

Sacred Heart Catholic Voluntary Academy



Child Protection & Safeguarding Policy

**Sacred Heart Catholic Primary School
Child Protection & Safeguarding Policy 2014/15**

The Headteacher is Mrs Sue McManamin

This policy was developed in September 2016

This policy was signed off by the Governing Body 18/10/14

The policy will be reviewed in September 2017

**The Designated Safeguarding lead (DSL) who takes the lead for Child Protection is
Mrs Sue McManamin**

**The Deputy Designated Safeguarding lead is
Mrs Victoria Skwarek & Mrs Sharon Castelow**

**The name of the Designated Teacher for Children who are Looked After is
Mrs Sue McManamin**

**The named Member of the Governing Body for safeguarding is Mr Michael
Wisnieski**

Contents

Introduction

Section 1 School Commitment

Section 2 Providing a Safe and Supportive Environment

- 2.1 Safer Recruitment and Selection
- 2.2 Safe Practice
- 2.3 Risk Assessment
- 2.4 Safeguarding Information for Pupils
- 2.5 Partnership with Parents
- 2.6 Partnership with Others
- 2.7 School Training and Staff Induction
- 2.8 Support, Advice and Guidance for Staff

Section 3 Ensuring that Children are Safe at School and at Home

- 3.1 Child Protection Procedures
- 3.2 Supporting the child and partnership with parents
- 3.3 Preventing violent extremism
- 3.4 Child Sexual Exploitation
- 3.5 Femal Genital Mutilation
- 3.6 Children Missing From Education
- 3.7 Domestic Abuse
- 3.8 Forced Marriage
- 3.9 Peer on Peer Abuse

Section 4 Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)

- 4.1 Managing Allegations Procedures

Mission Statement

The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

“Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator.” (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).

Our Academies therefore operate and are informed by the following four key principles of Christian formation:

- **Places of Discipleship**
- **Places where Communities are created**
- **Places of Learning**
- **Places where we treasure God’s World**

In light of the above principles, the Trust aims to:

- ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- uphold the unshakable belief in the unique potential of each child, student and member of staff

provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

Introduction

The policy is in line with:

- Calderdale Safeguarding Children Board Policies and Procedures which are available on www.calderdale-scb.org.uk
- Working Together to Safeguard Children (2015)
- Keeping Children Safe in Education (2016)
- Information Sharing (2015)
- What to do if a child is being abused (2015)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards 2012
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium Oct 2015)

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable children in need to have optimum life chances

(Working Together to Safeguard Children, 2015)

We believe that:

- Schools play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.

Section 1 School Commitment

This policy applies to all adults, including volunteers, working in or on behalf of the school.

The purpose of this policy is:

- To inform staff, parents, volunteers and governors about the school's responsibility for safeguarding children and to develop awareness and identification of abuse
- To establish and maintain an environment where children are and feel safe, can learn, and are encouraged to talk and are listened to.

Everyone working in or for our school service shares an objective to help keep children and young people safe by:

- reading and understanding Part 1 of Keeping Children Safe in Education (2014)
- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

Sacred Heart Catholic Primary School is committed to safeguarding and promoting the well-being of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils. The diagram below indicates what we consider under the umbrella of safeguarding and indicates some of the other policies that relate to safeguarding. The school ensures that all policies are cross-referenced and reviewed annually. All policies are available to staff, and a register is kept and signed by staff as evidence that they have read and thus agreed to adhere to any policies.



Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (KCSE) April 2014. We ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice as laid out in KCSE (2014) is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required. For this we use the Department for Education's (DfE) separate statutory guidance on supervision and regulated activity.

This school is committed to keeping an up to date Single Central Record (SCR) or Register which covers the following people:

- all staff (including supply staff) who work at the school;
- all others who work in regular contact with children in the school, including Governors and volunteers;
- all members of the Blessed Peter Snow Trust Board.

The Single Central Record (SCR) records the safer recruitment checks as listed previously and states whether the checks have been carried out or certificates obtained, the date on which the checks were completed and by whom.

If we have staff from an agency or third-party organisation, we will obtain written notification from that agency or organisation that they have carried out the checks, and we will ensure that we check the identification of the person presenting themselves for work and that this is the same person on whom the checks have been made.

Mrs Sue McManamin (Head teacher)

Ms Polly Bryan (Chair of Governors)

The above people have undertaken Safer Recruitment Training within the last 5 years, and at least one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

2.2 Safe Working Practice

The Teaching Standards (2012) state that teachers, including head teachers, should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our school are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

Linked to our Staff Behaviour Policy (Code of Conduct) and Whistle Blowing Policy safe working practices in our school ensure that pupils are safe and that all staff:

- work in an open and transparent way
- discuss and/or take advice from school management over any incident which may give rise to concern
- record any incidents or decisions made
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them, and they could be referred to the Local Authority Designated Officer (LADO)

2.3 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, *(such as premises and equipment, on-site activities, off-site activities, venues used, transport)* . Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed. *The Calderdale Evolve risk assessments electronic system is also used for school trips.*

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child may be particularly vulnerable such as a child at risk of Child Sexual Exploitation.

2.4 Safeguarding Information for pupils

All pupils in our school are aware of a number of staff to whom they can talk. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a Designated Safeguarding Lead (DSL), who is a senior member of staff with responsibility for child protection and know who this is. Likewise, all pupils know that there is a Deputy DS to whom they would talk if the DSL was not in school, We inform pupils who they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Pupils in our school are treated with dignity and respect and their views are listened to. The school's arrangements for consulting with and listening to pupils are pupil conferences, school council meetings and Nurture Groups.

We make pupils aware of these arrangements by assemblies

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns.

2.5 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission to do so, or it is necessary to do so, in order to protect a child.

Sacred Heart School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm

We encourage parents to discuss any concerns they may have with [The Headteacher](#) and we encourage use of Parent View as an opportunity to provide feedback to the school. We make parents aware of our policy [by listing it on our website](#) and parents know that this policy and others are accessible at all times via the school website. Posters and displays also ensure that Safeguarding has a high profile within the whole school community.

2.5 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. for promoting a safe and supportive environment e.g. LA, Social Services, Multi-Agency Screening Team (MAST), CAMHS, Police, Health, Childline in Partnership with schools, NSPCC, the School Nursing Service etc.) There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

As a school we will cooperate with Social Care when they are conducting child protection enquiries. Furthermore, the school will endeavour to attend appropriate inter-agency meetings such as Early Intervention Panels, CAF and TAC meetings, Child In Need reviews and Initial and Review Child Protection Case Conferences. We will provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents prior to the meetings.

2.6 School Training and Staff Induction

The school's Designated Safeguarding Lead undertakes refresher training at 2 yearly intervals, provided by Calderdale MBC's Schools Safeguarding Advisor. The DSL also attends other opportunities such as the DSL Network events and Multi-Agency Training to ensure that they are up to date with current practices and procedures and in order to further their continuous professional development.

The Head teacher and all other school staff, including non teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic Safeguarding Awareness on an annual basis. Sacred Heart Catholic Primary School ensures that this takes place by annual updates through face-to-face delivery or by coordinating online training, and/or the school accesses external whole school face-to-face training, as recommended by Calderdale Safeguarding Children Board.

The online training also provides a mop-up arrangement for any staff or volunteers unable to attend whole school training. All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of the school's child protection arrangements on induction. All staff sign to say that they have received and read the policy.

2.7 Support, Advice and Guidance for Staff

Staff will be supported by the DSL, LA and professional associations. The Designated Safeguarding Lead for Safeguarding/Child Protection will be supported by Mrs Sarah Watson and the staff at the agencies with which the children are involved. Advice is available from the Schools Safeguarding Advisor (Rezina Kelly 01422 392134).

Safeguarding is also an agenda item at every Staff Meeting and Briefing therefore there is an opportunity for discussion and to raise concerns on a weekly basis.

Section 3 Ensuring that Children are Safe at School and at Home

3.1 Child Protection Procedures

Teachers and other adults in school are well-placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

The Child Protection Procedures detail what the school would define as abuse referring to the definitions from Working Together to Safeguard Children (2015) and Keeping Children Safe in Education (2014).

All staff follow the school's Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2013' and the Calderdale Safeguarding Children Board guidance.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for child

protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

3.2 Supporting the child and partnership with parents

- School recognises that the child's welfare is paramount, however, good child protection practice and outcomes rely on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

3.3 Preventing violent extremism

The Prevent Duty

Under section 26 of the Counter-Terrorism and Security Act 2015, Sacred Heart school is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty staff have received *training* to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel. The Prevent Coordinator is Sadia Hussain who can be contacted on sadia.hussain@calderdale.gov.uk, or on 07702656834.

Sacred Heart School will also incorporate the promotion of fundamental British Values into the *Safeguarding Curriculum and/or PSHE* in order to help build pupils' resilience and enable them to challenge extremist views. *School will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments*

Radicalisation will also be considered within current E-Safety policies, procedures and curriculum in terms of having suitable filtering in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

3.4 Child Sexual Exploitation

Sacred Heart School is aware that Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where children receive something as a result of engaging in sexual activities. Staff *have/will* be made aware of some of the key indicators of CSE by *training provided by DSL....* In addition Sacred Heart school appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum eg. *Healthy Relationships.....*

If staff do identify children for whom CSE may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Early Intervention Panels or MAST, including a CSE Risk Assessment. Sacred Heart school also appreciates that they have a role to play in sharing intelligence relevant to perpetrators of CSE , and therefore if such information should come to light within school the DSL will share this appropriately with the police.

3.5 Female Genital Mutilation

Sacred Heart school understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, and know that FGM is illegal in the UK, is a form of child abuse and has long-lasting harmful consequences.

Sacred Heart school is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.

Staff are aware of the indicators of FGM and of they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then make appropriate referrals to MAST and/or the Police as is their mandatory duty.

3.6 Children Missing from Education

Sacred Heart school appreciates that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. Sacred Heart school will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

Sacred Heart school understands that it is essential that contact is made with the Education Welfare Service (Lindsay Cummings 01422 266126) as soon as a child or young person is believed to have left the school without suitable education provision being provided. In addition Sacred Heart school will contact the Authority to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence.

3.7 Domestic Abuse

Sacred Heart school understands that the cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

If staff do identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Early Intervention Panels or MAST, and share information where necessary with the Domestic Abuse Hub within the context of the daily MARAC meetings.

3.8 Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Staff at Sacred Heart school understand that likewise this is a potential Safeguarding issues and thus they would pass on concerns to the DSL.

3.9 Peer on Peer Abuse

Sometimes safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear that whilst these may be responded to through Behaviour Management there is also a need for this information to be shared with the DSL in order to address the underlying Safeguarding concerns.

Section 4 Managing Allegations

Where an allegation is made against any person working in or on behalf of the school the procedures detailed in the Managing Allegations Policy will be followed. Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge that they may be founded and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures.