

**Catholic Academy Trust in East Berkshire
St Mary's Catholic Primary School**

*Learning and loving on our journey with
Jesus.*



To the greater glory of God

Safeguarding and Child Protection Policy

St Mary's Catholic Primary School fully recognises its responsibilities for safeguarding & child protection. We respect our children and encourage everyone to do their best.

Designated Safeguarding and Child Protection Officer – Mrs Janice Laycock

Deputy Designated Safeguarding and Child Protection Officer – Miss M Oke

(See also Use of Force, Behaviour, Mobile Phone and Anti-bullying Policies)

1. Introduction

St. Mary's Catholic Primary School believes that as Corporate Parents we have a special duty to safeguard all the members of our community and to encourage and nurture the abilities and potential of all our children. Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- 'Working Together to Safeguard Children' March 2015

- ‘Framework for the Assessment of Children in Need and their Families’ (included in the above) March 2013
- ‘What to do if you are worried a Child is being Abused’ Dec 2006
- ‘Keeping Children safe in Education’ March 2015 (June 2016 from September 2016)

Berkshire Child Protection procedures November 2014 at:
<http://proceduresonline.com/berks>

2. Aims

2.1 For every child in our community —

Being Healthy

- Ensuring that children are able to remain mentally and emotionally healthy.
- Supporting parents in keeping their children healthy.

Staying Safe

- Ensuring that children are safe from maltreatment, neglect, violence and sexual exploitation
- Keeping children safe from accidental injury and death.
- Working with agencies to safeguard children in accordance with current government guidance

Enjoy & Achieve

- Ensuring children are ready for school, attend school regularly, arrive on time and are collected at the appropriate time.
- Encouraging parents to support their children’s learning.

Making A Positive Contribution

- Working with parents to support their children’s social and emotional development.
- Supporting children in managing changes and responding to challenges in their lives.
- Ensuring that children choose to engage in law abiding and positive behaviour.

Achieve Economic Well Being

- Supporting children and families in maximizing their economic well-being.
- Working with children in preparation for working life

2.2 We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The health, safety and well-being of all our children are of paramount importance to all the adults who work in the school. The children have a right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in school.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

3. Procedures

We will follow the procedures set out by the Area Child Protection Committee and take account of guidance issued by the Department for Education and Skills to:

- The Head Teacher is the designated teacher for child protection and will have received appropriate training and support for this role. (See Appendix 2).
- Ensure we have a nominated governor responsible for child protection. Mrs Jenny Rye is the nominated governor.
- Ensure every member of staff, volunteer and governor knows the name of the designated teacher responsible for child protection and their role.
- All members of staff are provided with opportunities at least every three years to receive training arranged or delivered by the Designated Person in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. (See Appendix 1 for types of abuse and neglect and Appendix 3 for how to respond to a pupil who discloses abuse).
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Head Teacher who is the designated teacher responsible for child protection. In the absence of the Head Teacher the Deputy Head Teacher has responsibility.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely separate from the main pupil file and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

- Ensure safe recruitment practices are always followed. Our selection and recruitment procedures include all checks on staff and regular volunteers' suitability including Criminal Records Bureau (DBS) and other checks as recommended by the LA and in accordance with current legislation. New staff must agree to the checks being made before they commence their contract. Voluntary workers (including parents) must also hold a current DBS clearance and may not commence working with pupils until they have been given clearance. Parents who may need to accompany a child on a school trip due to the child having a special need must be paired with a teacher and must not be left unaccompanied with children other than their own. (See Appendix 3).

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Prevent Safeguarding Objectives

Within St Mary's we will adopt the Prevent strategy specifically:

- Respond to the ideological challenge of terrorism and to the threat we face from those who promote it;
- Prevent people, especially children, from being drawn into terrorism and ensure that they are given appropriate advice and support: and
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

At St Mary's we support the Prevent programme and its principles are an integral part of our Safeguarding and Child Protection Policy. St Mary's can help to protect children from extremist and violent views in the same ways that we help to safeguard children from drugs, gang violence or alcohol. Any concerns of this nature will be passed to Mrs Laycock or Miss Oke in the same way as other child protection issues.

The purpose must be to protect children from harm and ensure that they are taught in a way that is consistent with the law and our values. Awareness of prevention and the

risks it is intended to address are both vital. All staff will receive training in line with the PREVENT resources. Staff can help identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

As a school we play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. We can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government. These are important for reasons which go far beyond Prevent but they connect to the Prevent agenda.

PREVENT referrals will be reported in line with other safeguarding procedures. A referral should be made through Thames valley Police on Preventreferrals@thamesvalley.pnn.police.uk or Shaun Greenough (Regional Channel Co-ordinator) on 07900709126

In case of imminent threat we would contact the Anti-Terrorism Unit via 999.

Additional Information

www.gov.uk/government/policies/protecting-the-uk-against-terrorism/supporting-pages/prevent

Prevent duty guidance – Publications – GOV.UK

4. Curriculum and Teaching Implications

Through P.C.S.H.E, P4C and Circle Time Teachers should ensure that children are able to distinguish between those actions towards them that are acceptable or unacceptable. Areas of focus should include:-

- Bullying – (physical, verbal or emotional)
- Feelings
- Relationships
- Appropriate touching

5. Confidentiality

The files we keep on children are open to parents of that child. Information from third parties will not be disclosed without their prior consent. Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse. Working notes are not subject to disclosure, but will be summarised and then kept on file. These guidelines are in line with the safeguards on disclosure set out in the Education (school records) Regulations 1989.

6. Supporting Staff

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support. This could be provided by the Head Teacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- 6.3 In consultation with all staff, we have adopted a code of conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.
- 6.4 The Designated Person for Child Protection will organise and maintain awareness training for all staff and ensure that all staff are aware of the procedures outlined in this document. A record will be kept of staff who have completed each level of training and the date of their training.

7. Allegations against staff

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child.
- 7.2 All staff should be aware of the school's Behaviour/Antibullying policy. This can be found in the staff handbook. Hard copies of the staff handbook are available in school.
- 7.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher or the most senior teacher if the Head Teacher is not present.
- 7.4 The Head Teacher/senior teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

- 7.5 If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.4 above, without notifying the Head Teacher first.
- 7.6 The school will follow the LA procedures for managing allegations against staff. These procedures can be found at: <http://proceduresonline.com/berks> Chapter 31 – Allegations against staff.
- 7.7 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 7.4 above) in making this decision.
- 7.8 Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

8. Allegations against pupils

- 8.1 A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation (partly or wholly to protect them and to ensure fair process) and the School's policy on behaviour, discipline and sanctions will apply.
- 8.2 Where the allegation refers to the abuse of a pupil by another pupil, or a group of pupils, the procedure will remain the same. Depending on the specific nature of the allegation this policy will be read and acted upon in conjunction with the anti-bullying policy.

9. Whistleblowing

- 9.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 9.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. RBWM 'Raising Concerns at Work (Whistle-blowing Policy) for Schools' is available.

10. Physical Intervention

Our policy on physical intervention by staff is set out separately, as part of our Behaviour Policy and our 'Use of Reasonable Force Policy'. It complies with LA Guidance, 'The Use of Reasonable Force July 2013. This policy states that staff must only ever use physical intervention as a last resort, eg. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.

11.Visitors

All visitors whether they hold DBS clearance or not must sign in/out at reception and wear the label provided to show that they are a visitor to the school. Visitors without DBS clearance must not be left unaccompanied with children. Staff are encouraged to politely challenge any adult in the buildings who is not wearing a visitors label and escort them to the school office to enable correct procedures to be followed.

12. Monitoring and Review

The governing body is informed of and regularly monitors and reviews any incidents on file. A named governor, Mrs Jenny Rye, participates in the school's training with regard to child protection procedures. This policy is reviewed annually by the governing body.

This policy was ratified by the Governing Body on

Date.....

Signed.....

This policy will be reviewed in Summer 2017.

Appendix 1

Categories of Concern:-

- Neglect:** The persistent or severe neglect of a child which results in significant impairment of the child's health or development. eg
 - Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home)
 - Failure to protect from physical or emotional harm.
 - Failure to meet the child's basic emotional needs.
 - Failure to ensure adequate supervision.
 - Failure to ensure access to appropriate medical care.

- Physical Abuse:** Deliberate or intended injury to a child. eg
 - Hitting, shaking, throwing, burning, scalding, drowning, suffocating, or poisoning.
 - Deliberate inducement of an illness.

- Sexual Abuse:** Actual or likely sexual exploitation. eg
 - Use of force or enticement to take part in sexual activity penetrative, or non – penetrative.
 - Involvement in non contact activities such as looking at or making abusive images.
 - Encouraging children to watch sexual activities.
 - Encouraging children to behave in sexually inappropriate ways.
 - Any sexual activity with a child under the age of 16. (with or without agreement)

- Emotional Abuse:** Persistent or severe emotional ill treatment or rejection which adversely affects the child's emotional and behavioural development. eg
 - Conveying to a child that they are worthless, unloved or inadequate.
 - Overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations.
 - Causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not.

Recognition of Possible Abuse:

It is extremely difficult to determine if abuse has occurred. Teachers should look carefully at the behaviour of their children and be alert for significant changes. Teachers should be aware that children may exhibit any of the following without abuse having occurred:

- Disclosure
- Non accidental injury, bruising or marks
- Explanation inconsistent with injury
- Several different explanations for an injury
- Reluctance to give information about an injury
- A sudden change in behaviour – aggression, extroversion, depression, withdrawn
- Attention seeking
- Hyperactivity
- Poor attention
- Appear frightened of parents or family members
- Abnormal attachment between parent and child
- Indiscriminate attachment
- Hyper alertness
- Reduced response
- Frozen watchfulness
- Nightmares
- Anxiety/irritability
- Abdominal pain/headaches
- Poor self esteem
- Poor peer relationships
- Act in an inappropriate way for age
- Over sexualised play/talk or drawings
- Excessive or inappropriate masturbation

- Self harm/eating disorder
- Frequent visits to the toilet (urinary infection)
- Reluctance to change for P.E.
- Failure to thrive
- Poor hygiene
- Recurrent/untreated infections of skin or head lice
- Untreated health/dental issues
- Frequent absence from school or repeated lateness
- Delay in meeting normal developmental milestones.

Appendix 2

Responsibilities of Designated Person\Head Teacher

Once a suspicion has been raised collate all the information and make a judgment about future action, depending on the urgency of the situation.

Urgent Situations

- Refer immediately to Social Services by telephone.
- Clarify when and by whom the parents will be informed.
- Ask to be informed about the outcome of any strategy meeting.
- Ensure that the child is safe i.e. at school, unless removed by the police or social Services.
 - Follow up the phone call with a referral form within 48 hours.

Less Urgent Situations

- i. Contact other professional to share information or to ask for further advice e.g.
 - CAF coordinator. RBWM 01628 683234
 - Duty Social Worker. (Social Services) 01628 683150
 - Child Protection Coordinator. (Social Services) 01628 683202
 - Education Welfare Service. 01628 685619
 - School Health Service. Pauline Green School Nurse 01753 638435
- ii. Speak to the parents and inform them of the intention to refer to Social Care. In the case of a CAF the parents must give their consent.
- iii. Confirm the referral by completing a Multi Agency referral form and sending it to Social Services/completing a CAF form and sending it to the CAF coordinator.
- iv. In the case of a CAF referral, establish who will be the Lead Professional.
- v. Prepare a confidential file for the pupil/family and enclose any relevant documentation. (include a copy of the referral form)
- vi. Inform other staff as necessary on a need to know basis.
- vii. Maintain liaison with other professionals.
- viii. Attend case conferences and core group meetings if the class teacher or Designated Person is unable to.

Attendance at Case Conferences

It is desirable that the school is represented at case conferences whenever possible. The class teacher is also in the best position to prepare any reports. A report should be sent prior to all case conferences even if a member of staff intends to attend. *The report should focus on the child's:-*

- Educational progress and achievements
- Social and emotional development
- Attendance
- Behaviour
- Parental involvement
- Parental care
- Relationships with his/her family

The report:-

- Should be objective and based on evidence.
- Should distinguish between fact, observation, allegation and opinion.
- Will be made available to the family.

Teachers should bear in mind that the case conference will conclude with a protection plan which will aim to protect the child. Staff should think about how the school can contribute towards the plan.

Appendix 3

Procedures and Responsibilities – any staff member

The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure.

Suspicion of Abuse (if abuse is suspected but there has been no disclosure.)

1. Ask casual open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. “Can you tell me about...”
2. Believe the child and reassure them that they were right to talk to you.
3. Record the facts and conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence.)
4. Report the suspicion to the Designated Person responsible for Child Protection or the Head Teacher. The Designated Person or Head Teacher will take the appropriate action.

Disclosure

1. Allow the child to talk – ask only open questions e.g. “Can you tell me more about...” Do not press for detail, put forward your own ideas or use words that the child has not used themselves.
2. Stay calm and reassuring.
3. Do not make promises that cannot be kept e.g. confidentiality – tell the child that you will have to tell someone else who will be able to help.
4. Believe the child but do not apportion any blame to the perpetrator. (it may be someone they love)
5. Reassure the child that they were not to blame and they were right to talk to you.
6. Ask the child if they have told anyone else.
7. Keep an open mind.
8. Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the child). Sign and date the report (it may be required as evidence).
9. Establish details of full name, D.O.B. address and names of parents/guardians.
10. Report to the Designated Person or Head Teacher who will contact the Social Services Department as necessary.

Emergency Procedures

If the designated Person or Head Teacher are not available, establish the facts and details as above and contact the Social Services.

- Phone 01628 683150 ask for Social Services – Children and Families.
- Ask for the Duty Social Worker
- Check to see if the family are already known to Social Services
- Discuss the situation and ask for advice
- A social worker may come to school to talk to the child.
- Establish who will be responsible for informing the parents.
- Social services will contact the police (Child Protection Unit) as necessary.
- If action is taken, follow up the phone call with a multi agency referral form.

Maintaining Perspective

Staff need to be aware of the highly emotional nature of child abuse and that they may have difficulty managing their own feelings of guilt about not acting sooner. Staff need to try to remain objective and not to become over personally involved with the child/family. Sharing the responsibility with senior management can help staff to overcome the fears of making situations worse or losing control of events.