

# St Joseph's Catholic Primary School

## Child Protection Policy



**2021**

<b>Date</b>	<b>Action</b>
September 2019	Updates AS, LD
July 2021	AS
	Review annually and as required

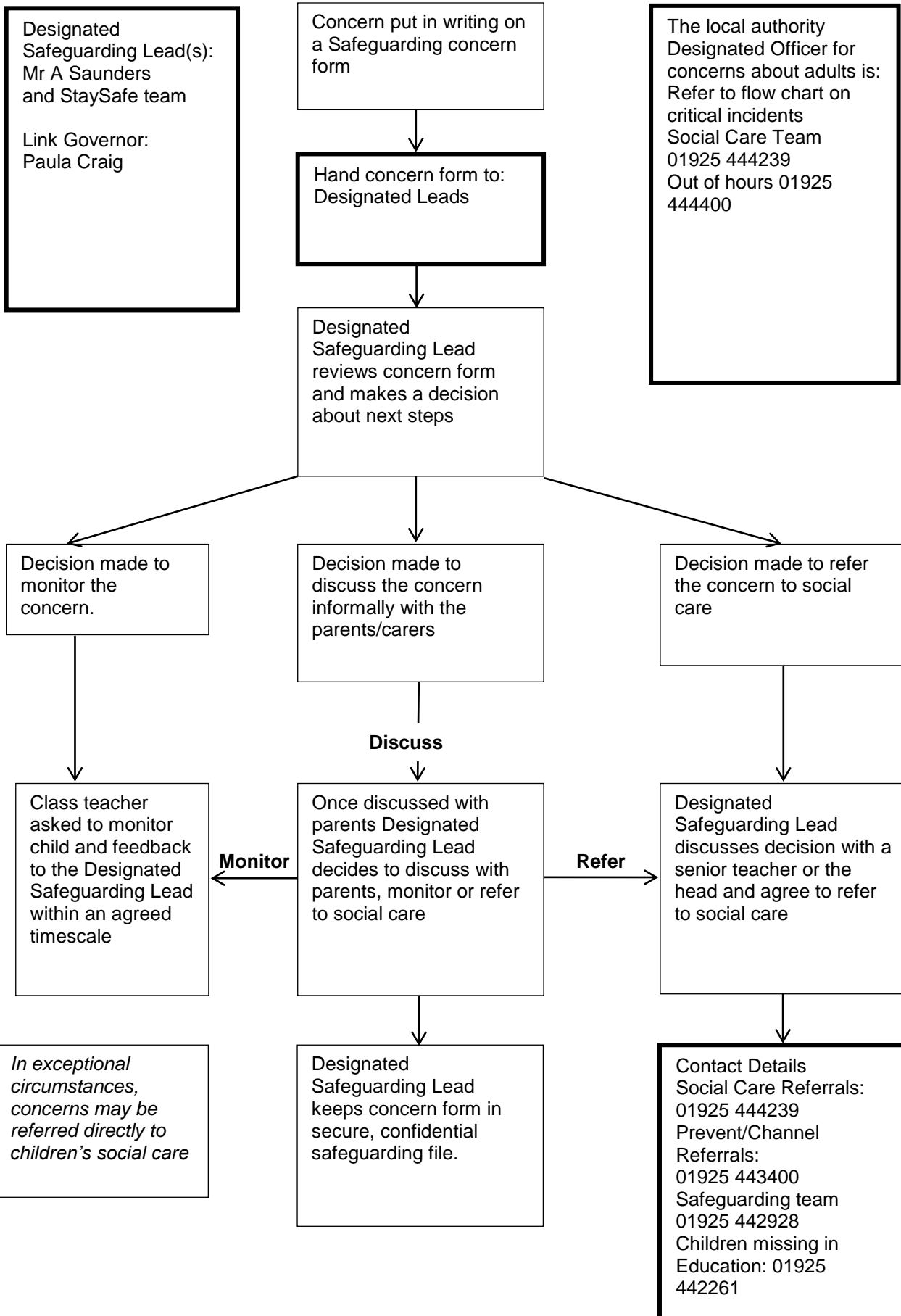
## Mission Statement

***“learning, growing, belonging...  
happy together in God’s family”***

**St Joseph’s is a school community where we:**

- promote Christian values of love, care and respect
- equip our children with the tools of learning and help them to achieve their maximum potential
- create an atmosphere of faith in which we share and celebrate our Catholic beliefs
- work in partnership with the children, their families and the parish
- provide a happy and safe environment in which all members of the school community feel valued
- develop the individual needs of our children to give them the confidence to participate as responsible citizens of the future

## FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



## 1. INTRODUCTION

Designated Safeguarding Lead for Children Protection (DSL): Alan Saunders (Headteacher)  
Deputy Designated Safeguarding Leads (DDSLs): Mrs M Riches (DHT), Mrs C Tyerman AHT), Mrs C Ford (INCO), Mrs L Bancroft (EY lead), Miss K Rose (SOM)

Governor responsible for Child Protection: Paula Craig

At St Joseph's Catholic Primary School, we fully recognise our duties and responsibilities to safeguard and promote the welfare of their pupils under the Education Act 2002, the Children Act 2004 and the DfE guidance "Working Together to Safeguard Children 2018" and "Keeping Children Safe in Education 2021". The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability as defined by the Equality Act 2010. They have a right to be safe in our school. Safeguarding children – the action we take to promote the welfare of children and protect them from harm– is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Because of day-to-day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour, or failure to develop. At St Joseph's we therefore:

- create and maintain a safe learning environment where children feel secure, are encouraged to talk, and are listened to.
- include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate, including the Local Authority and Social Care.

Our policy applies to all staff, governors and volunteers working in the school. The policy reflects current legislation, accepted best practice and comply with the DfE guidance: Working Together to Safeguard Children published 2018 and Keeping Children Safe in Education 2021.

There are five main elements to our policy:

- **Ensuring we practice safe recruitment** in checking the suitability of staff and volunteers to work with children.
- **Developing and then implementing procedures** for identifying and reporting cases, or suspected cases, of abuse.
- **Raising awareness** of child protection issues and equipping children with the skills needed to keep them safe.
- **Supporting children** who have been abused in accordance with his/her agreed child protection plan.
- **Establishing a safe environment** in which the children can learn and develop and where they feel they are listened to.

## 2. DEFINITION OF SAFEGUARDING

Ofsted adopts the definition of safeguarding used in the Children Act 2004 and in the government guidance document *Working together to safeguard children 2018*.

This can be summarised as:

- Protecting children and young people from maltreatment.

- Preventing impairment of children and young people's health or development.
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Effective safeguarding should be underpinned by two key principles:

- Safeguarding is everyone's responsibility:
- A child-centred approach

All services should take reasonable steps to ensure that children and young people *are* safe and *feel* safe.

### **3. AIMS AND OBJECTIVES**

3.1. This policy ensures that all staff in our school are clear about the actions necessary with regard to a child protection issue. Its aims are:

- Confirm that the pupils' development is supported in ways that will foster security, confidence and independence
- Raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- Confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- Emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities
- Emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- Emphasise the links with the school's policy for safe recruitment of staff and volunteers, and for managing allegations

### **4. THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)**

4.1. The Designated Safeguarding Lead (DSL) for child protection will:

- Attend child protection training and updates at least every two years.
- Act as contact point for and concerns or issues related to child protection.
- Liaise with all staff who have a responsibility for pastoral care.
- Liaise with the Local Authority and other agencies concerning individual cases of actual or suspected child abuse and share information as appropriate with them.
- Inform the Local Authority Designated Officer (LADO) within one working day of any allegations against staff and follow the procedures outlined in the policy "Dealing with allegations of abuse against teachers and other staff".
- Provide information for, and attend, meetings and reviews in connection with child protection.
- Support the class teachers in planning early intervention for vulnerable pupils, including Common Assessment Framework (CAF) assessments as appropriate.
- Oversee the planning of curricular provision in connection with child protection/child abuse.
- Ensure appropriate training, development and support for ALL staff at St Joseph's Catholic Primary School.
- Ensure that all professionals (including supply teachers) working with children in the school and volunteers are informed of the procedures for safeguarding children at St Joseph's Catholic Primary School.

- Maintain factual records of any incidents or concerns relating to child protection which are securely locked away and shared only with other staff as necessary.
- Complete the annual self-assessment audit produced by WSCB and the Education Safeguarding Team.
- Ensure 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.
- Monitor any instances of extremism (See Appendix 5 of the Safeguarding Policy)
- Raise and maintain awareness of the impact of Female Genital Mutilation and look for signs that this may occur. (See Appendix 2 of the Safeguarding Policy)
- Be vigilant about child sexual exploitation and pass on any concerns to the CSE team (See Appendix 3 and 4 of the Safeguarding Policy )
- Be vigilant around the use of the internet by our pupils and the potential for on-line bullying and/or exploitation. (see also Internet Safety Policy).
- Reporting to the LA and reported or suspected incidents of Domestic Violence.

**The DSL and the DDSLs at St Joseph's play key roles in Child Protection specifically and Safeguarding generally. They enable early help for children and support the pastoral care of teaching staff. This hopefully leads to the child's whole development.**

## **5. THE ROLE OF GOVERNORS AND THE HEATEACHER**

5.1. The Headteacher and Governing Body will ensure that:

- child protection training at all levels is kept up to date
- a child protection policy and procedures are in place
- safe recruitment procedures are in operation, making appropriate staff and volunteer checks
- procedures are in place for dealing with allegations against staff and volunteers that all comply with procedures set out by the Warrington Safeguarding Children Board and take account of guidance issued by the DfE. The LADO must be informed within 1 working day of any allegations made against staff.
- the adequacy of resources committed to child protection is monitored, and the staff and governor training profile
- the child protection policy is available to parents on request
- this policy and practice complements other policies e.g. anti-bullying, health and safety, drug, to ensure safeguarding.
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies.
- complete the annual self-assessment audit produced by WSCB and the Education Safeguarding Team.

5.2. The Governing Body recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)

## **6. PROCEDURES**

6.1. At St Joseph's Catholic Primary School, we follow the procedures set out by the Warrington Safeguarding Children Board and take account of guidance issued by the DfE (Working Together to Safeguard Children 2018).

- 6.2. All staff and other adults working within school are made aware that in order to safeguard children they have a duty to share information with the DSL, and through the DSL, with other agencies.
- 6.3. Staff training takes place at least every 3 years, with updates more frequently in order that they:
- are alert to signs and symptoms of harm and abuse
  - know how to respond to their duty when they have concerns or when a pupil discloses to them and to act
  - know what and how to record concerns.
- 6.4. Staff and Student handbooks give guidance on how to deal with a child protection issue.
- 6.5. To ensure the safety and welfare of all our children in our care, **personal mobile phones** must not be accessed throughout contact time with the children, unless special permission has been sought from the Headteacher.
- 6.6. When on outings, mobile phones may only be used to make or receive phone calls relating directly to ensuring the safety and wellbeing of the children.
- 6.7. Photographs, images or videos of any children within our care may only be taken following parental consent and only using the school camera. These images should be downloaded onto the school server, after which the images on the camera should be deleted.
- 6.8. If any member of staff suspects that a child may be a victim of abuse, they must immediately inform the DSL (or Deputy in his absence) about their concerns. Abuse can be of a sexual, emotional or physical nature. It can also be the result of neglect.
- 6.9. Where an allegation is made against a member of staff, it must be reported to the DSL (or DDSL in his absence) who will report it to the Local Authority Designated Officer (LADO) within one working day. Procedures for dealing with such allegations are outline in the policy 'Managing Allegations Against Staff'.
- 6.10. Where an allegation is made against the Headteacher (also the DSL) it must be reported to the Deputy DSL. The Chair of the Governing Body and the Local Authority Designated Officer (LADO) must be informed. The role of the Named Governor for Child Protection shall include monitoring of procedures relating to liaison with the LADO.

**LADO contacts: Conference and Review Unit**

**01925 443101 and 443102**

- 6.11. If a child makes a disclosure of abuse:
- Listen to the pupil but try not to show your reaction as this may influence the information that they disclose
  - It is acceptable to observe bruises but do not to ask a pupil to remove their clothing in order to do this
  - Accept what the pupil says
  - Remain calm so that the pace of disclosure is dictated by the pupil without them being pressed for detail
  - Do not ask leading questions – it is not your role to investigate but to listen
  - Use open questions such as “is there anything else you want to tell me?”
  - Be careful not to burden the pupil with guilt by asking questions like “why didn’t you tell me before?”
  - Acknowledge how hard it was for the pupil to tell you
  - Do not criticise the perpetrator or make a verbal judgement, the pupil might have a relationship with them
  - Do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the DSL) and why; and, depending on the pupil’s

age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time” or “it will be all right now”.

- 6.12. When recording information:
- Use CPOMS to record all information
  - Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern
  - When making notes, the child’s language should be used and wherever possible what they say should be written verbatim
  - Record facts and not assumption, opinion or interpretation.
  - If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow”
  - Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into ‘proper terms’).
  - It is important to keep these original notes and pass them on to the DSL who may ask you to write a referral. A written referral is needed within 24 hours of the referral call.
- 6.13. Any action that the named person takes when dealing with an issue of child protection must be in line with the procedures outlined in the LA Child Protection guidelines.
- 6.14. The school will keep written records of concerns about children, even when there is no need to refer the matter immediately. All records are kept securely using the CPOMS programme, separate from the main pupil file.
- 6.15. If a child leaves St Joseph’s Catholic Primary School, Child Protection records will be sent directly to the DSL in the new school/institution. Where practically possible, the DSL from St. Joseph’s Catholic Primary School will meet with the DSL of the new school to facilitate the smooth transfer of such material.
- 6.16. The school’s named co-ordinator works closely with the Social Services department and the Warrington Safeguarding Children Board when investigating any allegations of abuse. All parties involved handle such investigations in a sensitive manner, but the interest of the child is of paramount importance.
- 6.17. If a child alleges abuse, the school usually makes a referral without communicating with parents first. In some circumstances we inform parents first.

## **7. CONFIDENTIALITY**

- 7.1. The personal information about all pupils’ families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality
- 7.2. Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The DSL will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.
- 7.3. Staff must be aware that they cannot promise a child confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- 7.4. Where there are concerns about a child’s welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a child’s welfare, or if a child



discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to the DSL with a view to passing on the information.

## **8. SUPPORTING CHILDREN**

- 8.1. The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.
- 8.2. We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- 8.3. We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- 8.4. The school will support all pupils by:
  - discussing child protection cases with due regard to safeguarding the pupil and his/her family
  - supporting individuals who are or thought to be in need or at risk in line with Warrington Safeguarding Children Board procedures
  - encouraging self-esteem and self-assertiveness
  - challenging and not condoning aggression, bullying or discriminatory behavior
  - promoting a caring, safe and positive environment.
  - Capturing the child's voice.

## **9. WORKING WITH PARENTS AND CARERS**

- 9.1. Parents and carers play an important role in protecting their children from harm. In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to appropriate services which can provide support.
- 9.2. Where there are any doubts, the DSL should clarify with the Local Authority or Social Care whether, and if so when and by whom, the parents should be told about the referral.
- 9.3. The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare

## **10. CURRICULUM**

- 10.1. Through our curriculum we cover many areas which relate to child protection and in particular the safety of children. At St. Joseph's Catholic Primary School, we recognise the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe. So that pupils have a strong understanding of how to keep safe we use the following:
  - Come and See (RE programme)
  - Drug awareness
  - Relationships, Sex and Health Education
  - Anti-bullying awareness
  - The PSHE programme
  - Agencies supporting child protection i.e. NSPCC, Police

## **11. Peer On Peer Abuse**

### **Introduction**

Keeping Children Safe in Education, states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, 'Governing bodies, proprietors and school or college should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the **best** interests of the child at their heart.'

At St Joseph's Catholic Primary School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

### **Purpose and Aim**

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

At St Joseph's Catholic Primary School we have the following policies in place that should be read in conjunction with this policy: Anti Bullying Policy, Child Protection Policy and Cyber Bullying Policy.

### **Framework and Legislation**

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is Working Together to Safeguard Children, highlighting that every assessment of a child, 'must be informed by the views of the child' and within that 'It is important to understand the resilience of the individual child when planning appropriate services. This is clearly echoed by Keeping Children Safe in Education, through ensuring procedures are in place in schools and settings to hear the voice of the child.

- 6.1 In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. St Joseph's Catholic Primary School recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'.
  - 6.1.1 Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
  - 6.1.2 Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
  - 6.1.3 Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others.
  - 6.1.4 Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.
- 6.2 The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.
- 6.3 There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).
- 6.4 St Joseph's Catholic Primary School aims to reduce the likelihood of peer on peer abuse through;
  - 6.4.1 the established ethos of respect, friendship, courtesy and kindness;
  - 6.4.2 high expectations of behaviour;
  - 6.4.3 clear consequences for unacceptable behaviour;
  - 6.4.4 providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
  - 6.4.5 systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
  - 6.4.6 robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

- 6.5 Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, St Joseph's Catholic Primary School will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.
- 6.6 Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using St Joseph's Catholic Primary school's child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.
- 6.7 Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

#### **6.8 Removal of disqualification by association**

- By amendment of regulation 9 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 ("the 2018 Regulations"), we have removed disqualification by association for individuals working in childcare in non-domestic settings (e.g. schools and nurseries).
- Disqualification by association continues to apply for individuals providing and working in childcare in domestic settings (e.g. where childcare is provided in a childminder's home).
- The arrangements continue to disqualify individuals working in domestic and nondomestic settings if they themselves have been found to have committed a relevant offence.

#### **Disqualification under the childcare Act 2006**

Staff must inform the headteacher if their circumstances change. The disqualification criteria section of the DfE Disqualification under the childcare Act 2006 statutory guidance, references that there are certain orders, made in relation to the care of children, which can lead to disqualification.

#### **Appendices found in the Safeguarding Policy**

- 1. Female Genital Mutilation (FGM)**
- 2. Forced marriages**
- 3. Children at risk of Sexual Exploitation**
- 4. Private fostering**
- 5. Radicalisation and Extremism**
- 6. Protocol for concern (see below)**