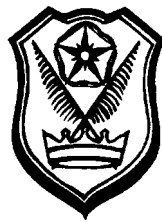


# **ST MARGARET CLITHEROW**



**We live to love, learn, respect  
and follow Jesus who says,  
“Love one another as I have loved you.”**

## **Safeguarding and Child Protection Policy**

**Legal Status:** Statutory  
**Version Date:** December 2016  
**Last Review:** December 2017  
**Next Review:** December 2018  
**Responsible Person:** Governing Body

## **The St. Margaret Clitherow Primary School Safeguarding Children Statement**

***Safeguarding and promoting the welfare of children is everyone's responsibility. 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***".

At St Margaret Clitherow, the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. We therefore have to ensure that this expectation becomes reality. In order to do this, a wide range of measures are put in place. Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff, governors and volunteers to work with children. All staff and volunteers in regulated activity with children must have a DBS check. The flowchart of DBS criminal record checks (page 29 of "Keeping Children Safe in Education") is used to ensure full compliance with regulations. In addition to the DBS check all staff and volunteers are required to complete a "School Staff Disqualification Declaration" (See Safer Recruitment Policy). Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan
- Establishing a safe environment in which children can learn and develop.

### **Legislation**

- The school will act in accordance with the following legislation and guidance:
- The Children Act 1989 and 2004
- Education Act 2002, section 175
- Local Authority Safeguarding Children Board Child Protection Procedures
- DfE guidance, 'Keeping Children Safe in Education' (Updated September 2016)
- DfE guidance, 'Working Together to Safeguard Children' (Updated March 2015)
- The Equalities Act 2010

### **The Health and Safety Policy**

The school has a health and safety policy, which is monitored regularly by the relevant committee of the school governors. The Headteacher and the Governors oversee the policy. Any concerns from staff are reported to any of the above who carries out an initial examination, assessing what remedial action needs to take place. Each term, there is a fire drill that practises efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment. There is also a critical incidents plan that details what staff and parents should do in the case of emergencies.

### **First Aid**

In school, there are always trained members of staff who volunteer to oversee first aid. All staff receive first aid training on a three yearly basis. In addition, there is also a number of staff who has additional medical training such as pediatric and training for children with diabetes and can assist and give advice. There are a number of first aid kits situated around school. When a child is poorly, or has suffered an accident in school or in the playground, there is a protocol for staff to follow:

- A trained first aider is consulted

- The incident is logged in the accident book
- For head injuries a Head Note is issued
- If there is any doubt at all a parent is contacted.

School policy is that members of staff will only give medicines when the parent has made a specific request. The decision to meet the request is at the discretion of the Head Teacher. For the majority of medicines, however, a dose before and after school is perfectly adequate. Naturally, the parents should consult doctors before giving any form of medication. For matters of an intimate nature, staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Head Teacher or member of the Senior Management Team. In almost all situations, the parents will be asked to come into school immediately so that they are part of the decision making process for such matters. In rare circumstances, the school nurse will be contacted as a matter of utmost urgency before the parent.

Further information about First Aid and medicines can be found in the Dept for Education & Skills document "Managing Medicines in Schools and Early Years Settings" and the school First Aid Policy and Management of Medical Conditions Policy.

### **Site security**

We provide a secure site, but the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- Gates should be locked at playtimes and lunchtimes
- All Exit Doors should be closed to prevent intrusion
- Visitors must only enter through the main entrance and after signing in, in the lobby. They should be given a visitors badge on entry
- Children will only be allowed home with adults with parental responsibility or confirmed permission
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, signed out
- In the unlikely event of a child leaving the school premises unaccompanied the police and parents will be contacted immediately
- New security gates limit access to the school and extensive CCTV supports site security.

### **Attendance**

Excellent attendance is expected of all children.

The school works closely with the Education Welfare officer whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term to the LA, annually to the government and to all parents.

Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

See attendance and lateness procedure policy for more information.

### **Appointments of staff and induction of newly appointed staff and work placements**

All staff who are appointed to work in school have a criminal records search called a DBS check. This search highlights people who have a criminal record or if previous allegations have been made them. If staff are found to have a criminal record the appointment is reconsidered by the Head Teacher and the Governing Body. The LA is informed directly by the Criminal Records Bureau. The Head Teacher sits on all appointment panels where the candidates are external applicants. The Head Teacher, Deputy Head and Chair of Governors have undertaken training on Safer Recruitment. New staff are inducted into safeguarding practices. Newly-appointed staff are assigned a mentor for the induction period. It is the responsibility of the mentors to familiarise new staff with procedures and policy, which affect the health and safety of all at school but especially the children (See Safer Recruitment Policy).

Volunteers are checked in line with the guidance in Keeping Children Safe in Education.

### **Welcoming visitors**

It is assumed that visitors with a professional role i.e. the School Nurse or members of the police already have relevant clearance but the office will endeavour to check this before admittance is

granted and a note made of anyone entering without clearance. The school checks all relevant data from regular visitors.

### **Single Central Record**

The school has a complete Single Central Record for all payroll staff. The school also holds relevant records for individual who visit the school but are employed by other Services. The school keeps a record of checks undertaken by Supply Agencies on Supply Staff. The Single Central Record is completed for all new appointments and updated with new changes to information for all other Staff.

### **Vulnerable Pupils**

The school recognises that pupils can be vulnerable for a number of reasons. The following groups are recognised as potentially vulnerable: statemented children; children with additional medical needs; children with English as an Additional Language; children who are adopted; children with a recognised disability; children with a Child Protection Plan and Looked After Children. We ensure that priority is given to Looked After Children and children with a Child Protection Plan in respect of monitoring their progress and providing additional support as appropriate. The SENCO is the designated person for Looked After Children.

### **Data Protection**

The School is registered under the Data Protection Act and we make every effort to ensure all personal data is held securely, both electronically and in hard copy form.

### **Fire Safety Procedure**

The School carries out termly fire drills. Evacuation procedures have been posted in each classroom, fire extinguishers are part of an annual maintenance contract and emergency exits are always kept clear and free from obstruction. Each fire point is tested at least annually.

### **Behaviour policy**

Good behaviour is essential in any community and, at St. Margaret Clitherow, we have high expectations of this. Although the emphasis is always on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children.  
(See Behaviour Policy).

### **Anti Bullying Policy**

The definition of bullying is: "A systematic and extended victimisation of a person or group, by another or group of others." The school's response to this is unequivocal. Adults must be informed immediately and action will take place.  
(See Anti-Bullying Policy)

### **Race Equality**

We want our children to be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism. If anyone ever feels unjustly treated, then the school welcomes and values a response. Racism is tackled in both the RE and in the PSHE curriculum. The children take part in discussions designed to raise awareness and address prejudices. From time to time, visitors also work with the children. All racist incidents are reported to the Local Authority and Governing Body on a termly basis.  
(See Equality policy)

### **Educational Visits**

The Head Teacher is the appointed Education Visits Co-ordinator. Risk Assessments are carried out for all visits. The School ensures adequate staff/ pupil ratios for all school visits with additional adults are allocated to children with specific needs who may increase risk. Visits are planned well in advance to ensure that effective risk assessments can be undertaken prior to the trip. Parental consent is obtained for visits beyond the locality and those which require specific transport. For local visits on foot, parents are asked to sign a Local Visits Consent Form when their child starts school. First Aid kits are taken on all trips.

### **Risk Assessments**

We have the following Risk Assessments in place:

- Administering Medicine
- Play Areas and Break Time Supervision
- Staff Computer Use
- General Access & Security
- Electrical
- Contractors on site

### **Photographing ,videoing and E safety**

There has been a lot of controversy about adults photographing and filming young people. The concerns are genuine, however we have taken a sensible, balanced approach, which allows parents to photograph and film providing they follow certain guidelines. Parents consent to school taking photographs by signing a permission slip. School photographs that are for use outside of school are anonymous unless specific permission has been received from parents. Where appropriate, parents are notified if further clarification is needed.

School staff use only designated school equipment to photograph and video children which is always returned to the school office where it is kept securely.

Parents are asked not to share pictures taken in school on social media and all staff are subject to an Acceptable Usage Policy. Staff are fully aware of the expectations of professional conduct as regards social media.

E-Safety has become increasingly important, with wider internet and mobile technology usage by children. Our E-Safety policy fully covers the management of internet use. We subscribe to LGFL's security settings to prevent children accessing unsuitable material. Children should be encouraged to use the internet, but at all times in a safe way. Parents are asked if they agree to their child using the internet. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child, the issue should be reported to the Head Teacher without delay.

As Child Protection Officer, the Head Teacher has overall responsibility for internet safety (See ICT related policies.)

<b>Child Protection</b>
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All teachers and school staff should be aware of procedures relating to Child Protection.

All children regardless of sex, race, disability or gender have a right to be protected

We will follow the procedures set out in "Keeping Children Safe in Education" to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role. (Mrs E McSperrin). In the absence of Mrs McSperrin then concerns are referred to Mrs I Heath (Acting Deputy Head)
- Ensure we have a nominated governor responsible for child protection. (Mrs M Boyle)
- Ensure every member of staff (including temporary and supply staff and volunteers) and the 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 signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- Keep written records of concerns about children, even where there is no need to refer the matter immediately. Each class has a designated "Safeguarding record book" and any

individual child protection concerns mean an individual confidential record file is opened and kept secured in the school office. Disclosures and the action taken are recorded on a "Record of Concern" sheet kept in the Head Teachers Office

- Ensure all staff have regular appropriate training. ( In addition a designated Safeguarding Notice board is provided in the Staffroom and all staff are kept abreast with any updates to Statutory guidance. All staff and volunteers have read Part One of "Keeping Children safe in Education" and sign off on having done so)
- Notify DBS and Dfe of the name of any member of staff considered to be "unsuitable to work" with children in accordance with statutory regulations
- Report to Governors termly on Safeguarding
- Ensure we keep abreast of current Safeguarding Issues such as FGM, Child Sexual Exploitation and Preventing Radicalisation.

### **Training**

Summary of Child Protection Training:

- Designated Senior Persons undertake regular training in line with Brent LSCB guidance
- Teaching and other staff should have training updated every three years but we ensure all staff are reminded of procedures and updates regularly.
- School governors attend Governor Child Protection training
- Designated Senior Person, Deputy Head Teacher and Chair of Governors undertake Safer Recruitment training.

### **Child Abuse**

We recognise that, because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

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

We are all legally required to report physical/ sexual abuse when we suspect it and this should always be done through the designated teacher or Head teacher.

Child abuse falls into four main categories:

1. **Neglect:**  
Failure to protect a child from harm and failure to provide for its physical, emotional, social and intellectual needs.
2. **Physical abuse:**  
Causing physical hurt, or injury to a child.
3. **Sexual abuse:**  
The involvement of dependent, developmentally immature children in sexual activities they do not truly comprehend, and are unable to give informed consent to, or that violate social taboos of family roles.
4. **Emotional abuse:**  
A denial of love and affection, deprivation of social integration, which will not allow the growth of self-esteem.

In any suspected case of abuse, there may be elements of one of all four categories present at any one time.

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered:

#### **Signs of possible physical abuse**

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness.

#### **Signs of possible sexual abuse**

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

#### **Signs of possible emotional abuse**

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying.

#### **Signs of possible neglect**

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the parent/ carer does not respond to
- Frequently hungry
- Overeating junk food.

#### **Possible effects of abuse**

The sustained physical, emotional or sexual abuse, or neglect of children can have major long-term effects on all aspects of their health, development and wellbeing. Children can grow up to feel worthless, unloved, betrayed, powerless, confused, frightened and mistrustful of others. They might feel, wrongly, that the abuse is their fault.

#### **Possible effects of physical abuse**

Physical abuse can lead directly to neurological damage, physical injuries, disability and, in extreme cases, death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems as well as learning difficulties.

### **Possible effects of emotional abuse**

If a child suffers sustained emotional abuse, there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse, in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

### **Possible effects of sexual abuse**

Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem have all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual abuse, once recognised, can be strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.

### **Possible effects of neglect**

Neglect can seriously impair a child's health, physical and intellectual growth and development, and can cause long term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.

### **Peer on peer abuse**

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. Peer on peer abuse is when a child might have been abused by another child. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one 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, any concern must be referred to the designated lead particularly 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.

### **Disclosure of Child Abuse**

1. Reassure the child and tell them you are glad they have told you.
2. Reassure the child that you are not angry or shocked, and that you believe them.
3. Allow the child to talk but do not question or press for information.
4. Reassure the child of your support but do not promise secrecy.
5. Tell the child you are passing on the information so they can get appropriate help.
6. Record as accurately as you can, (draw diagram to indicate physical abuse if seen) what the child has told you.
7. Reassure the child it is not their fault and that you will support them.
8. The teacher/staff member should then take advice from the Head Teacher.

### **Teacher Action**



1. Report incident to Head Teacher.
2. Record any conversations, observations. The Head Teacher will then decide which action to take; following the Brent Guidelines. This may include some of the following:
  - Social Services will be informed
  - Medical arrangements made if necessary
  - Police Child Protection Team informed
  - Strategy meeting arranged
  - Head teacher, designated teacher or member of staff will attend the meeting
  - Confidentiality of child and family will be maintained.

### **Advice for All Staff**

1. In the event of injury to a child, accidental or otherwise ensure that it is recorded and witnessed by another adult.
2. Keep a record of any allegations a child makes against you, i.e. 'you're picking on me,' 'you hit me.'
3. If possible, get an adult to witness the allegation and record events, signed and dated.
4. Never allow a child to touch you in an inappropriate manner.
5. On outings, follow the guidelines for school trips.
6. Do not spend excessive amounts of time in a room with one child away from other people (always leave the door open).
7. Never take children to your home.
8. Never do anything of a personal nature for a child that they could do for themselves.
9. Do not go into the toilet cubicle with children on your own.
10. Be aware of how and when you touch children.

Remember, the safety and comfort of the child must come first but discretion and common sense must be used at all times. If in doubt, have a second adult present; record and sign statement about incident.

### **CHILD PROTECTION GUIDELINES FOR ALL HELPERS**

It should always be your policy to safeguard the welfare of all pupils by protecting them from physical, sexual and emotional harm.

#### **Code of Behaviour**

- DO** treat everyone with respect.
- DO** provide an example you wish others to follow.
- DO** plan activities which involve more than one other person being present, or at least which are within sight or hearing of others.
- DO** respect a young person's right to personal privacy.
- DO** provide access for young people to talk to others about any concerns they may have.
- DO** encourage pupils and helpers to feel comfortable and caring enough to point out attitudes or behaviour they do not like.
- DO** maintain a healthy lifestyle.
- DO** remember that someone else might misinterpret your actions, no matter how well-intentioned.
- DO** recognise that caution is required even in sensitive moments of counselling, such as when dealing with bullying, bereavement or abuse.
- DO** stay calm.
  
- Do NOT** permit abusive youth peer activities.
- Do NOT** play physical contact games with pupils.
- Do NOT** have any inappropriate physical or verbal contact with others.
- Do NOT** jump to conclusions about others without checking facts.
- Do NOT** allow yourself to be drawn into inappropriate attention seeking behaviour such as tantrums or crushes.
- Do NOT** exaggerate or trivialise child-abuse issues.
- Do NOT** show favouritism to any individual.
- Do NOT** make suggestive remarks or gestures.

**Do NOT** rely on just your good name to protect you.  
**Do NOT** believe “it could never happen to me”.

### **What happens if ....?**

If you suspect a child is being abused:

1. Tell your Head teacher or designated child protection teacher
2. Record/write down facts as you know them
3. Ensure the child has access to an independent adult
4. Ensure that no further situation arises which could cause concern

If a child discloses abuse to you by someone else:

1. Allow the child to speak without interruption, accepting what is said.
2. Alleviate feelings of guilt and isolation, without passing judgement.
3. Advise that you will try to offer support but you **must** pass on the information.
4. Follow the same steps as 1-4 above.

If you receive an allegation about any adult or about yourself:

1. Immediately tell your Head teacher or designated child protection teacher.
2. Record/write down the facts as you know them.
3. Try to ensure no one is placed in a position which could cause further concern.

### **You must refer; you must not investigate; you must not discuss**

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

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

### **Record Keeping**

- Clear records of all incidents and actions are kept securely held in individual record files. Access to these is strictly limited and they are stored within a locked cabinet
- Each class has a confidential safeguarding incident book where any important information can also be recorded.

#### **When a child has made a disclosure, the member of staff or volunteer should:**

- Make brief notes as soon as possible after the conversation. If it is possible, please use the ‘Record of Concern’ form in the Head Teacher’s office
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Record statements and observations rather than interpretations or assumptions

- Give all records to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.

### **Confidentiality**

- All matters relating to Safeguarding are confidential
- The Head Teacher will disclose any information about a pupil to other members of staff on a need to know basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets.

### **Whistle blowing**

If members of staff ever have any concerns about the behaviour or intentions of any person within the building, school grounds or within proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. The school will ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should speak to the Head Teacher or the Chair of the governing body (See Whistleblowing Policy). You can also contact the NSPCC helpline on 08000280285.

### **Allegations involving school staff**

All school staff should take care not to place themselves in a vulnerable position with a child and all staff should be aware of the school's behaviour/discipline policy.

If a pupil or parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Head Teacher. He or she should also make a record of the concerns including details of anyone else who witnessed the incident or allegation.

The Head Teacher will not investigate the allegation itself, or take written or detailed statements but assess whether it is necessary to refer the matter to Social Care in accordance with the Safeguarding procedures. In doing so, the Head Teacher can use his/her discretion to consult with the Local Authority Designated Officer (LADO) for Child Protection.

If the Head Teacher decides that the allegation warrants further action through Safeguarding procedures, he/she must make a referral direct to the local Social Care team. If the allegation constitutes a serious criminal offence, it will be necessary to contact Social Care before informing the member of staff.

Careful consideration needs to be given to the suspension of the member of staff against whom an allegation has been made. Any suspension is seen as a neutral action and does not predict the outcome of any disciplinary process. The Chair of the Governing Body will be consulted before a final decision is made. If it is decided that this is not necessary to refer the matter to Social Care, the Head Teacher will consider whether there needs to be an internal investigation.

If the complaint made to a member of staff concerns the Head Teacher, the person receiving the complaint will immediately inform the Chair of Governors who will follow the procedures above without first notifying the Head Teacher

### **Current Safeguarding Issues**

(The following Safeguarding issues are all considered to be child Protection issues and should be referred immediately to the most relevant agency.

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England.

St Margaret Clitherow School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

#### **Forced Marriage**

St Margaret Clitherow School does not support the idea of forcing someone to marry without their consent.

#### **Under-age Marriage**

In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.

#### Genital mutilation/female circumcision

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to our attention we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place. If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

#### Ritualistic Abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

#### Children Missing Education

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. We will encourage the full attendance of all of our children at school. Where we have concerns that a child is missing education because of suspected abuse, we will liaise with the appropriate agency including the Education Attendance Service to effectively manage the risks and to prevent abuse from taking place.

#### Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children. Disabled children (refer to SEN policy for definition of disabled) do however require additional action. This is because they experience greater risks and 'created vulnerability' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment. We will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. Particularly as they may disclose their abuse in a different way to their peers. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

#### Honour Based Violence

'Honour based violence' is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from Honour based violence the DSL will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

#### Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where we are made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

#### Domestic Abuse

The Government defines domestic abuse as "Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality"

Staff need to understand what is required of them if children are members of the household where domestic abuse is known or suspected to be taking place. Our policy includes action to be taken regarding referrals to the Police and Children and Young People's Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. We will follow our safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

#### Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- A parent.
- A person who is not a parent but has parental responsibility.
- A close relative.
- A Local Authority for more than 28 days and where the care is intended to continue. It is a statutory duty for us to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

#### Child Exploitation and E-Safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites.

In order to minimize the risks to our children and young people St Margaret Clitherow School will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our ICT (Safe Use of the Internet) policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Our Safe Use of the Internet policy will clearly state that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

#### Prevent

To protect those vulnerable to, or at risk of, being radicalised to extreme viewpoints.

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school's aim is to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist views and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policies and procedures as appropriate and in line with the Local Safeguarding Children Board and Local Authority.

#### Lone working

Lone working with individual children should be avoided if at all possible. However, it is recognised that there will be occasions when there is no alternative. The following guidelines should be considered by staff:

- Let another member of staff know that they are alone with a child
- Keep the door open to the room that they are in or ensure they are in a room with an uncovered glass panel in the door
- If this is a regular occurrence (such as regular individual music lessons), the child's parent/carer should be informed of the situation
- Should anything happen during the session that makes the staff member uncomfortable, this should be reported to the Designated Senior Person immediately
- Children should only be given lifts in cars with the express permission of either the Designated Senior Person or the Head Teacher.

#### Curriculum links / prevention

PSHE assemblies, PSHE curriculum and other pastoral activities facilitate a supportive school community.

There is a strong ethos, where children feel secure and are encouraged to talk and are always listened to. All children know there is an adult in the school whom they can approach if they are worried or in difficulty.

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social and Health Education discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues. Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taken out of school appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Head Teacher. Visiting speakers, with correct clearance are always welcome into school so that they can give specialist knowledge to the children.

### **Communication with parents / adults with parental responsibility**

In the event of a disclosure from a child or if a report from any other source indicates a parent or adult in a position of trust may have caused harm to a child or intends to cause harm to a child, this will be referred to Social Care without notification to the parents and/or those with parental responsibility. This is in line with Social Care protocols and is designed to protect the health, safety and well-being of the child. Social Care will advise the school accordingly if they wish for the school to discuss the matter with the parents and/ or those with parental responsibility.

### **VISITOR'S POLICY**

Always bearing in mind the importance of security, visitors are welcome in St Margaret Clitherow School. This policy seeks to ensure that staff are aware that visitors can make an important contribution to the life and work of the school and visitors, themselves can benefit from contact with the pupils and staff:

- All visitors must report to Reception to sign in
- All visitors moving around the site must wear a visitor's badge
- All visitors must return the visitor's badge before leaving the site.
- If a member of staff is contacted by an outside agency/individuals requesting permission to visit lessons, observe teaching, etc., permission must be obtained from the Head Teacher before any agreement is made.
- Visitors to classes for specific purposes of contribution to topics, relating experiences etc are to be encouraged and welcomed. In arranging such visits, teachers should consult with the Head Teacher prior to finalising arrangements and should try to ensure that the visit causes minimum class/school disruption or inconvenience.
- Speakers at assemblies/Citizenship/lunchtime meetings, etc., need to be cleared through the Senior Management Team.
- Any visitors on site who are not recognised, or who are not appropriately badged should be politely asked their business.
- Any volunteer accompanying children on a local visit or educational trip must have an up to date DBS check where required. (for more details see Educational Trips Guidance)

### **Monitoring and Evaluation**

This policy is reviewed regularly and the Head Teacher reports to governors on all matters relating to Child Protection. All staff receive yearly training.

### **Other related Policies**

- Safer Recruitment Policy
- Absence and Lateness Procedures Policy
- Complaints Procedure

- E Safety
- Equal Opportunities Policy and Action Plan
- Physical Restraint Policy
- Home-School Agreement
- SEND Policy
- Toileting and Intimate Care
- Whistleblowing Policy
- Behaviour Policy
- Staff Handbook
- Supply Teacher Handbook
- First Aid and Administration of Medicines
- Health and Safety Policy
- Health and Well-being Policy
- Anti-bullying Policy.
- Anti- Radicalization Policy

For further details please see “Keeping Children Safe in Education”  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

## Key contacts

Role	Name	Contact details
Designated safeguarding lead	Ewa McSperrin	0208 450 3631 07976655952
Nominated governor for safeguarding and child protection	Mary Boyle	0208 904 2306
Chair of governors	Mary Boyle	0208 904 2306
LADO Brent.lado@brent.gov.uk	Sandra Trumper	0208 937 4834 07867187007

Social services number		0208 937 4483
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