



Safeguarding and Child Protection Policy – reviewed Sept 2017

'I HAVE COME THAT YOU MAY HAVE LIFE AND HAVE IT TO THE FULL' (JOHN 10:10)

INTRODUCTION

The School's Mission Statement can only be fulfilled in it's true sense by all members of our school community ensuring they play a full role in safeguarding the children who attend the school:

Safeguarding and promoting the welfare of children is everyone's responsibility

It is a fundamental and central aspect of our work that the children receive the highest quality of care. This policy sets out how we will respond to concerns about Safeguarding and Child Protection Issues that is – to protect children from harm. The Governing Body of the school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with the view to 'safeguarding and promoting the welfare of children who are pupils at the school' as referred to in the Education Act 2002 Section 175

All definitions and procedures derive from the LEA's Child Protection Guidance in the 'Oldham Local Safeguarding Children Board' handbook, (which is available from P.Moore / P McMahan), and Salford Diocesan Guidelines, the policy should be read alongside the guidance provided in DfE Keeping Children safe in Education 2017 which underpins the policy. (Copies are displayed in the staffroom and all staff sign to say they have read and understood)

The LA LSCB Website www.oldham.gov.uk/lscb-home is an excellent site giving the latest guidance, procedures and training details.

SENIOR DESIGNATED TEACHER FOR CHILD PROTECTION – **Sept 2017 P.MOORE**
DEPUTY DESIGNATED TEACHER- **P McMahan**

Child protection support- provided by Sally Maders- pastoral lead.

GOVERNOR WITH SAFEGUARDING AND CHILD PROTECTION RESPONSIBILITY-
MAUREEN PATTERSON

STRATEGIC LEAD FOR SAFEGUARDING CHILDREN –LCSB – **PRIMARY ANGELA KNOWLES**

DEFINITION OF CHILD ABUSE

Child abuse can take many forms and may involve deliberate acts of cruelty or a persistent failure to provide adequate standards of care, whether physical or emotional.

Most inflicted injuries are not the result of conscious, premeditated acts by the parent or caregiver, but the unintended consequence of a sudden outburst or temporary loss of control. Neglect and emotional abuse may be associated with hostility and rejection, but are more often the result of the parent's inability to provide the skills necessary for good parenting or their limited abilities have been overwhelmed by adverse circumstances. However the school remains vigilant to all kinds of abuse and potential abusers. These include peer to peer abuse and any form of abuse is not tolerated and dealt with in a serious way using the procedures outlined below. Abuse of young people today can also take place through technology and recent cases of "sexting" or exploitation of young people through the internet and chat-rooms means we have to be extra vigilant as a community to keep our children safe from potential dangers and harm.

CATEGORIES OF ABUSE

If children do not receive their Basic Needs (see below) it will be for one or more of the following reasons.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruptions of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative {e.g. rape, buggery or oral sex} or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. 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}
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

CHILDREN'S BASIC NEEDS:

- a) **Basic Physical Care:**
Warmth, shelter, food, rest, hygiene and protection from danger.
- b) **Affection:**
Physical contact, (holding, cuddling). Comforting, patience, time, approval.
- c) **Security:**
Continuity and consistency of care, stable and predictable environment.
- d) **Stimulation of innate potential:**
Praise, encouragement, responsiveness.
- e) **Guidance and control:**
To teach adequate social behaviour.
- f) **Responsibility:**
Self-care, tidying etc. gaining experience through mistakes as well as successes and receiving praise and encouragement to strive and do better.
- g) **Independence:**
Making decisions, first about small things, but increasingly about the various aspects of life within the confines of the family and society codes.
We seek to fulfil our wider obligations through activities which reflect Christian values to people of other countries and cultures.

PROCEDURES

General guidance is given in Appendix 1

If staff suspect that any of the above are happening over a period of time it is important to;

- (a) Log concerns on the School's Child Protection Online Monitoring system (CPOMs) and notify the Designated Teacher immediately.
- (b) Or ensure that the Critical Incident Form (see Appendix 4) is filled in and given to the designated safeguarding lead.
- (c) Discuss the issue with the Designated Teacher with a view to formulating a plan of action.

If children tell a member of staff that something serious has happened the procedures outlined in Appendix 2 must be followed.

See Appendix 3 for procedures to follow for allegations against staff members.

REFERRALS TO SOCIAL CARE

These will be made by the Designated Teacher/Headteacher when it is judged that there is sufficient evidence to make a proper referral. In cases of Sexual Abuse LCSB guidance states that in a suspicion or allegation the matter must be immediately reported to the Children's Assessment Team. At Social Services through the designated person. The designated teacher will use the online referral.

CURRICULUM LINKS

The school has a systematic approach to teaching the children about looking after themselves. This includes our PSHE curriculum, stranger danger topics, In The Beginning, Crucial Crew, Life Education Caravan, and so on, as well as dealing with issues on an on-going basis. The QCA guidance for Drug, Alcohol and Tobacco abuse has been presented in staff meetings.

RECRUITMENT and TRAINING

The school will undertake the appropriate training and implement the correct procedures for recruitment and selection of staff to ensure that adults working with the children are suitably screened with DBS and list 99 checks. Induction procedures will be improved to cover safeguarding issues for all new staff. All staff will be trained on safeguarding every 3 years and the Designated officer will receive training at least every 2 years and disseminate any key information to all staff. Staff will be provided with an annual safeguarding review and read Keeping children Safe in Education annually or following any updates. Safer recruitment practices are adhered to and relevant staff and Governors have been trained in Safer recruitment.

CONFIDENTIALITY AND CHILD PROTECTION ISSUES

Each child has the right to complete confidentiality and consideration at all times. School staff and governors do not have a right to be in possession of all information about a child at St Edward's. Information will be held and passed on a "need to know basis" only and will be limited to essential information also.

As the staff room frequently houses visitors to the school it is not a suitable place to discuss children and pass on information unless in an agreed formal meeting. Any person doing so could be breaching the child's rights and subject to prosecution.

The designated teacher is the Headteacher. All staff (teaching and non-teaching) must inform the Head immediately as soon as a possible Child Protection issue arises. Staff are asked to rigidly adhere to the guidelines given in this Child Protection Policy.

Incidents should then be logged and stored securely on CPOMS which will help provide a confidential and secure record of incidents which may be needed as part of the information gathered to protect the children.

PASTORAL CARE

Parents entrust their most precious possession to us - their children. Staff are in loco parentis and must carry out this duty with care, respect and diligence. This compliments our child protection procedures. Ways to achieve this are:

- a) To build positive relationships based on respect
- b) To be an example as a true Christian
- c) By working with each individual child, to achieve their potential
- d) To give equal value to each child taking into account S.E.N., and equal opportunity, race, colour and religion.
- e) To nurture home/school partnership
- f) To reinforce and praise appropriate behaviour
- g) To deal with misbehaviour in a controlled and thoughtful way
- h) To create a safe and attractive environment in school for the children
- i) To be ever ready to listen - to children and parents
- j) To develop the whole person of the child.

Children with SEN/ disability and lone working

The school recognises its responsibility to protect and safeguard its most vulnerable pupils. It also seeks to protect staff from allegations of abuse. To ensure this the school has a lone working policy which ensures no pupils are left alone 1 to 1 with an adult.

Volunteers -all volunteers must be checked and vetted by a DBS (or list 99) before working with children and until a DBS has been obtained volunteers would not be allowed to engage in any unsupervised activity.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

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](#), [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- [bullying including cyberbullying](#)
- [children missing education](#) – and (Annex A of Keeping Children Safe 2016)
- [child missing from home or care](#)
- [child sexual exploitation \(CSE\)](#) – and Annex A of Keeping Children Safe 2016
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – and Annex A of Keeping Children safe 2016
- [forced marriage](#)- and Annex A of Keeping Children Safe 2016
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [hate](#)
- [mental health](#)
- [missing children and adults](#)
- [private fostering](#)
- [preventing radicalisation](#) – and Annex A of Keeping
- [relationship abuse](#)
- [sexting](#)
- [trafficking](#)

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the annex.

Peer to peer abuse

All staff have undergone training and will know that children are capable of abusing their peers. Our core gospel value is to show love to others and to treat others as you would like to be treated so any form of peer to peer abuse is dealt with promptly and appropriately using the behaviour policy. Any serious allegations of abuse would also be referred to the appropriate authorities. Peer on peer abuse can take many different forms, but abuse is

abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Victims will be supported by our pastoral lead to ensure they receive the right support. Peer on peer abuse can manifest itself in many ways. We are vigilant to all kinds of abuse include abuse using mobile technology. Children are taught about the appropriate use of mobile phones and they are not allowed in school. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published [sexting advice](#) for schools and colleges which is shared with parents of KS2 children. Staff are aware of the different gender issues that can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Attendance- children missing education

As a school community we remain vigilant together of potential dangers to all children. Holidays during term time are not authorised unless under exceptional circumstances and any unexplained absence is investigated immediately as per our improving attendance policy to help safeguard all young people in school.

Online safety

As we work increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. School will ensure appropriate filters and appropriate monitoring systems are in place and our Internet and e safety policy supports the safeguarding of young people in school.

Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. We ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. In particular we ensure that appropriate staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead, Peter Moore, will have details of the child’s social worker and the name of the virtual school head in the authority that looks after the child. In Oldham the virtual school head is Angela Newman.

Serious Case Review Panel

The Serious Case Review Panel undertakes reviews of serious cases where a child dies and abuse or neglect are known or are suspected to have been a factor in the death or where there is suspicion, the child committed suicide, or died whilst absent having run away from home. See the LSCB website for details.

The LA Safeguarding Adviser is David Devane (7708868)

The LA Safeguarding Officer is Susan Harrison (7708096)

The Policy has been approved at the Governing Body Meeting dated

Signed

A handwritten signature in black ink, appearing to be 'Susan Harrison', written in a cursive style.

This policy will be reviewed in Sept 2018

Appendix 1

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working together to safeguard children](#).
2. 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.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.
5. Children includes everyone under the age of 18.

The role of school and college staff

6. 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.
 7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
 8. Every 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.
 9. **All** school and college staff should be prepared to identify children who may benefit from early help.³ 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
- ³ Detailed information on early help can be found in Chapter 1 of [Working together to](#)

[safeguard children](#)

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.

10. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.

11. The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.⁴

What school and college staff need to know

12. **All** staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

13. **All** staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. **All** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

15. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989⁵ that may follow a referral, along with the role they might be expected to play in such assessments.⁶

⁴ The [Teachers' Standards](#) apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.

16. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. **All** school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.

18. Departmental advice [What to do if you are worried a child is being abused- Advice for practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on types of abuse and what to look out for.

19. Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

HOW TO RESPOND IF A CHILD MAKES A DISCLOSURE

(1) Teacher needs to tell another colleague that immediate cover is required.

(2) Child can be taken to a part of the school where privacy can be respected and where the member of staff speaking to the child is able to be seen by other colleagues.

When these arrangements have been made the following guidance should be adhered to:

1. Listen carefully
2. Give time and attention
3. Allow the child to give a spontaneous account
4. Do not offer false confidentiality
5. Empathise
6. Reassure the child:
 - a) that you are glad they told you
 - b) that they have done nothing wrong
 - c) what you are going to do next
7. Record:
 - a) what was said
 - b) the context in which it was said
 - c) who was present
8. Always tell the Designated Teacher only, who will inform Social Services if appropriate
9. Do not investigate

HOW TO RESPOND IF A CHILD MAKES A DISCLOSURE ABOUT A MEMBER OF STAFF.

Details must be reported to the Headteacher immediately.

It is not appropriate to disclose any details of the allegation to the member of staff concerned.

Appendix 4 will be completed with the school's Senior Designated Person for Child Protection.

The Headteacher will carry out an initial assessment to establish whether or not the allegation is demonstrably false (e.g. the member of staff was not in school at the supposed time of the allegation). In all other circumstances the designated LA or Diocesan Officer will be informed and a joint decision made whether to follow the LA's agreed procedure for dealing with allegations of abuse members of staff.

Where the Headteacher is suspected of having abused a child it is the responsibility of the Deputy Headteacher to inform the designated LA or Diocesan Officer.

Remember that the child is always the primary client. First consideration must be given to the child.

Staff are requested to avoid putting themselves in a position where a false allegation is difficult to disprove. Avoid situations where you are left alone with a child and out of view of other adults. Never use force to reprimand a child.

All staff are required to read 'Keeping children safe in Education' AMA 2016, which is available in the Staff Room from Mr Moore or from Mrs Akin (School Business manager).



St Edward's R.C. Primary School
Critical Incident / Cause for Concern Form

It is to provide a record of any significant incidents, circumstances or events which need to be recorded for future reference.

Member of Staff reporting the cause for concern	Date:
Pupil's Name:	
Description of incident / concerns (please use overleaf if necessary)	
Is this the first incident of this type? Yes / No	
Please give details if <u>NO</u>	

To be completed by the Headteacher / Deputy Headteacher
Points of Action / Referrals:

Contact family		Contact Community Nurses		Log on file	
Refer to in school support		Alert other professionals e.g. Pupil Welfare Service		Review in:	
CAF		PSA		Other info	

If this is this a Child Protection issue please complete the Child Protection / Safeguarding Incident Report

Signed:	Date:
---------	-------

Appendix 5

The Role and Responsibility of the Designated Person(s) for Child Protection

The Designated Persons for the school are Peter Moore and Patrick McMahon and they will be the first point of reference for any issue to do with child protection.

We do not expect the designated person(s) to be 'experts' in recognizing and dealing with suspected child abuse. We also firmly support the view that it is for the Police and Social Care colleagues to carry out any necessary investigations, not the school, once the matter has been referred to them.

In the school, the designated person(s) will seek to:

- Co-ordinate action in cases of child abuse, both within school and with the appropriate outside agencies.
- Act as a consultant for the school staff and outside agencies about particular children
- Ensure that appropriate staff within the school know sufficient about the child at risk to cope with him/her within the school and protect him/her
- Ensure that all staff coming into contact with a child who has or maybe suffered abuse, know what signs to look for and the procedures to follow
- Keep information regarding children on the Child Protection Register, informing staff appropriately
- Pass on information when children change school or leave
- Liaise with other agencies of the Safeguarding Children Board
- Arrange ongoing whole staff awareness raising and staff development (including support staff) with regard to child protection

The Roles and Responsibilities of every member of staff will be to:

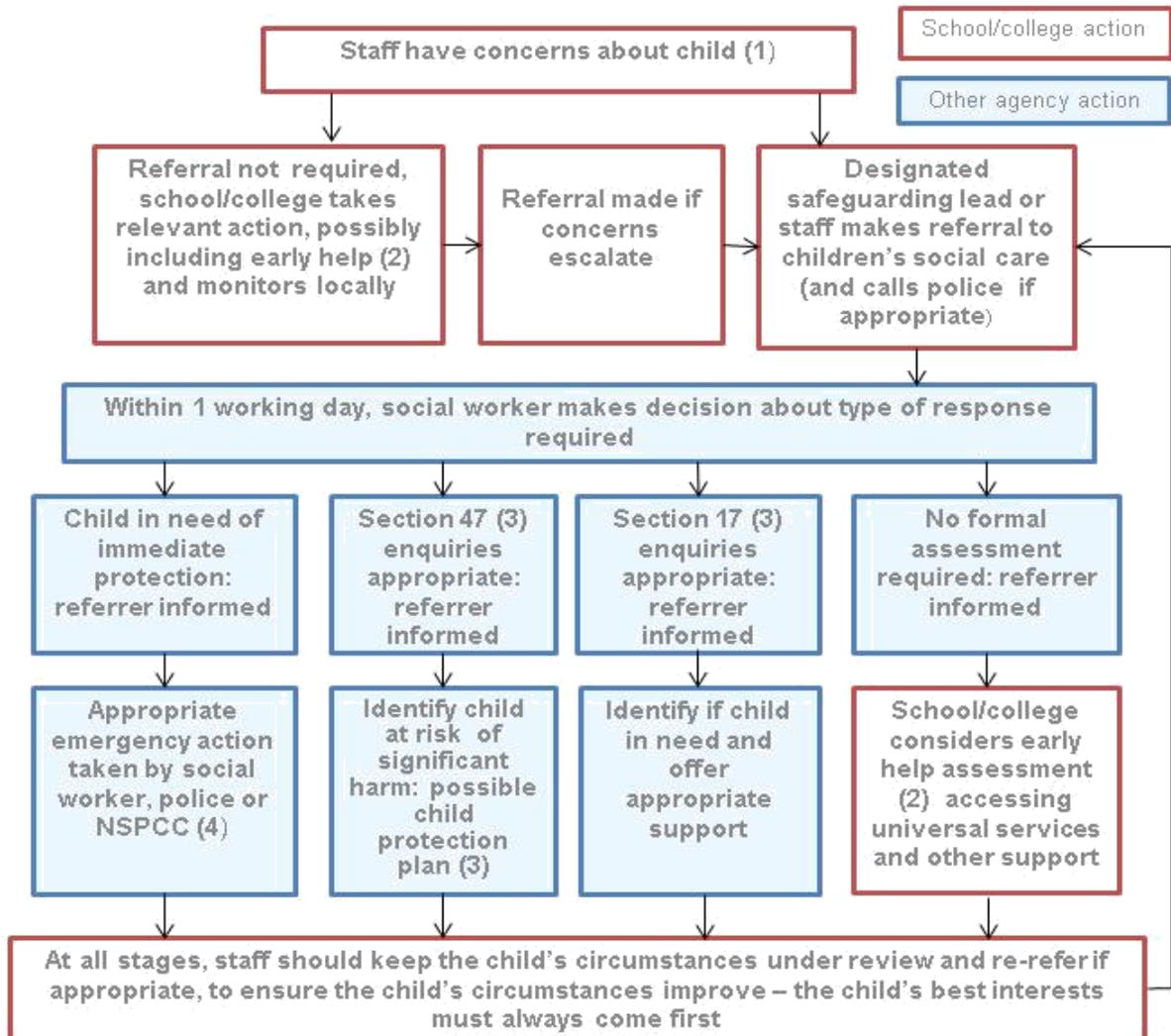
- Know who the designated person(s) are
- Know and follow school procedures
- Understand the role of the designated person
- Attend any meetings where appropriate
- Monitor any vulnerable child who is in their care and implement any child protection plan for a child who is on the 'at risk' register
- Have a general awareness of the possible indicators of abuse
- Keep confidential any sensitive information which has been shared with them

Recording, Storing and Sharing Information

All confidential information relating to pupils should be stored separately from the main pupil file. Access to any confidential information should be via the Headteacher or Designated Person(s) only.

Appendix 6- Actions flowchart

Actions where there are concerns about a child



Appendix 7- Referral form for Early Help

Child / Young Person Details:**Date received:**

Forename

Surname

AKA /previous names

Male

Female

Unknown

Date of birth or EDD*

Address

Contact tel. no.

Ethnicity

Religion

Postcode

Disability (Registered?)

Is an interpreter or signer required?

Yes No

Unaccompanied Asylum Seeker?

Yes No **Details of parents/carers**

Name

Contact tel. no.

Relationship to child or y.p.

Ethnicity:

Address

Preferred Language

Postcode

Parental responsibility? Yes No

Name

Contact tel. no.

Relationship to child

Ethnicity:

Address

Preferred Language

Postcode

Parental responsibility? Yes No **Siblings and Other Household Members (including non-family members):**ameddress

Relationship to

Date

Reason for referral/Issues Identified

Referred by:	
Date	

Organisati on Address	
--------------------------	--

Role	
Organisation	
Telephone	
E-mail:	
Fax	

*AKA – Also Known As
 *EDD – Estimated Date Delivery

Key Agencies and services working with the child or Young Person.

Universal

GP Details Tel.

Health Visitor Details Tel.

Nursery/school Details Tel.

Other services

Service Details Tel.

Service Details Tel.

Service Details Tel.

Child's Developmental Needs: Health / Education / Emotional / Social presentation & relationships

Parent's ability to meet Needs of Child: Safety/ Basic Care / Stimulation/ Emotional warmth & Boundaries

Wider Family and Environmental Factors: Housing/ Resources/ Financial resources & family support

What outcomes are you wanting the social care team to achieve?

Do you require an acknowledgement of this referral? Yes No

Is the parent/carer aware of this referral? Yes No

Parent's Comments:

CAF* Completed?

Yes

No

Date:

--

*CAF – Common Assessment Framework