

# HOLY ROSARY CATHOLIC PRIMARY SCHOOL

*“Together as a family, we love, learn and grow in  
the presence of God”*



## CHILD PROTECTION AND SAFEGUARDING POLICY

## Child Protection and Safeguarding Policy

Holy Rosary is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults will feel confident about sharing any concerns, which they have about their own safety, or the well-being of others. All staff aim to safeguard and promote the welfare of children by protecting them 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.

### Aims of the Policy

The purpose of this policy is to:

- Identify the names of responsible persons in the school and explain the purpose of their role.
- Ensure that all staff understand what types of behaviour constitute abuse and neglect and are alert to other safeguarding issues – The Prevent Duty.
- Ensure that all staff are aware of indicators of abuse.
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child who attends the school.
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed 'vulnerable'.
- To ensure staff are aware of the early help process and are prepared to identify children who may benefit.
- Set out expectations in respect of training.
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff.
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff e.g. volunteers, contractors etc.
- Outline how complaints against staff will be handled.
- Clarify how children will be kept safe through the everyday life of the school.
- Outline how the implementation of this policy will be monitored.

This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:

*Anti-bullying; E-Safety; Medicines; Behaviour & Discipline; Educational visits; Teaching & Learning; SEND, Whistleblowing (Confidential Reporting); Induction, Staff Code of Conduct, Complaints, Safer Recruitment*

Safeguarding in our school is the responsibility of the whole school community. All adults working in the school, including staff, volunteers and students on placement are required to report instances of actual or suspected abuse or neglect to the Designated Safeguarding Lead who is a member of the school's leadership team and takes lead responsibility for safeguarding. The DSL / DDSL / Head teacher should always be available to staff during school hours.

### Terminology

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.

**Child Protection** refers to the activity undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those who regularly work for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**DSL** refers to the designated safeguarding lead in school.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, e.g. step-parents, foster carers and adoptive parents.

**The Designated Safeguarding Lead (DSL) is: Claire Spalenice**

**Contact details: School Office: 0151 288 6206**

**The Deputy Designated Safeguarding Lead (DDSL) is: Marianne Stevenson**

**Contact details: School Office: 0151 288 6206**

**The Safeguarding Governor is: Anne McColl**

**Contact details: School Office: 0151 288 6206**

**The Early Help Lead Practitioner is: Claire Spalenice**

**Contact details: School Office: 0151 288 6206**

**The Headteacher is: Catherine Morris**

**Contact details: School Office: 0151 288 6206**

**The role of the Designated Safeguarding Lead is:**

- To refer cases of suspected abuse or allegations to the relevant investigating agencies using procedures outlined by the LA.
- To act as a source of support, advice and expertise for staff involved in child protection work.
- To refer cases to the Channel programme where there is a radicalisation concern.
- To ensure that the Headteacher is aware to refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service.
- Refer cases where a crime may have been committed to the Police as required.
- To follow Sefton's Escalation procedure if after a referral, a child's situation does not appear to be improving.
- To support staff with the early help process in identifying children who may benefit from early help, providing support as soon as a problem emerges at any point in a child's life. To support staff in sharing information with other professionals in support of early identification and assessment.
- To act as the lead professional in undertaking an early help assessment and to keep the case in constant review for consideration of referral to social care.
- To liaise with head teacher and nominated governor as appropriate.
- To have a working knowledge of Local Safeguarding Children's Board (LSCB) and relevant national guidance.
- To ensure all staff have access to and understand the school's Child Protection and Safeguarding policy and have access to Keeping Children Safe in Education Part 1 Sept 2016, especially new or part time staff who may work with different educational establishments.
- To ensure that each class's Be Safe board has the names of the designated persons for child protection with key points on the reverse side.
- To ensure all new staff have induction training and are able to recognise and report any concerns immediately if they arise.
- To ensure all staff receive appropriate and regularly updated safeguarding and child protection training and updates as required at least annually in line with any requirements from Sefton LSCB.
- To promote the educational achievement of children who are looked after by the Local Authority and receive appropriate training. Liaise with the virtual school head when a looked after child is in receipt of pupil premium and additional funding to inform how funding can be best used to support their needs identified in their personal educational plan.
- To be able to keep detailed accurate secure written records of referrals and or concerns; sharing information on a need to know basis only.
- To obtain access to resources and attend relevant training annually in addition to refresher training course every two years.
- To ensure Child Protection and Safeguarding policy is reviewed and updated annually with the governing body. Ensuring the monitoring and evaluation of the policy and relevant action plans have clear and specific outcomes.
- To actively promote safeguarding information and internet safety for parents on the school website along with school's Child Protection and Safeguarding Policy.

- To actively promote safeguarding as part of the broad and balanced curriculum through teaching children skills on how to keep themselves safe.
- To ensure that school follows guidance from the Child Exploitation Online Protection Centre (CEOP) in relation to cyber bullying and sexting.
- To ensure children's child protection files are copied and transferred to any new establishment as soon as possible, separately from the main file.
- To attend and/or contribute to child protection conferences, strategy meetings and multi-agency child sexual exploitation (MACSE) meetings.
- To co-ordinate the school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings.

#### **The role of the Headteacher is:**

- To ensure that the child protection policy and procedures are understood and implemented by all staff.
- To allocate sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- To support the designated teacher for looked after children to promote the educational achievement of looked after pupils and to ensure that all staff have the skills, knowledge and understanding necessary to keep looked after pupils safe.
- To ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with whistle blowing procedures.
- To ensure that pupils are provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum.
- To refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer in the Local Authority within one working day prior to any internal investigation.
- To ensure that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the Designated Officer.
- To appoint a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made as advised by the Designated Officer.

#### **Types of Abuse:**

**Abuse:** a form of maltreatment of a child. Someone may abuse or neglect a child by inflicting or failing to act to prevent harm. They may be abuse by an adult, adults or another child or children.

**Physical Abuse:** a form of abuse that 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:** the persistent emotional maltreatment of a child such as cause severe and 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 to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**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 involve physical contact, including assault by penetration (for example rape or oral sex), or non-

penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as children 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 sexual abuse, as can other children.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of a child's health and 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 (excluding 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); to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness of a child's basic emotional needs.

In addition to these types of abuse or neglect, members of staff should also be alert to the following safeguarding issues:

### **Child Sexual Exploitation (CSE)**

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children and young people may be tricked into believing they are in a loving, consensual relationship. They may be invited to parties and given alcohol and drugs. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional well-being; drug or alcohol misuse or displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with someone under the age of 18 years of age if that person is in a position of trust or authority in relation to that young person. Non-consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or their family have been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years of age.

Where it comes to our notice that a child under the age of 13 years is, or maybe sexually active, whether or not they are a pupil from our school, this will result in an immediate referral to Children's social care. In the case of a young person between the ages of 13-16, a discussion should be had with the Sefton MASH team as to a referral being made. This will determine how and when information will be shared with the parents/carers and investigating agencies. Following a referral to Children's Social Care, a Multi-Agency Child Sexual Exploitation (MACSE) meeting may be convened under Sefton LSCB inter-agency safeguarding procedures. School will attend MACSE meetings as required.

### **Peer on Peer Abuse**

Peer on peer abuse can manifest itself in many ways including, bullying, cyber bullying, gender based violence, teenage relationship abuse, sexually inappropriate behaviour and sexting: the sending and receiving of sexually explicit messages, primarily between mobile phones. If a child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. This type of abuse should never be tolerated or passed off as 'banter' or 'part of growing up'.

### **Female Genital Mutilation (FGM)**

Female Genital Mutilation (sometimes known as female circumcision) refers to the procedure that alters or causes injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls and women's bodies. FGM causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth, also causing dangers to the child. It is practiced by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM is practiced in 28 different African countries as well as part of the Middle East and Asia. The practice is illegal in the UK. It has been estimated that 20,000 girls under the age of 15 years are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. The girls may be taken to their country of origin so that FGM can be carried out during the summer holidays, allowing them time to 'heal' before they return to school. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls.

### **FGM mandatory reporting duty**

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out and also discuss it with DSL. Those failing to report such cases will face disciplinary sanctions. The duty does not apply in relation to at risk or suspected cases. In these cases, teachers should follow local safeguarding procedures. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

### **Honour based violence (HBV)**

So-called 'honour based' violence encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. All forms of HBV are abuse regardless of motivation.

### **Preventing Radicalisation**

The Counter Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's service providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn in terrorism (the 'Prevent Duty'). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that the individual may be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of materials or symbols associated with an extremist cause (e.g. swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social and political ills; using insulting or derogatory names or labels for another group; speaking about the imminence harm from the other group and the importance of action now; expressing attitudes that justify the offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.

- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence, being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Any member of staff who identifies such concerns, for example as a result of observed behaviour or reports of conversations to suggest the child or adult supports terrorism and/or violent extremism, must report these concerns to the DSL who will consider what further action is required. The DSL will consider if the individual fits the CHANNEL criteria, if so a referral to MASH will be made.

### **Indicators of Abuse**

**The identification of physical signs is complicated as children may go to great lengths to hide injuries often because they are ashamed or embarrassed or have been threatened not to tell. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate.**

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for PE or swimming
- Look unkempt and uncared for
- Change their eating habits
- Have difficulties in making or sustaining friendships
- Appear fearful
- Be reckless in regard to their own or others' safety
- Self-harm
- Frequently miss school or arrive late
- Show signs of not wanting to go home
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- Challenge authority
- Become disinterested in school work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age.

**Individual indicators of abuse will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw.**

### **Dealing with disclosure and managing concerns**

**All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school.**

**All staff members should maintain the 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 interests of the child.**

Concerns should be discussed with the DSL and a course of action decided on. Where a child is in immediate danger or at risk of harm, a referral should be made by the DSL to Social Care (Multi-agency Safeguarding Hub (MASH)) immediately.

Where there is any doubt as to the seriousness of a concern, advice will be sought from social care (Multi-agency Safeguarding Hub (MASH)).

All concerns, discussions and decisions should be recorded in writing.

**Any staff member can make a referral in an emergency or if they have a genuine concern that appropriate action has not been taken.** If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible.

The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.

**The following guidance will act as a framework for a staff response to a disclosure.**

### **Helpful ideas**

- Take what you are being told seriously
- Listen carefully – do not interrupt
- Acknowledge what you have been told
- Remain calm
- Reassure – tell them they have done the right thing
- Tell them you will have to pass the information on and who you will be telling and why
- Pass to your DSL in writing on school form

### **What to avoid**

- Do not investigate
- Do not look shocked or distasteful
- Do not probe
- Do not speculate
- Do not pass an opinion about the alleged perpetrator
- Do not make negative comments
- Do not promise to keep a secret
- Do not display disbelief
- Never delay getting help

### **Early Help**

When staff have concerns about a child but a referral to Social Care is not required, School can access Sefton's Early Help process. Early Help aims to provide early and effective assistance as soon as a problem emerges at any point in a child or young person's life. In the first instance, staff should discuss concerns and early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment. The DSL will act as the lead professional in undertaking an early help assessment and will keep the case in constant review for consideration of referral to social care. School will be particularly alert to the potential need for early help for vulnerable pupils.

### **Referrals**

Referrals should be made to the Sefton Multi-agency Safeguarding Hub (MASH) using the online form on the Sefton Internet or Local Safeguarding Children's Board (LSCB) website: [www.seftonlscb.co.uk](http://www.seftonlscb.co.uk). Referrals can be verbally discussed with the Social Worker Manager in the MASH prior to a referral being made if a discussion regarding clarification of a referral is required. Telephone calls to make a referral can be made in the first instance but must be followed up with a completion of the online form.

It is good practice to inform the parents/carers that a referral is being made **except in the following circumstances:**

- Where it is thought the child is at risk by going home
- Where FGM is suspected
- Where Fabricated Induced Illness is suspected

- Where Forced Marriage is suspected

Where consent is not obtained, the rationale reason must be included in the referral.

In circumstances where a child has an unexplained or suspicious injury, that requires urgent medical treatment, the child protection referral should not delay the administration of first aid or emergency medical assistance.

**If the child is thought to be of immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, urgent discussions with Social care (MASH) and/or Police intervention will be requested.**

All parents will be informed of our safeguarding responsibilities and the existence of this policy. In all instances where a pupil sustains an injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified as soon as possible.

All staff must be aware of and recognise the need to be alert to the risks posed by strangers or others (including the parents/carers of other pupils) who may wish to harm children in school or travelling to and from school and will take all reasonable steps to lessen such risks.

### **Vulnerable Pupils**

Particular vigilance will be exercised in respect of pupils who are subject to a Child Protection Plan and any incidents or concerns involving these children will be reported immediately to the allocated social worker. If the pupil in question is a Looked-After Child, this will be brought to the notice of the Designated Person with responsibility for children in public care.

If a pupil discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue.

We will always ascertain the views and feelings (voice) of all children. The school acknowledges the additional need for support and protection of children who are vulnerable by virtue of disability, special educational needs, homelessness, refugee/asylum seekers status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, pupils who are excluded from school and pupils where English is an additional language.

We acknowledge that children who are affected by abuse may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We acknowledge that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The law requires Sefton Children's Services are notified of private fostering arrangements. Any privately foster children e.g. under the age of 16 (under 18 if disabled) who are cared for 28 days or more by someone who is not their parent or a close relative, that come to our attention will be referred to Children's Services. Close relatives are defined as step parents, grandparents, brothers, sister's uncles or aunts (whether full blood, half blood or by marriage).

### **Training**

Whole school in-service training on safeguarding issues will be organised on a regular basis. All newly recruited staff (teaching and non-teaching) and Governors will be made aware of this policy and will be required to attend relevant training. In addition, all new staff and temporary staff will be required to attend an induction session with the DSL on their first day in the school. The DSL and DDSL will attend the LA's dedicated course at least every 2 years. Designated staff will be encouraged to attend network meeting e.g.

LSCB twilight information sessions and participate in the Multi-agency training programme organised by Sefton Local Safeguarding Children's Board.

## **Recruitment**

This school is committed to the process of creating a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. Safe recruitment processes are followed and all staff recruited to the school will be subject to appropriate identity, qualification and health checks. References will be verified and appropriate criminal record checks (Disclosure & Barring Service (DBS) checks); barred list checks and prohibition checks will be undertaken. The level of DBS checks required, and in the school, are outlined in Part 3 of the DfE Guidance '*Keeping Children Safe in Education*'. We will also have regard to the DfE's statutory guidance for schools about the employment of staff disqualified from childcare '*Disqualification under the Childcare Act 2006*', which also contains information about 'disqualification by association'.

Relevant members of staff and governors who are involved in recruitment will undertake the safer recruitment training. The school will ensure that at least one person on any appointment panel has undertaken safer recruitment training in line with staffing regulations.

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in school. In addition, school must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These further checks should include a check for information about any teacher sanction or restriction using the NCTL Teacher Services' System. This is outlined in Part 3 of '*Keeping Children Safe in Education*'. The Home Office has published guidance on criminal record checks for overseas applicants and guidance on the employment of overseas trained teachers.

This school will only use employment agencies, which can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the LA. Staff joining the school on a permanent or temporary basis will be made aware of the Policy on the website or in the policies file in the school office.

## **Volunteers**

Any parent or other person/organisation engaged by the school to work in a voluntary capacity with pupils will be subjected to all reasonable vetting procedures and Criminal Record Checks. There is no legal requirement to obtain DBS certificate for volunteers who are not in a regulated activity and who are supervised regularly on a day-to-day basis. Volunteers will be subject to the same code of conduct as paid employees of the school.

## **Staff Code of Conduct**

All staff adhere to our school's Behaviour Policy. Where necessary, pupils have an Individual Behaviour Support Plan and any physical restraint used complies with DfE guidance.

Except in cases of emergency, qualified First Aiders will only administer first aid. If a child needs help with toileting, nappy changing or washing after soiling themselves we follow the school's Contenance Policy where an Intimate Care Plan will be agreed with parents. Non-routine changing or personal care will be shared with parents/carers at the earliest opportunity.

Children requiring regular medication or therapies for long-term medical conditions will have an Individual Health Care Plan which has been agreed with the parents and health authority.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils and should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Staff also adhere to the school's E-Safety Policy in regard to using school's digital technology and in communication.

## **Site security and off-site arrangements**

Visitors to the school are asked to sign in and are given a badge, which confirms they have permission to be on site. Unidentified visitors will be challenged by staff or reported to the Headteacher or school office. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The head teacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

## **Complaints/allegations made against staff**

Staff are aware of the school's whistle-blowing procedures, and should share immediately any disclosure or concern that relates to a member of staff with the Headteacher or one of the DSLs if the Headteacher is not available, and nothing should be said to the colleague involved. It should be shared with the Chair of Governors if it relates to the Headteacher. The Local Authority's Designated Officer (LADO) should be informed of all allegations that come to a school's attention and appear to meet the following criteria

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicated he or she would pose a risk of harm to children

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 are open to them. General guidance can be found at Advice on whistleblowing and the NSPCC whistleblowing helpline is also available for staff.

The full procedures about dealing with allegations of abuse made against teachers and other staff can be found in Part Four of the DfE guidance '*Keeping Children Safe in Education*'.

## **Records**

Brief and accurate written notes will be kept of all incidents and child protection or child in need concerns relating to individual pupils. These notes are significant especially if the incident or the concern does not lead to a referral to other agencies. This information may be shared directly with other agencies as appropriate. All contact with parents and external agencies will be logged and these will be kept as CP/safeguarding records. The school will take into account the views and wishes (voice) of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous 'secrets'.

Child protection (CP) records are not open to pupils or parents. All CP records are kept securely by the DSL and separately from educational records. The DSL, their Deputy and the senior managers of the school may only access them.

The content of the Child Protection Conference or Review reports prepared by the school will follow the headings recommended by Children's services and will, wherever possible, be shared with the parents/carers in advance of the meeting.

Child Protection records will be sent to receiving schools separately and under a confidential cover when pupils leave the school and a receipt will be obtained.

## **Attendance**

School closely monitors attendance and punctuality and addresses it when it is poor or irregular. School informs the LA of any pupil who fails to attend school regularly.

## **Child missing from education (CME)**

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL / Deputy DSL will monitor unauthorised absence, particularly where

children go missing on repeated occasions. The local authority procedures for children missing from education are followed.

If a pupil is withdrawn from the school having not reached the normal date for transfer, due to a family move or any other reason, all efforts will be made to identify any new address and the school to which they are being admitted and to ensure that their education records are sent without delay to the child's new school. If the parent / carer fails to provide this information, an urgent referral will be made to the Children Missing in Education (CME) Co-ordinator in order that they make further enquires. If school receives education records concerning a child who is not registered with us, the records will be returned promptly to the sending school with a note, advising them to refer to their LA's Children Services Department.

A child's name will only be removed from school's admission register in accordance with the Pupil Registration regulations or with the authorisation of the Local Authority CME Co-ordinator, Carole Blundell, who can be contacted on 0151 934 3181 or alternatively [carole.blundell@sefton.gov.uk](mailto:carole.blundell@sefton.gov.uk)

All additions to or deletions from the school roll will trigger the completion of the Common Transfer File (CTF) which will be downloaded to the appropriate database via the S2S system with particular regard to pupils leaving the school but the destination is not known. In this case the CME Co-ordinator must be contacted and the CME procedures instigated.

The school will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate and up to date emergency contacts.

### **Children who run away or go missing from care**

School recognises that children who run away or go missing are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm.

Keeping Children Safe in Education 2016 highlights that 'Statutory Guidance on Children who Run Away or go Missing from Home or Care (DfE 2014) requires that every child must be offered a Return Home Interview within a period of 72 hours of their return. School will liaise with the Local Authority on how to help facilitate the Return Home Interview.

### **Curriculum**

This school acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the PSHE curriculum and wider curriculum will be used to actively discourage abuse and challenge the attitudes which underlie it, build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly
- To judge what kinds of physical contact are acceptable and unacceptable
- To recognise when pressure from others (including people they know and peer on peer abuse) threatens their personal safety and well-being; including knowing when and where to get help
- To use assertiveness techniques to resist unhelpful pressure
- Emotional literacy

A planned e-safety education programme takes place through PHSE, Computing and other lessons across the curriculum to help children stay safe online and this is regularly revisited. All computer equipment and internet access within the school is subject to appropriate 'parental controls' and Internet safety rules in line with our E-safety Policy. The E-safety policy also encompasses the use of mobile technology.

The school has 'Healthy School' status and through the curriculum promotes:

- a school ethos and environment which encourages a healthy lifestyle for pupils
- Using the full capacity and flexibility of the curriculum to help pupils to achieve safe and healthy lifestyles

- reinforcing the healthy lifestyle message through the food and drink available across the school day,
- high quality Physical Education and sport to promote physical activity
- an understanding of the full range of issues and behaviours which impact upon lifelong health and well-being

## **Bullying**

All incidents of bullying, including cyber-bullying and prejudice-based bullying is reported and managed through our anti-bullying procedures.

## **Working in Partnership with Parents**

It is our policy to work in partnership with parents or carer to secure the best outcomes for our children. We will therefore communicate as clearly as possible about the aims of this school.

- We will use clear statements in our brochures and correspondence
- We will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families
- We will make available a copy of policies through the school's website and if requested a paper copy
- We will keep parents informed as and when appropriate

Parents, carers or relatives may only take still or video photographic images of pupils in school or on school-organised activities with the prior consent of the school and then only in designated areas. Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of other parents whose children may be captured on film. Without this consent the Data Protection legislation would be breached. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

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

The Governing Body will ensure that they comply with their duties under legislation and that the policies, procedures and training in the school are effective and comply with the law at all times.

The Governing Body will ensure that the school contributes to inter-agency working in line with statutory guidance '*Working Together to Safeguard Children*' and that the school's safeguarding arrangements take into account the procedures of the local authority as part of the inter-agency procedures set up by the LSCB.

The Governing Body has formerly adopted this policy and will review its contents annually or sooner if the designated governor or the Headteacher is notified of any legislative or regulatory changes to it.

Concerns about and allegations of abuse made against the Headteacher will be referred to the chair of governors who will liaise with the LADO and partner agencies and will attend any strategy meetings called in respect of such an allegation against the Headteacher.

As a good practice, there is always a safeguarding item on the agenda of every full governing body meeting. The nominated governor will meet with the DSL to ensure that the school is meeting its duties in respect of safeguarding. This is in addition to and does not replace the responsibility that rests with the Headteacher to monitor the work of the DSL.

## **Monitoring**

- The policy will be updated annually in line with guidance from the LA.
- The safeguarding agencies will be actively promoted on the school's website, newsletters and through ongoing varied work with children during the school day.
- The school's SLT will monitor incidents that fall within the scope of ongoing, rigorous and meticulous record keeping and communication with outside agencies and between the designated and deputy designated leads.
- Annual questionnaires about behaviour and safety are completed by pupils and there is a question about safety on the annual parent questionnaire too.

- We familiarise ourselves with the latest Ofsted guidance and ensure that we have procedures in place to meet recommendations.

## Complaints

All complaints arising from the operation of this policy will be considered under the school's complaint procedure.

### Signed:

Chair of Governors.....Date.....

Headteacher.....Date.....

Designated Safeguarding Lead.....Date.....

Deputy Designated Safeguarding Lead.....Date.....

January 2018  
(due for review Spring 2019)

## Contacts

[www.seftonlscb.co.uk](http://www.seftonlscb.co.uk) (Sefton Local Safeguarding Board)

### Children's Social Care:

Tel: MASH: 0151 934 4388 (Consultation with Social Care Manager)

Tel: MASH General Enquiries: 0345 140 0845

Tel: MASH Contact Officers: 0151 934 3801 / 2533 / 4200 / 3596

Tel: MASH Urgent Child Protection Referral: 0345 140 0845 or Police 999/101

Tel: Out of Hours Emergency Duty Team: 0151 920 8234

Tel: Early Help Gateway 0151 934 3506 [EIP.Gateway@Sefton.gov.uk](mailto:EIP.Gateway@Sefton.gov.uk)

Tel: Local Authority Designated Officer (LADO) for Allegations:

Pauline Trubshaw: 0151 934 3783

Tel: Channel (Police) 0151-777-8383 (Further contact numbers available in Section 18 Channel Procedure: Supporting Individuals Vulnerable to Violent Extremism Procedure, September 2015)

Tel: NSPCC Whistleblowing helpline 0800 028 0285 (Mon – Fri 8.00am – 8.00pm) or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Tel: Bully Busters 0800 169 6928

Tel: Childline 0800 1111

### Documentation:

This policy was written in conjunction with Sefton's Child Protection and Safeguarding Model Policy Sept' 2016

**Working Together to Safeguard Children 2015** Statutory guidance which covers the legislative requirements and expectations of individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for Local Safeguarding Children's Boards (LSCBs) to monitor the effectiveness of local services, including safeguarding arrangements in schools.

**Keeping Children Safe in Education 2016** Statutory guidance issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014. Schools and Colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. All staff must read Part One and a copy is on the Safeguarding noticeboard in the Staffroom.

**What to do if you're worried a Child is Being Abused 2015** Non-statutory advice for practitioners to help practitioners identify abuse and neglect and take appropriate action. Staff can find a copy on the Safeguarding noticeboard in the Staffroom.

**Information Sharing – Advice for Practitioners 2015**

**Threshold for Intervention Handbook – Sefton LSCB**

**The Prevent Duty June 2015**

**Inspecting Safeguarding in the early years, education and skills settings August 2015**

**Guidance for safer working practice for those working with children and young people in education settings, September 2015**

**Section 18 Channel Procedure: Supporting Individuals Vulnerable to Violent Extremism Procedure, September 2015**