

St. Joseph's Catholic Primary School



Child Protection & Safeguarding Policy

“Inspired by St Joseph, together with Christ, we learn, we grow, we love.”

Introduction

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of St Joseph's Primary School.

In particular this policy should be read in conjunction with the Safer Recruitment Policy, Behaviour Policy, Prevent Strategy, Anti-Bullying Policy, Code of Conduct/Staff Behaviour Policy, Positive Handling Policy, Intimate Care Policy, SEND Policy, Equalities Policy, e-safety Policy and ICT Acceptable Usage Policy.

St Joseph's Catholic Primary School fully recognises its responsibilities for child protection. Our staff will receive regular updates via email or in a meeting of any changes to policy or government guidance when they occur.

Our policy applies to all staff, governors and volunteers working in the school.

The health, safety and well-being of all our children are of paramount importance to all who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

We recognise that, because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. 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 R.E, personal, social, health and economic (PSHE) curriculum for children to develop the skills they need to recognise risks and stay safe from abuse.

Aims

The purpose of this policy is to ensure that everyone at St Joseph's is clear about the actions necessary with regard to a child protection issue. Our aims are:

- To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.
- To ensure effective communication between all staff on child protection issues.
- To enable everyone to have an understanding of the correct procedures in responding to a concern.

Procedures

We will follow the procedures set out by the Barnet Safeguarding Children Board (BSCB) and the DFE guidance on 'Keeping Children Safe in Education' September 2016.

We will:

- Ensure we have a designated senior person for safeguarding and child protection who has received appropriate training and support for this role, known as the Designated Lead Officer (DLO).
- Ensure we have a nominated governor responsible for safeguarding and child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the possible signs of abuse (Using the 'Report of Concern' form) and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is subject to a Child Protection Plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences or other multi-agency meetings.
- 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 a locked location.
- Follow the procedures set out by the LSCB where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed and there is always at least one member on every interview panel who has completed Safer Recruitment training.
- Ensure attendance is monitored and absences followed up. (See Attendance Policy) <http://stjps.org/wp-content/uploads/2016/10/PUPIL-ATTENDANCE-POLICY-Oct-2016.pdf>
- Ensure the completion of risk assessments.
- Ensure staff receive regular safeguarding updates as they occur, either by email or in staff meetings.

When to Be Concerned

Abuse of children and young people may take several forms, which are not mutually exclusive and often overlap.

The categories used are:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

Details of the different examples of abuse within each of these categories together with possible signs can be found in Appendix 1.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the Designated Lead to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

Specific Safeguarding Issues

Keeping Children Safe in Education (Part 1: 29) identifies a range of specific safeguarding issues which staff need to be alert to and provides references for further reading.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's health and wellbeing. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education and other initiatives.

Child Sexual Exploitation (CSE)

See page 12 and Appendix A of 'Part one of the Keeping Children Safe in Education' (September 2016)

Child sexual exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly „consensual“ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. It is also important to recognise that some young people who are being sexually exploited do not exhibit signs of abuse.

Female Genital Mutilation

Female genital mutilation is a form of child abuse common to some African, Asian and Middle Eastern communities in the UK. This illegal and life-threatening initiation ritual leaves victims in agony and with physical and psychological problems that can continue into adulthood. It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure and there is a mandatory duty on education staff to report concerns about FGM, which can happen at any age up to adulthood.

Possible signs include:

- Being taken abroad over school holiday to country where this is practiced.
- Talk of a special procedure or ceremony.
- Family wanting to take girl out of school for long periods.
- Anxiety about proposed trip.
- Difficulty walking, sitting or standing.
- Bladder problems, frequent trips to toilet.
- Menstrual and urinary problems.
- Absences.
- Pain, discomfort.
- Changes in behaviour, becoming withdrawn.
- Not wanting to do PE.

PREVENT Strategy and Policy

Protecting children from the risk of radicalisation is part of St Joseph's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings.

The Counter-Terrorism and Security Act 2015 places a duty on school staff to have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent Duty and our school website includes a link to the Government strategy and a pamphlet we have developed with information for parents.

School staff should use their professional judgement in identifying children who might be at risk of radicalisation or extremism and report any concerns to the Designated Safeguarding Lead.

Dealing with a Disclosure

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Not promise confidentiality – it might be necessary to refer to Children's Services.
- Reassure him or her that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Listen, only asking questions when necessary to clarify.
- Not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Make a written record (see Record Keeping).
- Pass the information to the Designated Senior Person DSL (or the Deputy DSL) without delay.

Child Protection through the Curriculum

As part of developing a healthy safer lifestyle, pupils should be taught to:

- Recognise different risks in different situations so they can decide how to behave responsibly.
- Judge what kind of physical contact is acceptable or unacceptable
- Manage risk and make safer choices, including recognising when pressure from others (including people they know) threatens their personal safety and well-being
- Develop effective ways of resisting pressures including knowing when and where to get help.
- Use assertiveness techniques to resist unhelpful pressure.
- Develop skills to cope with emergency situations.
- Develop knowledge and skills to protect themselves on-line, through ICT lessons

<http://www.stjps.org/pdf/policy-e-safety-data-security.pdf>

Safer Recruitment

There will be one person on any appointment panel who has received safer recruitment training.

Relevant pre-appointment checks will be undertaken for every candidate appointed to work in school.

The school keeps a Central Record of DBS clearance. Staff are checked according to the procedures of the London Borough of Barnet.

All staff employed by the school must have an enhanced disclosure from the Disclosure and Barring Service.

Volunteers, club coaches and governors

An enhanced disclosure is required for any person who might have unsupervised access to children. We obtain enhanced disclosures for volunteers, as well as staff and club coaches. Any volunteer or coach who starts work in school before their DBS certificate is available will always be supervised. Staff should remember that it is good practice for volunteers to always work in an area supervised by staff.

Contractors must prove that they have obtained the appropriate level of clearance for their staff who work in the school. Details are recorded in the Single Central Record.

Supply agencies must provide details for all supply teachers and support staff who are engaged to work at the school.

Allegations against adults working with children

Sometimes concerns can arise about the behaviour of adults working with children. When an allegation is made that a member of staff has behaved in a way that has harmed or could have harmed a child, the procedures set out in Keeping Children Safe in Education 2015 must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff or concerns about the behaviour of an adult working with children should be reported to the head teacher. Allegations against the head teacher should be reported to the chair of governors. Advice can be sought from the Local Authority Designated Officer (LADO) whose role it is to receive and investigate these concerns. Anyone can contact the LADO direct if they are unsure what to do.

Record Keeping

A record of the concern should be made as soon as possible using the record of concern form, which should be dated and signed. Blank forms are kept in folders in all classrooms and the staff room. It is important to use the child's own words and to keep records as factual as possible. The record should then be passed to the DSL/Deputy who will keep this securely stored in a locked cabinet together with any other records relating to the child. We comply with the government requirements with regard to confidentiality. The files we keep on children may be open to parents if requested (unless exceptional circumstances apply). Information from third parties will not be disclosed without their prior consent and any records kept will comply with data protection principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Decisions relating to the dissemination of information about vulnerable children will normally be taken by the DSL on a 'need to know basis.'

Where a pupil subject to a child protection plan leaves, their information is transferred to the new school immediately and the Local Authority notified.

Making a Referral

The Designated Lead Officer will make a decision based on all available information as to whether the concern needs to be referred to the Local Authority. Advice can be sought on a 'no names' basis, using the Barnet Consultation Line. Referrals are screened and assessed by the MASH team (Multi-agency Safeguarding Hub) which enables information to be shared by different agencies who may know the child and family. This will help to give a better picture and determine which cases need a more urgent response. The aim is to ensure children receive the right help at the right time and many children can be supported at an earlier stage by other services in the community, for example, through family support or health services. In these cases schools may work with the family in undertaking a Common Assessment Framework (CAF) to enable the provision of services. However if a referral is made to children's social services, the social worker will discuss with the DSL what should happen next and whether and how parents will be informed. Referrals must be followed up in writing using the Barnet on line referral form.

You are advised to always seek advice from your Designated Lead if you are unsure whether something is a concern as your information could be significant in building a picture. It should be noted however that anyone can contact the MASH team direct, for example, in an emergency situation.

Safeguarding Leadership Team at St Joseph's

Designated Lead Officer:

Lisa Barton (Interim Headteacher)

head@stjosephs.barnet.sch.uk

Tel: 0208 202 5229

Deputy Designated Safeguarding Officers:

Zara Flitton (Deputy Headteacher)
zflitton@stjosephs.barnet.sch.uk
Tel: 020 8202 5229

Sarah Ball (Assistant Headteacher)
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Tel: 020 8202 5229

Rachel Doherty (EYFS Leader)
rdoherty@stjosephs.barnet.sch.uk
Tel: 020 8202 5229

Charmaine Gawley
cmarchangawley@stjosephs.barnet.sch.uk
Tel: 020 8202 2559

Safeguarding Governor: Marilyn Amarteifio
[mamarteifio@stjosephs.barnet.sch.uk](mailto:mamateifio@stjosephs.barnet.sch.uk)

Key Contacts

Barnet MASH (Multi-Agency Safeguarding Hub) Team 020 8359 4066
mash@barnet.gov.uk

**Barnet LADO/DO (Local Authority Designated Officer/Designated Officer) Tel:
020 8359 6056 or Via MASH Team**

For non-urgent advice: Consultation Line

(9.30am - 11.30am Tuesday and Wednesday) **Tel: 020 8359 4336**

This number is available for consultation, advice or when you just want to talk over a situation and case names are not required.

This number is not for referrals.

CAF Team 020 8359 4405
e-caf@barnet.gov.uk
Out of Hours Service 020 8359 2000

NSPCC Helpline

<https://www.nspcc.org.uk/services-and-resources/nspcc-helpline/>

Date of Policy: October 2016

To be reviewed October 2017

Signed (Chair of Governors):

Appendix 1: CHILD PROTECTION; DEFINITIONS AND INDICATORS

Definitions

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, Children's Services have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering significant harm, which is defined as:

Neglect: failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

Physical abuse: causing physical harm or injury to a child. This will also include Female Genital Mutilation.

Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

Emotional abuse: failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, or threats. Witnessing domestic abuse.

Possible indicators of abuse and neglect

Neglect	<ul style="list-style-type: none"><input type="checkbox"/> Inadequate or inappropriate clothing<input type="checkbox"/> Appears underweight and unwell and seems constantly hungry<input type="checkbox"/> Failure to thrive physically and appears tired and listless<input type="checkbox"/> Dirty or unhygienic appearance<input type="checkbox"/> Frequent unexplained absences from school<input type="checkbox"/> Lack of parental supervision
Physical abuse	<ul style="list-style-type: none"><input type="checkbox"/> Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury<input type="checkbox"/> Injuries in unexpected places or that are not typical of normal childhood injuries or accidents<input type="checkbox"/> High frequency of injuries<input type="checkbox"/> Parents seem unconcerned or fail to seek adequate medical treatment
Sexual abuse	<ul style="list-style-type: none"><input type="checkbox"/> Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child's age/stage of development<input type="checkbox"/> Sexual risk taking behaviour including involvement in sexual exploitation/older boyfriend<input type="checkbox"/> Continual, inappropriate or excessive masturbation<input type="checkbox"/> Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy<input type="checkbox"/> Unwillingness to undress for sports
Emotional abuse	<ul style="list-style-type: none"><input type="checkbox"/> Developmental delay<input type="checkbox"/> Attachment difficulties with parents and others<input type="checkbox"/> Withdrawal and low self-esteem

Indirect indicators of abuse and neglect	<ul style="list-style-type: none"><input type="checkbox"/> Sudden changes in behaviour<input type="checkbox"/> Withdrawal and low self-esteem<input type="checkbox"/> Eating disorders<input type="checkbox"/> Aggressive behaviour towards others<input type="checkbox"/> Sudden unexplained absences from school<input type="checkbox"/> Drug/alcohol misuse<input type="checkbox"/> Running away/going missing<input type="checkbox"/>
Parental attributes	<ul style="list-style-type: none"><input type="checkbox"/> Misusing drugs and/or alcohol<input type="checkbox"/> Physical/mental health or learning difficulties<input type="checkbox"/> Domestic violence<input type="checkbox"/> Avoiding contact with school and other professionals<input type="checkbox"/>