radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means.

These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause **Significant Harm**.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Potential indicators include:

- Use of inappropriate language:
- Possession of violent extremist literature: Behavioural changes;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology.

COVID-19 Update

Contact with families during COVID-19

During the COVID-19 outbreak it is imperative that we continue to record contact made with children and their families. We should be aware that our families are going to be under increasing stress which may increase the risk of harm.

St Mary's will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID19, school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. OLOTR will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Here are some top tips to keep us all safe:

Top Tips when recording

- ✓ Make sure you record the **time** and **date** of contact made not the date you record the contact
- ✓ The record should include the **name of the person** who made contact should we need to discuss this with them at a later date
- ✓ Details should be **factual**, **accurate** and do not include opinion
- ✓ Remember to include **your actions**, what you said or advised
- ✓ Information is **clear** and understandable to others
- ✓ Include full names not in the record to avoid any confusion
- ✓ For vulnerable pupils **ask to speak to the child**. Tell the parent you are carrying out 'pupil motivational calls' and record you have spoken to them.
- ✓ If a parent indicates they are sick and unable to come to the phone / get out of bed then we need to consider whether the children are safe? Who is looking after them? Is there another adult available? What is their age / maturity? **Inform the DSL immediately.**

Hand-written records

- ✓ Written records are legible (readable and makes sense)
- ✓ Entries are written in black permanent ink
- ✓ Errors are scored through with a single line, are dated and signed, and remain legible

If working from home

- ✓ If working on a computer, ensure the screen is positioned not to be in view of others within the home (CPOMS)
- ✓ If using an online teaching package, consider the location of your computer and any recorded lessons do not compromise your position
- ✓ Staff should only use online systems agreed by the school.
- ✓ There are a number of serious concerns about using WhatsApp for school communications. First, WhatsApp says it **should not be used** for business; it is against their terms and conditions.

Second, it is **not compliant** with **GDPR**. Third, there is no way that a school can access the content should it need to; there is no audit trail whatsoever.

Phone calls to parents / pupils

- ✓ Record the call on CPOMS or tracker (schools current recording system)
- ✓ If calling from home protect your number by dialing 141 first
- ✓ If leaving a message, ensure there is no personal information in the voicemail
- ✓ If any concerns arise during the conversation, ensure you follow your safeguarding procedures

Emails to parents / pupils

- ✓ Never use personal emails to contact parents or pupils
- ✓ Remember you are representing the school and the emails may be used in legal cases.
- ✓ Do not mention personal details on emails
- ✓ Include a signature strip on your emails, including school, address, contact details and job title so they can be traced at a later stage
- ✓ Check who you are sending it to before you click send
- ✓ If you send an email by error containing student information. Inform your line manager as soon as possible
- ✓ If you receive an inappropriate email inform your line manager of the time, date, content and sender details

Considerations for DSLs

- ✓ Risk levels of each child and whether COVID-19 will increase risk to that child
- ✓ How often staff should make contact with home (For example: Red – daily, Amber – twice a week, Green – weekly)

How to make contact:

- ✓ Text systems are good for short whole school messages
- ✓ Websites are good for longer whole school messages
- ✓ Home visits are good to check the welfare, appearance, whether a family is coping. Reasons to visit: Food parcel, work pack delivery (Ensure lone working procedures are followed and the outreach worker adheres to a 2 metre distance, through window)

Which member of staff should make contact with home?

- ✓ **Additional needs:** Would the SENCO / teaching assistant be best placed to make contact as they can advise the parent on coping strategies and would recognise any difficulties they may be facing
- ✓ **Staff will be allocated pupils to contact.**
- ✓ Where possible the **same member of staff** has the regular contact with the family
- ✓ As staff may be absent due to illness has a main key contact been identified or a **cover contact person** appointed?
- ✓ If there are **siblings** make a call to the whole family and record on the sibling's record also. (Linked students on CPOMS / click monitor)
- ✓ Share contact details for further support