

**St Peter and St Paul Catholic Primary School
School Safeguarding and Child Protection
Policy**

2018 - 2019

‘The Love of Christ impels us’

To be

Ready, Respectful, Safe



‘To love one another as I have loved you’

Key Safeguarding Contacts:

The Designated Governor for safeguarding and child protection is: (Phillip Ronchetti)

The Designated Safeguarding Lead (DSL) for child protection is: (*Tracey Peters*)

The Deputy Designated Safeguarding Leads are: (*Cristiona McGuinness/ Fionnuala McGuinness*)

The Designated Teacher for children looked after (CLA) is: (*Sarah Englefield*)

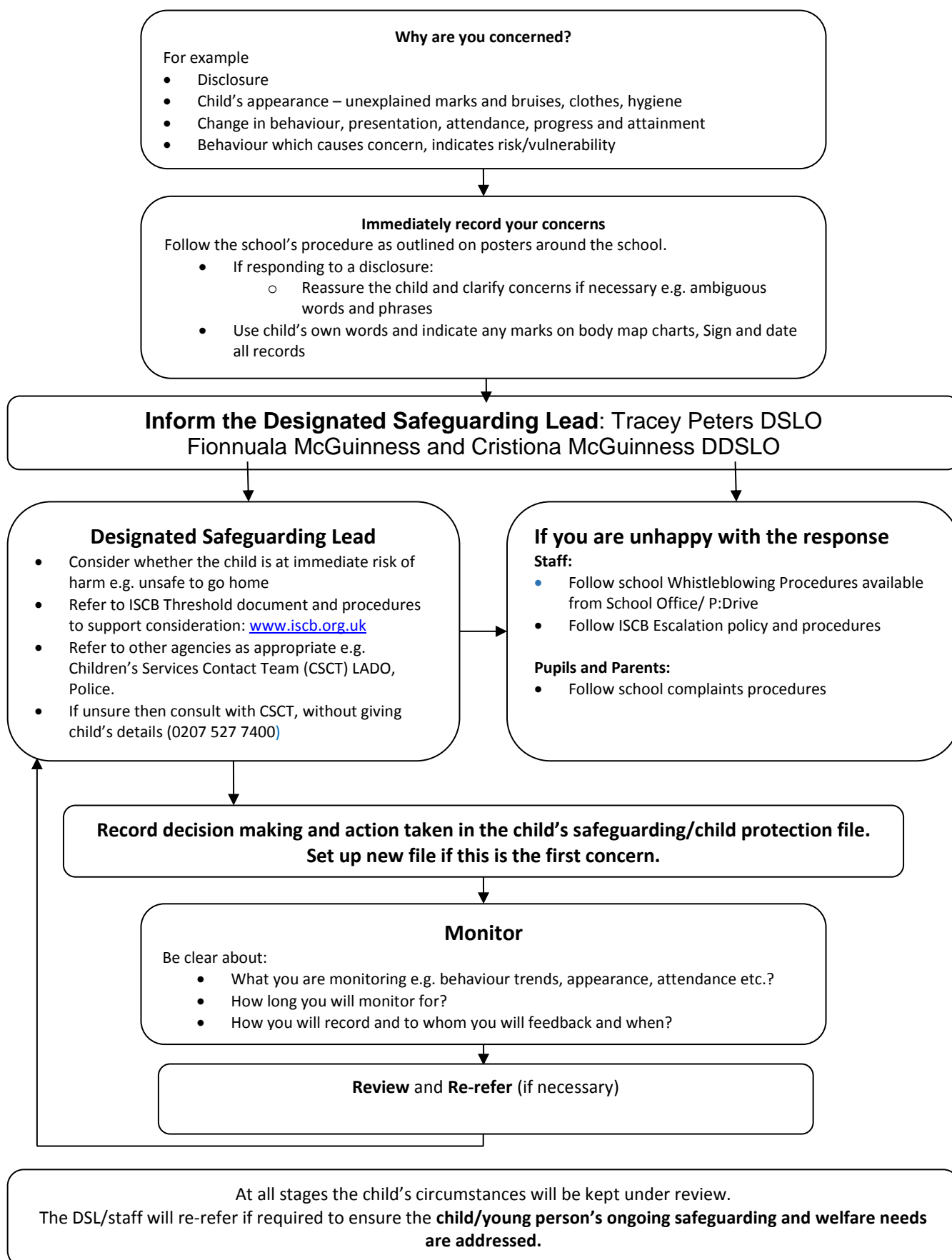
The Designated Manager for Allegations against Staff and Volunteers is (*Tracey Peters*)

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

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What to do if you are worried about a child/young person



SAFEGUARDING AND CHILD PROTECTION POLICY FOR ST PETER & ST PAUL SCHOOL

1. Introduction

- a. Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. (*Keeping Children Safe in Education – DfE, 2018*)
- b. This Safeguarding and Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Staff Code of Conduct, Anti-Bullying Policy, Behaviour Policy, Safer Recruitment Policy, Health and Safety Policy, E-safety Policy, Digi Policy and Photography Policy. It should also be read in conjunction with Part 1 of Keeping Children Safe in Education (DfE, 2018).
- c. Safeguarding and promoting the welfare of children is defined in *Working Together to Safeguard Children, 2018* as:
 - Protecting children from maltreatment
 - Preventing impairment of children’s health or development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best outcomes

2. Statutory framework

- a. Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.
- b. The development of appropriate procedures and the monitoring of good practice in Islington are the responsibilities of the [Islington Safeguarding Children Board](#) (ISCB). In Islington (and London) all professionals must work in accordance with the London Child Protection Procedures (LCPP), 2018.
- c. Our school works in accordance with the following legislation and guidance:
 - [Keeping Children Safe in Education](#) (DfE, 2018)
 - [Working Together to Safeguard Children](#) (HMG, 2018)
 - Education Act 2002
 - Children Act 2004
 - Children Act 1989
 - Data Protection legislation (including the General Data Protection Regulation, 2018).
 - Information sharing advice for safeguarding practitioners (HMG, 2018)
 - [What to do if you're worried a child is being abused](#) (HMG, 2015)
 - [Counter-Terrorism and Security Act \(HMG, 2015\)](#)
 - [Serious Crime Act 2015](#) (Home Office, 2015)
 - Education (Pupil Registration) Regulations 2006
 - Sexual Offences Act (2003)
 - [Searching, screening and confiscation](#) (DfE, 2014)

- [Preventing and Tackling Bullying \(DfE, 2017\)](#),
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

3. Roles and responsibilities

- a. All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (e.g., the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.
- b. All staff, governors and volunteers will read Keeping Children Safe in Education 2018, part 1 and Annexe A. Senior Leadership will support all staff in understanding this key document and implementing it in their practice.
- c. The Governing Body
 - The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.
 - The governing body ensures there is a named designated safeguarding lead and deputy safeguarding lead in place.
 - The governing body ensures the school contributes to multi-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.
 - The governing body ensures that all staff and volunteers undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.
 - The governing body ensures that children are taught about safeguarding, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.
 - The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.
- d. The Head teacher

- The Head teacher works in accordance with the requirements upon all school staff (see below). In addition, (s)he ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.
 - The Head Teacher manages all concerns about the conduct of adults in the school in relation to safeguarding and child protection.
- e. The Designated Safeguarding Lead (DSL) (and Deputy DSL)
- The DSL in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Islington's Children's Social Care (Children's Services Contact Team) or other local authorities are made in accordance with London Child Protection Procedures. They work with statutory, targeted and universal agencies as required.
 - The DSL takes lead responsibility for co-ordinating early help assessments for children within the school.
 - The DSL takes lead responsibility for keeping full written chronological records of all concerns about a child even if there is no need to make an immediate referral to CSC. These records are kept confidentially and securely and are separate from other pupil records.
 - The DSL or a deputy should always be available to discuss safeguarding concerns. If for any reason the DSL is unavailable, one of the named deputy DSLs will act in their absence.
- f. All school staff and volunteers
- Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the DSL to report any concerns. This includes children and young people who:
 - Are disabled and have specific additional needs
 - Have special educational needs (whether or not they have an Education, Health and Care Plan (EHCP))
 - Are young carers
 - Are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - Are frequently missing/going missing from care or home
 - Are at risk of modern slavery, trafficking or exploitation
 - Are at risk of being radicalised or exploited
 - Are in challenging family circumstances such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - Are misusing drugs and alcohol themselves
 - Have returned home to their family from care
 - Are privately fostered.

- All staff will develop their understanding of the signs and indicators of abuse and of their responsibility for referring any concerns.
- All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so.
- All members of staff know how to respond to a pupil who discloses abuse in line with the London Child Protection procedures and will pass this information on immediately to the DSL, or, in their absence, the deputy DSL.
- If, in exceptional circumstances, the DSL (or deputy) is not available, staff should speak to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.
- All members of staff know how to access edition 5 of the London Child Protection Procedures at <http://www.londoncp.co.uk/>
- All staff are aware of the schools 'Whistleblowing and Managing Allegations Policy' and how to access it.

4. Types of abuse / specific safeguarding issues

- a. Keeping Children Safe in Education (DfE, 2018) defines abuse as the maltreatment of a child. *"Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children"*
- b. The four main types of abuse are
 - Physical
 - Emotional
 - Sexual
 - Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

- c. Peer on peer abuse
 - Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.
 - Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not

tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

d. Children with special educational needs and disabilities

- Our school understands that children with special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:
 - Being more prone to peer group isolation than other groups and being disproportionately impacted by things like bullying, without outwardly showing signs of being bullied
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability rather than abuse or neglect
 - Communication barriers and difficulties in overcoming these barriers in relation to disclosing abuse or neglect
- Our school understands the additional vulnerability of children with special educational needs and disabilities and will ensure positive and proactive behaviour support to reduce the occurrence of risky behaviour and the need to use restraint.

e. Children missing from education

- All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education.
- The school will hold at least 2 emergency contact numbers for each child and will use both numbers, if necessary, as part of the First Day calling process.
- Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Pupil Services, Social Care or Police).
- Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

f. Child Sexual Exploitation (CSE)

- Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community.

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

(Department of Education (DfE), 2017)

- It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The DSL is the named CSE Lead in school on these issues and will work with other agencies as appropriate.

g. Sexting:

- The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.
- This School will not tolerate sexting; it is inappropriate and illegal amongst young people and can have extremely damaging and long-lasting consequences. Sexting is unacceptable behaviour. The misuse of electronic communication, such as sexting, inappropriate comments on Facebook for example, being the object of cyber-bullying and online grooming are all potential safeguarding concerns.
- We will work with parents and carers in ensuring that all pupils are fully aware of the dangers and possible repercussions of sexting.

h. Sexual violence and sexual harassment between children

- Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.
- Staff should be aware of the importance of:
 - making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
 - not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
 - challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.
 - Not dismissing or tolerating such behaviours as this risks normalising them.

i. Female Genital Mutilation (FGM)

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.
- As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a mandatory duty on **teachers** (and other professionals) to notify the police, on **101**, of **known** cases of female genital

mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

j. Forced marriage

- A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

k. Prevention of radicalisation

- As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.
- It requires schools to:
 - teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
 - be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
 - be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues
- CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

5. Procedures

- a. All action is taken in accordance with the following guidance;
- London Child Protection Procedures (2018)
 - Keeping Children Safe in Education (DfE, 2018)
 - Working Together to Safeguard Children (DfE, 2018)
 - PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)
- b. When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the DSL and how to share concerns with them.
- c. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the DSL (or, in their absence, the deputy DSL). See flowchart ‘What to do if you are worried about a child/young person’ on page 3.
- d. The DSL or the deputy will immediately refer cases of suspected abuse or allegations, by telephone, to the Children’s Services Contact Team (CSCT) in Islington on 0207 527 7400 or the local authority where

the child lives. For Islington referrals the telephone referral to CSCT will be confirmed in writing using the CSCT Request for Service/Referral Form within 48 hours. Referrals to other local authority statutory services will be followed up, within the same timescale, using their referral forms.

- e. All referrals will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral plus any other relevant information or advice given.
- f. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from CSCT and/or Police in making decisions about when it is appropriate to share information with parents / carers.
- g. If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, they should press the DSL for re-consideration of the case.
- h. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support.

6. Training

- a. The DSL (and deputy) undertake ISCB Group 5 and Update/Refresher training child protection training at least every two years and regularly update their safeguarding and child protection knowledge and skills through attending DSL briefings and reading safeguarding newsletters, e.g. NSPCC Casper Weekly Updates. The Head teacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the ISCB.
- b. The school ensures that the DSL (and deputies) also undertake training in multi-agency working and specific safeguarding areas as appropriate.
- c. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will always include a reminder of in school referral processes. Topics may include:
 - Indicators of abuse
 - Prevent
 - CSE
 - Online Safety
 - FGM
 - County Lines
 - Sexual violence and sexual harassment
- d. Induction for all new members of staff, governors and volunteers will include:
 - safeguarding and child protection policy
 - staff code of conduct and staff acceptable use policy
 - behaviour policy

- procedures for managing children who are missing education
- e. Records of all child protection training undertaken are kept for all staff and governors.

7. Confidentiality

- a. Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret.
- b. In accordance with statutory requirements, child protection concerns must be reported to the DSL and may require further referral to and subsequent investigation by statutory agencies (i.e., children's social care and police).
- c. Information on individual child protection cases may be shared by the DSL (or deputy) with other relevant staff members on a 'need to know' basis only and where it is in the child's best interests to do so.

8. Records and information sharing

- a. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst Data Protection legislation (including the General Data Protection Regulation, 2018) places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life should not prevent sharing where there are real safeguarding concerns. Fears about sharing information should not stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.
- b. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.
- c. Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it on the Incident Report Form noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include any action taken at the time. This is then presented to the DSL (or deputy), who will decide on the next steps and record this accordingly. All records related to child protection are kept in an individual safeguarding / child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth.
- d. Where a pupil transfers from our school to another school / educational setting (including college), the DSL (or deputy DSL) will copy their safeguarding/ child protection file in its entirety and forward the original file to the new educational setting. This will be marked 'Strictly Confidential' and for the attention of the receiving school's DSL, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and place this on the copied file which will be archived in line with our retention policy.

- e. Where a pupil joins our school, we will routinely check with the previous early years setting or school whether there are current or historical safeguarding / child protection records.

9. Multi-Agency Working

- a. It is the responsibility of the DSL to ensure that the school is represented at any child protection conference called for children on the school roll or previously known to them. In addition, we will ensure that a child protection conference report is submitted two working days in advance of an initial conference and five working days for a review conference, in line with London Child Protection Procedures.
- b. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference in line with London Child Protection Procedures.
- c. If a child is subject to a Child Protection, Child in Need plan or Early Help Assessment and Plan, the DSL will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation.
- d. Where the school is part of the core group, the DSL will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the DSL will inform the child's social worker immediately and then record that they have done so and the actions agreed.

10. Allegations about members of the workforce

- a. All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct.
- b. The school works in accordance with statutory guidance and the Allegations against Staff/Volunteers (ASV/LADO) procedures (LSCB, 2017) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current London Child Protection Procedures provides detailed information on this.
- c. The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Head teacher (or the Deputy Head teacher in their absence). **This role is distinct from the DSL as the named person should have sufficient status and authority in the school to manage employment procedures.** Staffing matters are confidential and the school operates within statutory guidance around Data Protection.
- d. Where the concern involves the Head teacher, it should be reported directly to the Chair of Governors.
- e. ASV/LADO procedures (LSCB, 2017) require that, where an allegation against a member of staff is received, the Head teacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) on **0207 527 8101/8102** within one working day. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to

proceed and whether the matter requires police involvement. This will include advice on speaking to pupils and parents and HR. The school will not carry out any investigation before speaking to the LADO.

11. Whistleblowing

- a. Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.
- b. All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy.
- c. We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.
- d. Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24-hour helpline) or email: help@nspcc.org.uk.

This policy was reviewed and adopted by the Governing Body on: 13th November 2018. It will be reviewed annually by the Governing Body and/or following any updates to national and local guidance and procedures. This policy will be next reviewed on or before November 2019.