

# ST MARY'S POLICY FOR SAFEGUARDING AND CHILD PROTECTION

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| <b>Head Teacher:</b>                         | <b>Mrs Helen Armstrong</b> |
| <b>Policy Monitor/Safeguarding Governor:</b> | <b>Mrs Mary Norrish</b>    |
| <b>Designated Safeguarding Lead:</b>         | <b>Mrs Sharon Betts</b>    |
| <b>Second Designated Safeguarding Lead:</b>  | <b>Mrs Helen Armstrong</b> |

## LINKS TO OUR MISSION STATEMENT:

*'Everyone within our community is encouraged to strive for the highest standards of personal, social and intellectual development.'*

*'Our community recognises that each person is unique and our aim is to support each other along our personal journey of faith, treating others with respect' and recognising the rights of the child'*

## We would wish to:

- ◆ provide a loving environment where our children's spiritual, intellectual, social, physical and emotional needs are met;
- ◆ always keep the best interests of the child to the fore;
- ◆ advise and guide staff, governors and others working in school about handling disclosures and concerns about the care of children;
- ◆ respond quickly, effectively and sensitively to any concerns raised;
- ◆ effectively coordinate our efforts with other support agencies;
- ◆ offer ongoing support for any child in need.

## 1. Principles

- St Mary's Catholic Primary School takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.
- An agreed definition of safeguarding is: 'All agencies take all reasonable measures to ensure that the risks of harm to children's welfare are minimised. Where there are concerns, all agencies take action to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies' – Her Majesty's Joint Chief Inspectors' report 2002.
- Safeguarding encompasses many aspects of school life, wherever a child's welfare might be compromised; child protection is one very important aspect of safeguarding.
- Promoting welfare involves 'creating opportunities to enable children to have optimum life chances in adulthood' – Framework for the Assessment of Children in Need and their Families (Government guidance 2000)
- Our Governing Body will act in accordance with Section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils at this school.
- All children have the right to be safeguarded from harm or exploitation whatever their:
  - race, religion, first language or ethnicity
  - gender or sexuality
  - age
  - health or disability
  - political or immigration status
- Statements about or allegations of abuse or neglect made by children will always be taken seriously and acted upon promptly.
- This school follows the Multi-Agency Local Safeguarding Children Board (LSCB) Child Protection Procedures that are updated regularly.
- Staff, volunteers and governors in this school are committed to fostering an ethos which:
  - encourages and supports parents/carers and works in partnership with them;
  - listens to and values pupils;

- ensures all staff, volunteers and governors are aware of signs and symptoms of abuse, know the correct procedure for referring concerns or allegations and receive appropriate training to enable them to carry out these requirements;
  - maintains a safe school environment for all pupils;
  - exercises their duty to work in partnership with other agencies and to share information with them in accordance with legislation (Children Act 2004; Working Together to Safeguard Children 2015; Keeping Children Safe in Education, 2016)
- We recognise that school staff and volunteers, because of their contact with and knowledge of the children or young people in their care, are well placed to identify abuse and offer support.
- Our recruitment and selection procedures include all checks on staff suitability to have contact with children (including Disclosure & Barring Service enhanced checks) as recommended by the Local Authority (LA) (Borough of Poole) and in accordance with current legislation and guidance (Keeping Children Safe in Education, DoE, 2016)
- The same procedures will be adopted for individuals who volunteer in school on a regular basis and all school Governors.
- This school recognises it is an agent of referral and not of investigation; no action will be taken knowingly which might undermine a criminal investigation. Investigating agencies are LA Children's Services Social Care and the Police.

## 2. Aims

- To raise the awareness of both teaching and non-teaching staff of the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children thought to be at risk.
- To identify any concerns early and providing appropriate help to prevent them from escalating, including working with parents/carers and other agencies as appropriate; e.g. ELSA, Pastoral Support Worker, Family Outreach Worker
- To acknowledge and actively promote multi-agency working as the best way to promote the welfare of children and protect them from harm
- To develop a structured internal procedure to be followed by all members of the school community in cases of suspected abuse.
- To share information about child safeguarding concerns with agencies who need to know, and involving children and their parents/carers appropriately
- To support the child's development in ways which will foster security, confidence and independence.
- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progression through all the Key Stages
- We will endeavour to safeguard children and young people by:
  - always acting in their best interests
  - valuing them, listening to and respecting them
  - involving them in decisions which affect them
  - never tolerating bullying, homophobic behaviour, racism, sexism or any other forms of discrimination, including through use of technology
  - exercising our duties under the Counter-Terrorism and Security Act 2015 by ensuring all staff and governors have either attended a WRAP (Workshop to Raise Awareness of Prevent) session or have completed on-line Prevent training in respect of radicalisation and extremist behaviour and by assessing the risk of our pupils being drawn into terrorism
  - ensuring the Designated Teacher for children who are Looked-After promotes the their educational achievement and works closely with the virtual school head to discuss how pupil premium plus additional funding can support the progress of these children

- ensuring that staff working with Looked-After Children have information appropriate to their role regarding, for example, the child's care arrangements, legal status and contact with birth parents
- ensuring that all staff and regular volunteers have training appropriate to their roles as set out in statutory guidance
- adopting a code of conduct for all staff and volunteers which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media
- ensuring our online safety process includes appropriate filters and monitoring systems
- ensuring staff and volunteers understand about 'whistle blowing' and how to escalate concerns about pupils or staff if they think the right action has not been taken to safeguard children

### 3. Definitions of Abuse (from Working Together to Safeguard Children 2015)

- **Physical abuse** results from acts or omissions by a parent or carer, which cause injury to the child. Bruises, abrasions, burns and scalds should all be of concern to staff. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Children of any age can be physically abused.
- **Neglect** The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may 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.
- **Emotional abuse** 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.
- **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 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.

It is accepted that in all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time. In most cases multiple issues will overlap with one another.

- **Child sexual exploitation** This form of abuse involves exploitative situations, contexts and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money, mobile phones) as a result of their performing, and/or another or others performing on them, sexual acts. It can occur through the use of

technology without the child's immediate recognition; e.g. being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

Recognition of child sexual exploitation is part of staff training. We note that any child or young person may be at risk of this form of abuse, regardless of family background or other circumstances, and can experience significant harm to physical and mental health.

Due to the grooming methods used by abusers, it is common for young people not to recognise they are being abused and may feel they are 'in a relationship' and acting voluntarily.

Any concerns about child sexual exploitation will be discussed with the Designated Safeguarding Lead who will take appropriate action which might include completing a risk assessment form. The form and more detailed local procedures are in the inter-agency safeguarding procedures on the LSCB website.

- The possibility of **Domestic Violence** in the child's home may need to be considered as statistics show this factor often features in families of abused children. The DSL in school is automatically informed of police alerts to incidents of Domestic Violence at a child's home address, but not the details of the incident. The DSL may also be invited to attend multi-agency meetings [MARAC], to plan for the greater protection of victims at high risk of domestic abuse.
- Other serious concerns which may not amount to child abuse should always be discussed with Social Care. A child showing symptoms of abuse, e.g. being uncared for, engaged in anti-social/inappropriate behaviour out of school, maybe referred to the Social Care Department or the designated LA Officer for Safeguarding Children (LADO). This can be done using hypothetical questions to Social Care or for advice as to whether the issue should be pursued further.

#### **Forms of abuse linked to culture, faith or belief**

All staff in this school will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to suspend professional disbelief (ie that they 'could not happen here') and to report promptly any concerns to the Designated Safeguarding Lead who will seek further advice from statutory agencies, prior to contacting parents/carers.

**Female Genital Mutilation** is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious and long lasting implications for physical health and emotional well-being. Possible indicators include taking a girl out of school / country for a prolonged period or talk of a 'special procedure' or celebration. In addition to reporting any concerns to the Designated Safeguarding Lead, teachers (along with regulated health and social care professionals) have a statutory duty to report personally to the Police if they discover that female genital mutilation has or appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

**Forced Marriage** is also illegal and occurs where one or both people do not or, in cases of people with learning disabilities, cannot consent to the marriage and pressure or abuse is used. It is not the same as arranged marriage. Young people at risk of forced marriage might have their freedom unreasonably restricted or being 'monitored' by siblings. There might be a request for extended absence from school or might not return from a holiday abroad. We recognise that school staff can play an important role in safeguarding children from forced marriage.

**So called 'honour-based' violence** is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. It can exist in all communities and cultures and occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Females are predominantly, but not exclusively, the victims and the violence is often committed with some degree of approval and/or collusion from family or community members. All forms of so called honour-based violence are abuse, regardless of the motivation, and should be referred accordingly.

#### **Children missing education**

We recognise that a child going missing from education is a potential indicator of abuse and neglect, including the specific types of abuse detailed above and/or travelling to conflict zones.

Therefore all staff will follow the school's procedure for dealing with unauthorised absence, particularly on repeat occasions, to help identify vulnerable pupils and to help prevent the risks of their going missing in future.

Actions could include involving other professionals and, if any of the criteria are met, informing the local authority where a pupil's name has been removed from the school roll.

#### **4. Recognising child abuse – signs and symptoms**

Keeping Children Safe in Education is clear: 'All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection'.

Recognising child abuse is not always easy, and it is not the responsibility of school staff to decide whether or not child abuse has definitely taken place or if a child is at significant risk. They do, however, have a clear individual responsibility to act if they have a concern about a child's welfare or safety or if a child talks about (discloses) abuse. They should maintain an attitude of 'it could happen here' and always act in the best interests of the child.

Appendix B details examples of possible indicators of each of the four kinds of abuse.

#### **5. Roles and responsibilities**

- All adults in the school have an individual responsibility to safeguard and promote the welfare of children by taking appropriate action. This includes taking action where there are child protection concerns.
- The LA Officers for Safeguarding Children (LADO) provide training, advice, guidance and support to the school, working in partnership with the school. The LA Officers are Julie Murphy, John McLaughlin and Jill Aiken
- The Designated Safeguarding Lead – Mrs Sharon Betts will act as the focal point for communication within the school and to supportive agencies in the community. In Mrs Betts' absence the second Designated Safeguarding Lead is Mrs Helen Armstrong.
- The Designated Governor – Mrs Mary Norrish monitors that the processes for keeping children safe are in place and appropriate funding for training etc. is available. Governing bodies are accountable for ensuring their school has an effective child protection policy which should be reviewed annually and available publicly, such as on the school website.
- The Social Care Department is the agency with the statutory responsibility for the investigation of allegations of abuse and the protection of children. It has the powers to take emergency action, to institute proceedings in the Family Proceedings Court and a legal obligation to promote the welfare of children. Not all cases involve legal action and we should not be deterred from consulting our local Social Care offices by what we imagine may be the consequences.
- The Police may also investigate allegations of abuse and have the power to protect children and to prosecute adults who have offended.

#### **Other Agencies:**

- School Medical Officer and /or the School Nurse can be asked to examine a child about whom there is concern.
- Health Visitor may know the family very well and so be able to put into context what we have noticed.
- School Attendance Worker can be called upon for consultation and information.
- Educational Psychologist may also be able to provide detailed information if the child is known to them.
- Child and Adolescent Mental Health Service (CAMHS)

## Safer Recruitment:

The Governors Staffing Committee, Designated Safeguarding Governor and the School's Administration Staff will ensure:

- all applicants use approved application forms that require disclosure of all criminal offences;
- that written references are obtained, which must include the present or latest employer.
- the candidate's identity has been verified and academic and vocational qualifications confirmed.
- pre-employment checks must include enhanced DBS and Barring List clearance for all employed staff.
- DBS checks are carried out on volunteers who regularly work with young children and may be or are unsupervised for any length of time.
- Governors are required to obtain DBS clearance as a matter of good practice.

## 6. Procedures for Referral / Principles for Intervention to Protect Children

- All action is taken in line with the following guidance:
  - Bournemouth, Dorset and Poole Inter-Agency Safeguarding Children Procedures & Guidance
  - Education Act 2002, Section 175
  - Guidance for Safer Working Practice for Adults who Work with Children and Young People 2009
  - Keeping Children Safe in Education, DoE, 2016
- Any member of staff, volunteer or visitor to St Mary's Catholic Primary School who receives a disclosure of abuse or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead [DSL] (Mrs Sharon Betts) or her deputy (Mrs Helen Armstrong). The names of the Designated Safeguarding Lead(s) will be clearly displayed in the entrance hall to the school. If appropriate, the DSL will inform the Social Care Duty Officer, unless the child about whom there are concerns already has an allocated social worker, in which case that person will be contacted without delay. The Social Care Duty Officer contact telephone no. is 01202 735046.
- Telephone referrals to Children's Services Social Care should be confirmed in writing within 24 hours, using the inter-agency referral form, via encrypted email.
- In general, school staff will discuss their concerns with parents/carers and advise them of any referrals to Children's Services Social Care, **unless** it is considered that to do so will place the child at risk of harm. Advice will be taken from the investigating agencies if there is any doubt.
- The Designated Safeguarding Lead will assist the investigating agencies to make enquiries into concerns of child welfare. This will include ensuring this school is represented at Child Protection Conferences and that information about the child is provided as required.
- The Designated Safeguarding Lead will be responsible for co-ordinating action and liaising with other agencies and support services over child protection and other safeguarding issues.
- Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis.
- We understand that concerns about significant harm may arise about children who already have an allocated social worker and we will pass on such concerns without delay.
- Every member of staff has an individual responsibility for safeguarding children. Where there is concern about a child's welfare and the designated senior person is not available, or it is felt that he/she is not taking the concerns seriously, another person in the school management team should refer those concerns to Children's Services Social Care. However, any adult with a concern can contact Children's Services Social Care if they feel their concern has not been pursued. It is always better to share a concern which later proves groundless than to wait for certainty, which may mean actual injury to the child.

## 7. Dealing with disclosures and concerns:

[See also Appendix A for flowchart of procedures.]

- Any suspicion that a pupil has been injured or ill-treated, or is being neglected or otherwise abused must be discussed with the Head Teacher / Designated Safeguarding Lead at once.
  - Should a member of staff or volunteer inform the Headteacher, Designated Safeguarding Lead or second Designated Safeguarding Lead a record of this discussion must be made
  - If appropriate, the next step is to:
    - Check observations of other staff;
    - Make inquiries of parents/carers about observable injuries/behaviour change;
    - Contact other agencies (see section 2). Social Care will answer any queries and give advice.
- Consult the child's previous school(s) if relevant
- Whosoever is consulted, brief but careful notes should be made and dated. If possible the actual words used should be recorded (especially in the case of an injury being explained).

### Outcomes:

- **The concerns were unfounded.** Notes will be preserved. The staff member will come back if there is any further concern.
- **There is insufficient evidence to pursue the concern at present:**
  - the child will continue to be monitored
  - informal dated notes/observations will be maintained
- regular discussions with the Designated Safeguarding Lead will continue (other agencies may be included especially if they are working with the family) .
- **Concerns are well founded.**

### **Referral of suspected physical abuse:**

- **If urgent medical assistance is needed**, it will be sought as for any other pupil. The hospital will be notified of suspected abuse. If a medical examination is necessary, the parents will be informed and invited to attend.
- **A referral will be made to Social Care.** Referral will be by telephone and a note of what was said and to whom will be kept as well as the date and time using the child's own words. The child's responses should not be led or directed by an adult as this may contaminate possible legal action.
- **Written confirmation will be sent to the Social Care Officer by encrypted email within 24 hours if there are any physical signs of abuse.** A skin map detailing colour, size and position of marks/bruises will be included with written referral.

### **Referral of suspected sexual abuse:**

- **An allegation of sexual abuse will be pursued.** Social Care will be informed at once, where possible using the child's own words. The child's responses should not be led or directed by an adult, as this may contaminate possible legal action. If the allegation involves a member of the household it is not appropriate to inform the pupil's parents/carers. Written confirmation will be sent to the Social Care Officer by encrypted email as soon as possible and no later than 24 hours.

### **Referral of suspected neglect and /or emotional abuse:**

- In the nature of these forms of abuse it is likely that staff will have noted a series of potentially concerning incidents/behaviours before considering the need to make a formal referral to Social Care. It is important that a chronology of concerns is carefully logged on a child's file and shared fully with Social Care once a pattern becomes evident.

### **Non Referral:**

- If general advice is needed a hypothetical scenario can be discussed and in this case no record is made. When a specific concern exists this should be discussed directly with the Duty Officer - Children & Families (Social Care) and be formally recorded by the school.

- If there is no chance of repetition with this or another child (the abuser is dead/serving life imprisonment), although consideration may need to be given to referring to another agency, e.g. CAMHS.

#### **Consequences for staff of referral:**

- If it is decided that the child will be interviewed or medically examined at school (not usual practice), the adult the child confided in may be present given:
  - they agree;
  - the child wishes it;
  - the parents/carers are not present.
- Staff members may be required to attend a child protection conference or provide a statement to the police or social worker.
- The child will continue to be monitored and supported by regular discussions which should be carefully noted.
- Informal support will be made available for involved staff members, as the process can be emotionally draining.

#### **Informing Governors about abuse:**

- Only in general terms (***details of individual cases will not be divulged***).

#### **Allegations made by children about other children, including peer on peer abuse:**

- If one pupil causes harm to another, it is not always necessary for it to be dealt with through a referral to Children's Social Care: sexual experimentation within 'normal parameters', bullying and fighting, for example, are not generally seen as child protection issues. All incidents will, however, be taken seriously, parents/carers will be contacted and appropriate action taken.
- The nature and severity of the allegation or concern will determine whether staff will implement the school's anti-bullying or other school procedures or whether a referral needs to be made to social workers or the Police. The Designated Safeguarding Lead should be consulted if there is any doubt about the right course of action.
- A referral to Children's Social Care will be made in all cases of domestic abuse relating to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, or coercive control, in their intimate relationships.
- A referral to Children's Social Care will be made if a child or young person displays sexually harmful behaviour. This involves one or more children engaging in sexual discussions or acts that are inappropriate for their age or stage of development. It is also considered harmful if it involves coercion or threats of violence or if one of the children is much older than the other.
- The process for managing sexually harmful behaviour can be found in the inter-agency safeguarding procedures on the LSCB website. In brief, a multi-agency meeting should be convened by Children's Social Care following a referral and an action plan agreed.
- A school risk assessment will be put in place, preferably by way of a meeting, which includes parents/carers and other professionals where they are involved.
- Staff should not dismiss abusive behaviour as 'normal' between young people and should not develop high thresholds before taking action.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- Sexting involves images or videos which are indecent or of a sexual nature, generated by children under the age of 18 or of children **under the age of 18, shared via a mobile phone, handheld device or website.**

### **8. Concerns About Staff Behaviour Towards Children**

- Local LSCB procedures plus DfE Guidance in Keeping Children Safe in Education, 2016, Part 4: Allegations of Abuse against Teachers and other Staff' will be followed.
- The DSL will ensure that, as a minimum, all staff are aware of Part 1 of this guidance re their knowledge of safeguarding definitions, their individual responsibilities and procedural systems for passing on concerns.



- All concerns/allegations about adults who work in St Mary's Catholic Primary School will be taken seriously and will be dealt with managed by the Headteacher, Mrs Helen Armstrong in consultation with the LADO. The LADO will record the consultation and will advise on the appropriate action that needs to be taken, which could include a referral to investigating agencies. (Note: if the LADO is not available, there should be no delay in taking advice or referring to Children's Services Social Care.)
- Due recognition will be paid to the stress caused by such an allegation and appropriate skills deployed to balance the needs of the child and support for the member of staff. However, the needs of the child must take precedence (Children Act 1989, Section 1 (1)(b)).
- Where the allegation is against the Headteacher, the LADO should be contacted by the Chair of Governors for advice on how to proceed.
- In order to minimise the risk of harm to children and of accusations being made against staff as a result of their daily contact with pupils, all staff are aware of safe working practice and follow guidelines on the use of control and physical restraint.

## **9. Supporting Children**

- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself or find it difficult to develop and maintain a sense of self worth.
- We accept that research shows that the behaviour of a child in these circumstances may include a range from that which is perceived to be normal to harm, violence, withdrawal, bullying or sexually inappropriate behaviour to others. Some or all of such behaviour needs to be referred to Social Care for further advice.
- Our school will support all pupils by:
  - encouraging the development of self-esteem and resilience in every aspect of school life whilst not condoning aggression or bullying
  - promoting a caring, safe and positive environment
  - liaising and working together with all other agencies
  - ensuring there is a named member of staff for 'Looked After' children.

## **10. Parental Involvement**

- St Mary's Catholic Primary School is committed to helping parents/carers understand its responsibility for the welfare of all pupils.
- Parents/carers will be made aware of the school's Safeguarding Children policy via the school prospectus, website and initial meetings with parents of new pupils.
- As previously stated, where possible, concerns about children should be discussed with parents/carers in the first instance and the DSL should advise of the need to make referrals to Children's Services Social Care, unless to do so would place the pupil at increased risk of significant harm.

## **11. Training**

- Governors recognise the importance of safeguarding training for the DSL and for all other staff and volunteers in the school and the Governing Body themselves.
- The DSL will be encouraged to attend training events organised by the LA or the Local Safeguarding Children Board. This person must have inter-agency training and receive updated knowledge and skills at regular intervals - at least annually
- DSL (including Deputy DSLs) training should be updated every 2 years
- Safeguarding Children must be part of induction training for all new staff and volunteer
- Staff who do not have lead responsibility for safeguarding must have 'refresher' training at least every three years in line with advice from the LSCB
- As well as attending regular training, all staff will receive safeguarding and CP 'updates', as required but at least annually (via emails, e-bulletins, staff meetings etc)

- Opportunities are provided for staff to contribute to and shape safeguarding arrangements and child protection policy

## **12. The Role of the Governing Body**

- Governors will ensure that the school has identified a Designated Safeguarding Lead, and deputy, and consider a nominated governor for safeguarding.
- The nominated governor for safeguarding, in liaison with the Designated Safeguarding Lead, will ensure that the school has an effective Safeguarding policy and clear procedures in place, and that these are known to all members of staff (including supply staff) and volunteers. Newly appointed staff should read copies of the policy and procedures as part of their induction training.
- The governors will receive an annual report on changes to the policy or procedures; training undertaken by the DSL other staff, volunteers and governors; the number of safeguarding incidents/cases (without detail or name); and how safeguarding issues are addressed through the curriculum.
- The governors will review and up-date (if appropriate) the policy on an annual basis and ensure a copy is sent to the LA's designated officer.
- As previously stated, the Chair of Governors will take action, according to agreed procedures, where there are allegations against the Headteacher.

## **13. The Curriculum and Safeguarding in Relation to Other School Policies**

- The governors place importance on the curriculum in the safeguarding of children. They aim to ensure that curriculum development meets the following objectives:
  - developing pupil self-esteem
  - developing communication skills
  - informing about all aspects of risk
  - developing strategies for self-protection
  - developing a sense of the boundaries between appropriate and inappropriate behaviour in adults
  - developing non-abusive behaviour and respect between pupils and adults
- The governors should ensure children are taught about safeguarding including on line safety
- This Safeguarding policy should be read in conjunction with the school's policies on attendance, complaints, curriculum, discipline and behaviour, (including anti-bullying), E-Safety, health and safety, race equality, risk assessments, sex education, mobile phones, special educational needs, staff discipline, conduct and grievance procedures.

## **14. Children with Special Educational Needs and Disability (SEND)**

- Governors recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect as additional barriers can exist when recognizing abuse and neglect in children with SEND. The barriers could be:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
  - children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
  - communication barriers and difficulties in overcoming these barriers.
- Staff responsible for any intimate care of children will undertake their duties in a professional manner at all times and ensure the child's dignity is preserved with a high level of privacy, choice and control. There will be close partnership with parents/carers.

- The school has an intimate care policy which is available to parents/carers on request.

#### **14. Extended Schools and Before and After School Activities**

- Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for safeguarding will apply.
- Where services or activities are provided by another body, using the school as a venue, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place to safeguard children and there are arrangements to liaise with the school on these matters as appropriate.

#### **15. Whistle Blowing**

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff and volunteers should be aware of their duty to raise concerns, where they exist, about the management of safeguarding, which may include the actions of colleagues. Any such concerns should be raised with the Headteacher, SLT or LA's designated officer.
- Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
  - General guidance can be found at- [www.gov.uk/whistleblowing](http://www.gov.uk/whistleblowing)
  - The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

#### **16. Monitoring and Evaluation**

- The Headteacher and Governing Body will –
  - monitor to ensure that appropriate training is being undertaken
  - monitor the number of safeguarding incidents annually
  - this policy will be reviewed on an annual basis.

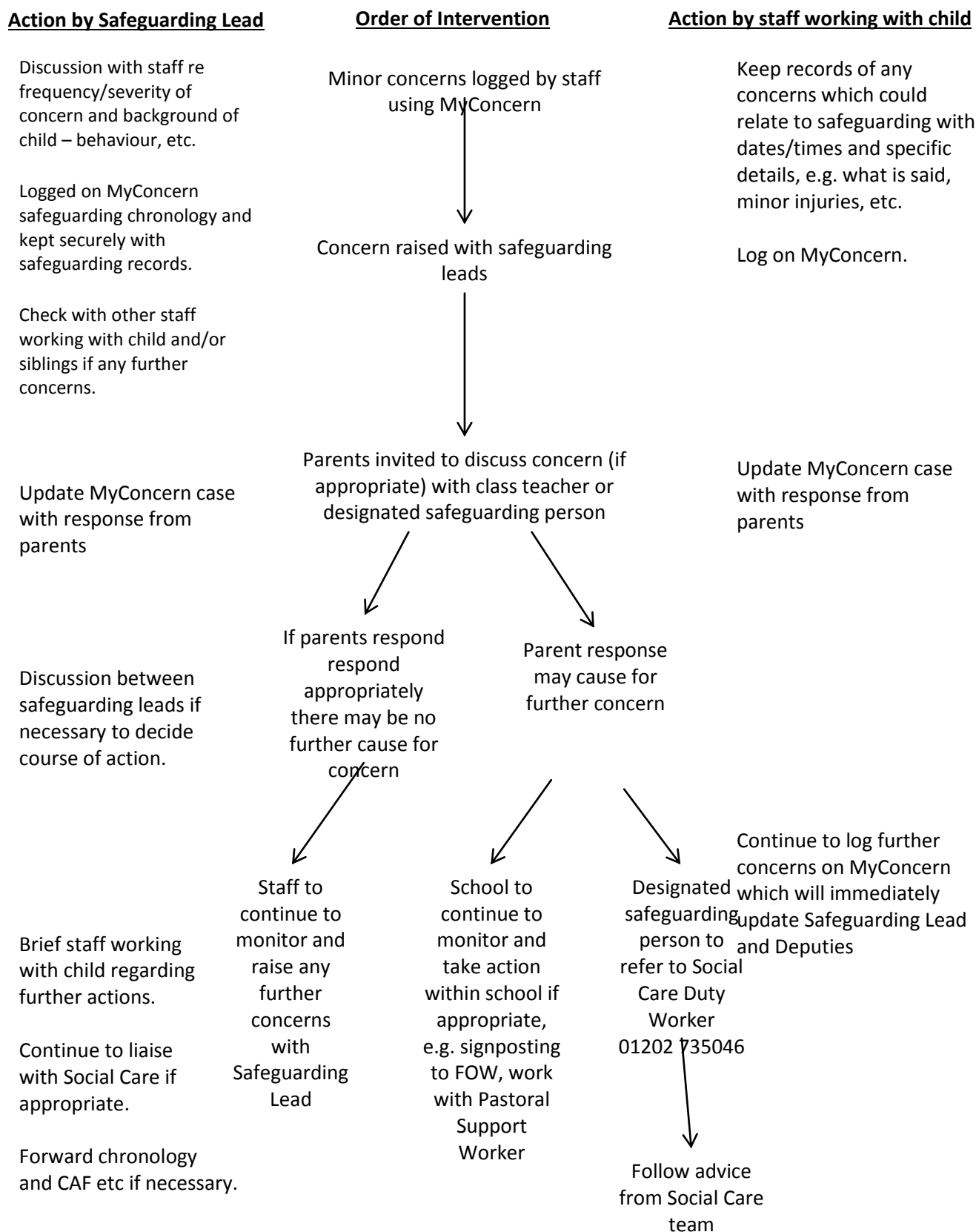
**Date adopted by Governing Body:** October 2015

**Reviewed:** September 2016

**Date to be reviewed:** September 2017

## **APPENDIX A: St Mary's Referral Flowchart**

### **St Mary's Process for Safeguarding**



## **APPENDIX B:**

### Possible Indicators of Abuse

The following information is not designed to turn school staff into experts but it will help them to be more alert to the signs of possible abuse. The examples below are not meant to form an exhaustive list; Designated Safeguarding Leads and other staff will find it helpful to refer to Government advice 'What to do if you are worried about a child being abused' (2015) and the inter-agency safeguarding procedures on the LSCB website.

#### **1. Physical Abuse**

Most children will collect cuts and bruises in their daily lives. These are likely to be in places where there are bony parts of the body, like elbows, knees and shins. Some children, however, will have bruising which is less likely to have been caused accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury or there are differing explanations. A delay in seeking medical treatment for a child when it is obviously necessary is also a cause for concern. Bruising may be more or less noticeable on children with different skin tones or from different ethnic groups and specialist advice may need to be taken.

Patterns of bruising that are suggestive of physical child abuse can include:

- bruising in children who are not independently mobile
- bruises that are seen away from bony prominences
- bruises to the face, back, stomach, arms, buttocks, ears and hands
- multiple bruises in clusters
- multiple bruises of uniform shape
- bruises that carry the imprint of an implement used, hand marks, fingertips or a belt buckle

Although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising. Any child who has unexplained signs of pain or illness must be seen promptly by a doctor.

Other physical signs of abuse can include:

- cigarette burns
- adult bite marks
- broken bones
- scalds

Changes in behaviour which can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example wearing long sleeves in hot weather
- missing school
- running away from home

#### **2. Emotional Abuse**

Emotional abuse can be difficult to measure, and often children who appear otherwise well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Children who live in households where there is domestic violence often suffer emotional abuse. Emotional abuse can also take the form of children not being allowed to mix/play with other children.

The physical signs of emotional abuse can include:

- a failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g. in hospital or away from parents' care
- sudden speech disorders
- developmental delay, either in terms of physical or emotional progress.

Changes in behaviour which can also indicate emotional abuse include:

- neurotic behaviour, e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes

- self harm
- fear of parents being approached

### **3. Sexual Abuse**

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. It is important to remember that children can also be sexually abused by other children (ie those under 18)

Usually, in cases of sexual abuse it is the child's behaviour which may cause concern, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to, taken seriously and appropriate action taken promptly.

The physical signs of sexual abuse can include:

- pain or itching in the genital/anal areas
- bruising or bleeding near genital/anal areas
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse can include:

- sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- missing school
- running away from home
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- alcohol / substance / drug use
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults or other children

### **4. Neglect**

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children and young people.

The physical signs of neglect can include:

- constant hunger, sometimes stealing food from other children
- being constantly dirty or smelly
- loss of weight, or being constantly underweight
- inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect can include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised

It is important that adults in school recognise that providing compensatory care might address the immediate and presenting issue but could cover up or inhibit the recognition of neglect in all aspects of a child's life. Compensatory care is defined as 'providing a child or young person, on a regular basis, help or assistance with basic needs with the aim of redressing deficits in parental care'. This might involve, for example, providing each day a substitute set of clothing because those from home

are dirty, or showering a child whose personal hygiene or presentation is such that it is affecting his/her interaction with peers. It does not include isolated or irregular support such as giving lunch money or washing a child who has had an 'accident'. If any adult in school finds s/he is regularly attending to one or more aspects of a child's basic needs then this will prompt a discussion with the Designated Safeguarding Lead.

The general rule is: the younger the child, the higher the risk in terms of their immediate health. However, serious neglect of older children and adolescents is often overlooked, on the assumption that they have the ability to care for themselves and have made a 'choice' to neglect themselves. Lack of engagement with services should be seen as a potential indicator of neglect.

School staff should be mindful of the above and discuss any concerns with the DSL who will take the appropriate action in accordance with the inter-agency neglect guidance on the LSCB website.

## **APPENDIX C**

### **Record Keeping**

- Any member of staff or volunteer receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record ON **MyConcern** as soon as possible, noting what was seen or said (recording the pupil's own words as far as possible) putting the event into context, and giving the date, time and location. Information should be recorded in non-judgmental, non-emotive terms.
- All hand-written records will be retained, even if they are subsequently typed up in a more formal report
- All records relating to safeguarding children concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil's educational records and are not required to be disclosed to parents/carers. Any requests from parents'/carers' solicitors to have records disclosed to them should be passed to the LA's Legal Services for advice.
- **MyConcern** cases relating to concerns about pupils will include a chronology of incidents and subsequent actions/outcomes
- Staff must ensure that they monitor closely the welfare, progress and attendance of pupils who are subjects of a Child Protection Plan and that they provide information as required by the social worker, the LA Officer for Child Protection and the School Attendance Service. There should be agreement via the protection plan about at what point the social worker or another member of his/her team will be informed if a child with a Child Protection Plan is absent from school
- If a child moves from one school to another the designated senior person for child protection should inform the receiving school immediately by telephone that child protection records exist. The original records must be passed on either by hand or sent by recorded delivery. In such cases it would be good practice to retain duplicate records, (recommended by a serious case review (conducted when a child dies, and abuse or neglect are known or suspected). These duplicate records should be kept securely for 10 years
- It is recommended that a child's records are kept for 10 years after he/she leaves compulsory education



## **APPENDIX D:**

### **Local & National contacts**

| <b>Local Contacts</b>   |   |   |
|---|---|---|
| Local Authority Designated Officers for Poole   | Jill Aiken<br>Julie Murphy<br>John McLaughlin   | 01202 714747<br>01202 633694<br>01202 714677  |
| Poole   | Referral and assessment team (Poole)  | 01202 735046  |
| Public Protection Unit, Dorset ( <i>In an emergency ring 999</i> )  | Superintendent Clowser  | 01202 222222  |
| Bournemouth & Poole Local Safeguarding Children's Board which can be contacted via the Administration and Information Manager | Lynn Hall   | 01202 458873  |
| <b>National Contacts</b>  |   |   |
| The NSPCC   | National Centre<br>42 Curtain Road,<br>London EC2A 3NH                                      | Tel: 020 7825 2500<br>Helpline: 0800 800 5000<br>or text 88858<br>Web: <a href="http://www.nspcc.org.uk/">www.nspcc.org.uk/</a>   |
| ChildLine UK  | Freepost 1111<br>London N1 0BR<br>Judith Moore, Area Co-ordinator ChildLine School Service. | Tel: 0800 1111<br>Web: <a href="http://www.childline.org.uk/">www.childline.org.uk/</a><br>Telephone: 07834 498370<br>Email: <a href="mailto:jmoore@nspcc.org">jmoore@nspcc.org</a> |

#### **Further sources of information / useful websites -**

[www.teachernet.gov.uk/childprotection/guidance.htm](http://www.teachernet.gov.uk/childprotection/guidance.htm)

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

[www.gov.uk/government/publications/children-missing-education](http://www.gov.uk/government/publications/children-missing-education)

[www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care](http://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care)

[www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited](http://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited)

[www.gov.uk/government/publications/domestic-violence-and-abuse](http://www.gov.uk/government/publications/domestic-violence-and-abuse)

[www.gov.uk/government/publications/drugs-advice-for-schools](http://www.gov.uk/government/publications/drugs-advice-for-schools)

[www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced](http://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced)

[www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief](http://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief)

[www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation](http://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation)

[www.gov.uk/government/publications/men-at-risk-health-and-behaviour-in-schools-2](http://www.gov.uk/government/publications/men-at-risk-health-and-behaviour-in-schools-2)

[www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)

<https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/protecting-children-from-radicalisation/>