St Paul's Church of England Primary School

Safeguarding & Child Protection Policy

A Vision for St Paul's Church of England Primary School

As our successful school continues to develop at the cutting edge of our changing education system, we set our focus and energies on achieving this vision for our children.

"St Paul's will always be a loving school where children are safe, motivated to learn by an inspirational curriculum, where standards are high and the partnership with parents is strong.

Christian Values will be implicit and explicit and will guide policy and practice in every facet of the school's daily life, from class time to lunchtime to hometime."

Policy Revised/ Created: February 2017

Policy to be Reviewed: February 2018

Policy Supervisor
Mr Andrew Teale
Headteacher

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1 Safeguarding Roles and Responsibilities

1.1 School

Safeguarding Policy Supervisor: Mr A. Teale – Headteacher

Safeguarding Governor: Mr C. Hughes

Health and Safety Coordinator: Mrs A. Gittins

Attendance Officer: Mrs J. Millington-Jones

Educational Visits Coordinator: Mrs S. Bagley

First Aid Coordinator: Mrs L. O'Connor

Admissions Officer:

Designated Safeguarding Lead Professionals:

Mrs Sara Bagley, Mrs Kerry McEnerry, Mrs Jane Millington-Jones

Extremism Single Point of Contact: Mr Andrew Teale

Safeguarding Supervisor: Mr Andrew Teale

1.2 Herefordshire Safeguarding Contacts

Herefordshire Safeguarding Children Board
www.hscb.herefordshire.gov.uk   Tel: 01432 260100
Herefordshire Council Plough Lane Hereford Herefordshire HR4 0LE
Designated Officer (DO)
Paul Rooney 01432 260680
NSPCC Whistleblowing Helpline 0800 028 0285
Herefordshire Women's Aid: 0808 2000 247 / (01432) 356156
Educational Welfare Officer: Mrs K. Millington 07739 536784

Education Safeguarding Officer: Anne-Marie Kemp 01432 260858

Multi Agency Safeguarding Hub (MASH): 01432 260800
Herefordshire Council Offices,The Media Centre, Bath Street, Hereford, HR1 2HT
LA Prevent Officer: Neville Meredith 01432 383628

2 Policy Introduction

2.1 Legal Duties

2.1.1 St Paul C of E School recognises its legal duty under s175 Education Act 2002 (section 157 in relation to independent schools and academies) and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all pupils. The school recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

2.1.2 The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children – (HM Gov 2015); Keeping Children Safe in Education (DfE September 2016) and Children Missing Education – (DfE September 2016).

2.1.3 These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people. Statutory guidance defines a child as anyone who has not yet reached their 18th Birthday.

2.2 Associated Reading

2.2.1 This document should be read in conjunction with Herefordshire Safeguarding Children Board Inter-Agency Child Protection Policies and Procedures. These are in keeping with relevant national procedures and reflect what Herefordshire Safeguarding Children's Board considers to be safe and professional practice in this context. Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

2.3 Responsibilities and Review

2.3.1 This document also seeks to make the professional responsibilities clear to all staff (teaching and non- teaching) governors and volunteers, temporary and supply staff to ensure that statutory and other duties are met in accordance with Herefordshire Safeguarding Children Board requirements and procedures. All staff and volunteers need to have read and be familiar with the Policy.

2.3.2 This Safeguarding Policy will be reviewed annually by the governing body.

2.3.3 The term DSL refers to 'Designated Safeguarding Lead' for Child Protection.

3   Safeguarding and Promoting the Welfare of Children

3.1   Key Principles

3.1.1   **St Paul's is committed to safeguarding and promoting the welfare of all its pupils. We believe that** St Paul's C of E School is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- All children and young people have the right to be protected from harm

- Children and young people need to be safe and to feel safe in school

- Children and young people need support which matches their individual needs, including those who may have experienced abuse

- All children and young people have the right to speak freely and voice their values and beliefs

- All children and young people must be encouraged to respect each other's values and support each other

- All children and young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally

- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours

- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

3.2   Safeguarding Definition

3.2.1   The definition for Safeguarding and promoting the welfare of children in Working Together to Safeguard Children 2015 is:

- protecting children from maltreatment;

- preventing impairment of children's health or development;

- ensuring children grow up in circumstances consistent with the provision of safe and effective care;

- taking action to enable all children to have the best outcomes

4 Underpinning Values

4.1 Children

4.1.1 Where there is a safeguarding issue, St Pauls will work in accordance with the principles outlined in the Herefordshire Safeguarding Children Board Inter-agency Child Protection procedures:

4.1.2 A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.

4.1.3 Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.

4.2 Families

4.2.1 Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.

4.2.2 Parents will be advised about the School Safeguarding Policy in the school prospectus and on the school website and on admission to the school

4.2.3 A hard copy of the policy is available at the school office on request. A copy is also available in the staffroom and on the school website.

4.2.4 Individual family members must be involved in decisions affecting them. They are treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. However, it may not be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by Children's Social Care. The welfare of the child is paramount in such situations.

4.3 Sharing Information

4.3.1 Each child has a right to be consulted about actions taken by others on his/her behalf in an age appropriate way. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer's request for confidentiality.

4.3.2 If a child may be at risk of significant harm, there is a duty on the school to share information with children's social care. This should be explained to the child and appropriate reassurance given when child has expressly asked for confidentiality in these circumstances.

4.3.3 Personal information is usually confidential. It should only be shared with the permission of the individual concerned (and/or those with parental responsibility) unless the disclosure of confidential personal information is necessary in order to protect a child or promote their welfare.

4.3.4 In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.

4.3.5 Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.

4.3.6 Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.

4.3.7 Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.

4.3.8 Early intervention in providing support services utilising the Common Assessment Framework Process and if necessary an assessment under Section 17 of the Children Act (1989). This is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

4.4 Passing on information

4.4.1 Anyone who works in a school has a duty to pass on information with regard to any safeguarding concern in respect of a child, family or member of staff.

4.4.2 **If, at any point, there is a risk of immediate serious harm to a pupil or member of staff, one of the designated safeguarding leads, an assistant headteacher or the headteacher should be informed as soon as possible in a face-to-face discussion or telephone call.**

4.5 'My Concern' System

4.5.1 In the case of any other concerns, staff must record their concern using the 'My Concern' system.

4.5.2 MyConcern enables staff to report any safeguarding concern and provides access to relevant guidance and local policies.

4.5.3 The Designated Safeguarding Leads for the school will receive notification of any concern that is reported through the system.

4.5.4 It is the DSL's role to provide support to staff members to carry out their safeguarding duties.

4.5.5 If a member of staff is unable to use the My Concern System, they should report directly to a DSL or to the relevant class teacher so that the concern can be logged onto the system.

5 Thresholds for Intervention

5.1 Herefordshire Levels of need threshold/ Early Help

5.1.1 We follow the Herefordshire Levels of Need Threshold Guide published by the Herefordshire Safeguarding Children Board (August 2014) (http://hscb.herefordshire.gov.uk/docs/HSCB_Levels_of_Need_Full_Guide_NOV_2014.pdf)

5.1.2 Early Support: Common Assessment Framework – CAF 2015

Our staff understand what 'early help' is, how to identify children and families who may need early intervention and the difference between a 'concern' and 'immediate danger or risk of harm'.

5.2 Significant Harm

5.2.1 It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm.

5.2.2 Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

5.2.3 Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

5.2.4 In order to both understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment.

5.2.5 It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family.

5.2.6 The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

6 Categories of Concern/Definitions of abuse (Keeping Children Safe in Education, September 2016)

6.1 Reporting to DSL

6.1.1 If staff have significant concerns about any child they should make them known to one of the school's Designated Senior Child Protection Officers without delay in accordance with reporting and recording procedures. These concerns may include:

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

6.2 Physical Abuse

6.2.1 A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

6.2.2 Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

6.3 Emotional Abuse

6.3.1 Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development? It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person.

6.3.2 It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

6.3.3 It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction.

6.3.4 It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including Cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

6.3.5 Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

6.4 Neglect

6.4.1 Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development? Neglect may occur during pregnancy as a result of maternal substance abuse.

6.4.2 Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- Protect a child from physical and emotional harm or danger

- Ensure adequate supervision (including the use of inadequate care-givers)

- Ensure access to appropriate medical care or treatment.

6.5 Sexual abuse

6.5.1 Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

6.5.2 The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

6.5.3 They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

6.5.4 Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

NB: All school staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition. In most cases, multiple issues will overlap with one another.

6.6 Peer on Peer Abuse

Includes bullying (including cyber-bullying), gender based violence, teenage relationship abuse, sexually inappropriate behaviour and sexting. Staff are trained to recognise different forms of abuse, as well as their warning signs. Children are helped to understand what healthy relationships look like and what to do when they experience peer on peer abuse or suspect that another pupil is being targeted.

6.7 Domestic Violence

Domestic Violence is a Child Protection issue. Children who witness or experience domestic violence are likely to suffer emotional harm, and may be vulnerable to other forms of abuse and bullying. Staff will need to be sensitive to this fact in their dealings with these children. Information may need to be shared confidentially within the school on a 'need to know' basis. The DSL's have responsibility for deciding whom to inform.

6.8 Identifying Concerns

The following list outlines some signs, which should raise concerns about a child. Some of these may have some other possible explanation, but a cluster of these signs should indicate consideration of possible Child Protection issues and should be reported.

- Unexplained injuries with inconsistent/unlikely explanations.
- A pattern of injuries, even if minor, e.g. bruising, particularly if fingertip or hand shapes are evident.
- Indications that a child is fearful of an adult or adults.
- Indications that a child is fearful of certain situations.
- Noticeable changes in behaviour/moods.
- Frequent tummy-aches.
- Wetting, or going to the toilet frequently-where there is a change to the child's usual behaviour.
- Deterioration in concentration or behaviour.
- Sexualised behaviour inappropriate to the child's age or stage of development.

It is sometimes difficult to decide whether certain behaviour from one child to another constitutes normal 'experimentation', bullying or child abuse.

Bullying can be defined as 'deliberately hurtful behaviour, repeated over a period of time where it is difficult to defend themselves. (DFEE Circular 10/95). This can include physical acts (hitting, kicking), verbal (name-calling, racism), or indirect bullying such as spreading rumours, or excluding someone from a group. Among children with severe developmental delay it can be particularly difficult to differentiate bully forms from other forms of challenging behaviour. Any observations should be reported to the DSL and recorded on 'My Concern'.

7 Specific Concerns

7.1 Government Guidance

7.1.1 Our school has and makes use of access to broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) See below

- bullying including cyberbullying & peer on peer abuse

- domestic violence

- drugs

- fabricated or induced illness

- faith abuse

- female genital mutilation (FGM) – see also below

- forced marriage

- gangs and youth violence

- gender-based violence/violence against women and girls (VAWG)

- mental health

- private fostering

- radicalisation

- sexting

- teenage relationship abuse

- trafficking

- Children missing education (CME) (See below)

7.2 Child Sexual Exploitation

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

7.2.2 Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

7.2.3 Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

7.3 Female Genital Mutilation (FGM) and Forced Marriage

7.3.1 There are many different types of abuse but there are some that staff may be initially less aware of. Female genital mutilation (FGM) and Forced Marriage fall into this category. The school does have measures in place to safeguard against this type of abuse. Any indications that FGM or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy.

7.3.2 In support of this provision, the school will do everything that it can to ensure that:

- the school is an 'open environment', where students feel able to discuss issues that they may be facing;

- the Designated Child Protection Persons are aware of the issues surrounding FGM and Forced Marriage;

- advice and signposts are available for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, Forced Marriage Unit

- awareness raising about FGM is incorporated in the school's safeguarding training.

7.3.3 If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are required:

- To alert the school's DSL to their concerns. This member of staff will then refer concerns to social care, who will inform the police if they need assistance.

- If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care **even if it is against the pupil's wishes.**

- **not** to consult or discuss with the pupil's parents or family, or others within the community.

7.4 Young Carers

7.4.1 At St Paul's, we are aware that we have children who may act as carers within their family. As with all our children we carefully monitor their self-esteem and behaviour to see if they need support in any way. All of the academic interventions are obviously available to them but we also offer support on the pastoral side.

7.4.2 After discussion with the child and the family we are able to offer mentoring by a member of our team, counselling from an outside agency or support from our Learning Mentor who works full time in our school.

7.4.3 We can use the CAF process to assess the needs of the child and family and we can also guide families towards the highly regarded Herefordshire Carers' Group which meets regularly in Hereford city.

7.4.4 As with all of our families we would encourage parents to come in and make us all aware of any worries or concerns they may have for their child.

7.5 Children Missing Education (CME)

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes. (Children Missing Education: September 2016).

7.5.1 We recognize that a child going missing from education is a potential indicator of abuse or neglect.

7.5.2 Our procedures for dealing with children that go missing from education are based on the Local Authority's procedures.

7.5.3 We will ensure that we follow these procedures for dealing with children that go missing from education, particularly on repeat occasions, to help reduce the risk of abuse and neglect, including sexual exploitation, and to help prevent risk of their going missing in the future.

7.5.4 We will ensure that we report children missing from education to the Local Authority, in line with statutory requirements.

7.5.5 Please also refer to the 'Missing Children Policy'

7.6 Looked After Children

7.6.1 The most common reason for children becoming looked after is as a result of abuse or neglect. Our school will ensure that appropriate staff have the skills. Knowledge and understanding necessary to keep looked after children safe.

8 Pupils who are vulnerable to Extremism

8.1 Context

8.1.1 (Definitions of radicalisation and extremism, and indicators are in Appendix One).

8.1.2 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

8.1.3 There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

8.1.4 St Paul's C of E values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values.

8.1.5 Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

8.1.6 Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

8.1.7 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism.

8.1.8 The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. St Paul's C of E is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

8.1.9 St Paul's C of E Primary seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

8.2 Risk reduction

8.2.1 The school governors, the Headteacher and the Designated Safeguarding Leaders will assess the level of risk within the school and put actions in place to reduce that risk. As such, the school has a 'Tackling Extremism and Radicalisation' policy specifically focused on these issues.

8.3 Response

8.3.1 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

8.3.2 The **SPOC for St Paul's is the headteacher. In the event of the headteacher being unavailable, the designated safeguarding leads (DSLs) will take responsibility for any necessary immediate action.**

8.3.3 1When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the Headteacher or a DSL.

8.3.4 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

8.3.5 The indicators of vulnerability to radicalisation are detailed in Appendix 1

8.3.6 The Responsibilities of the SPOC are in Appendix 2

9 Making Referrals

9.1 When to refer

9.1.1 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

9.2 Who refers?

9.2.1 Anyone can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

9.2.2 Where a child is registered at school, staff should speak with one of the school's Designated Senior Child Protection persons who will usually be the most appropriate person to initiate any referral.

9.2.3 A written record of safeguarding concerns should also be made using the schools internal recording system (My Concern). This will be assessed by one of the DSP's who will then make the decision if a referral is needed to the MASH Team or the child's existing social worker.

9.2.4 If the child lives in an authority outside of Herefordshire, the matter will be referred by the Designated Person to children's social care in that area.

9.2.5 If it is not possible to speak to any of the Designated Child Protection Officers, and there would be an unwarranted delay by doing so, the member of staff should directly contact MASH team to discuss concerns. The Designated Child Protection Person must be informed about the referral as soon as possible.

9.2.6 For referral to MASH team telephone 01432 260800. This must be followed with written confirmation on the Multi-agency referral form (MARF) within 48 hours. The latest multi-agency form is available from the HSCB website

10 Confidentiality

10.1 Principles

10.1.1 Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

10.1.2 We can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

10.1.3 "I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."

10.1.4 Professionals can only work together to safeguard children, if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, included social service departments, must always have regard to both common and statute law.

10.2 Disclosure of Information to Third Parties

10.2.1 Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8).

10.2.2 Wherever possible consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

10.2.3 The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.

10.2.4 When children transfer to a new school at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners. A process is in place for informing the school in these circumstances –see 14.4

11 Guide for talking to and listening to children

11.1 Dos & Don'ts

11.1.1 If a child chooses to disclose, staff SHOULD:

- be accessible and receptive;

- listen carefully and uncritically at the child's pace;

- take what is said seriously;

- reassure the child that they are right to tell;

- tell the child that you must pass this information on;

- make a careful record of what was said.

11.1.2 Staff should NEVER:

- take photographs of injuries;

- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)

- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions;

- make promises to children about confidentiality or keeping 'secrets';

- assume that someone else will take the necessary action;

- jump to conclusions or react with shock, anger or horror;

- speculate or accuse anybody;

- confront another person (adult or child) allegedly involved;

- offer opinions about what is being said or about the persons allegedly involved;

- forget to record what you have been told;

- fail to pass the information on to the correct person;

- ask a child to sign a written copy of the disclosure or a 'statement'.

11.1.3 For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

12 Recording Concerns and Associated Actions

12.1 Phonecall or Face-to-Face Conversation

12.1.1 If, at any point, there is a risk of immediate serious harm to a student, the DSL must be informed immediately without reliance on delayed communication (MyConcern, emails or notes).

12.2 Recording Concerns Using MyConcern

12.2.1 All safeguarding concerns are recorded using the 'My Concern' platform which automatically updates DSLs and any relevant members of staff (see below)

12.2.2 DSL will review concerns logged using my concern. They will categorise the concerns and take or direct others to take any appropriate actions. These may including allocation a 'team around the concern' or 'team around the child'.

12.3 Team Around the *Concern*

12.3.1 Staff who have a working involvement in the concern or who need to know about developments with regard to a specific concern.

12.3.2 The DSL will set the team around the concern. Usually, this will involve the class teacher, assistant head and any other relevant staff such as the relevant lunchtime supervisor or the safeguarding manager.

12.3.3 Member of the team around the concern will automatically be updated (through My Concern) if there are any changes or developments which are linked to the original concern.

12.3.4 If a new concern arises involving the same child /children, members of the team around the concern, may not be notified.

12.4 Team Around the *Child*

12.4.1 Staff who have an ongoing involvement in the concern or who need to know about developments with regard to a specific concern.

12.4.2 The DSL will set the team around the child. Usually this will involve the class teacher, assistant head and any other relevant staff such as the relevant lunchtime supervisor or the safeguarding manager.

12.4.3 If a new concern arises involving the same child /children, members of the team around the child, will automatically be notified through the MyConcern system

12.5 Headteacher

12.5.1 As safeguarding policy supervisor, the headteacher monitors the work of the DSLs through dialogue and the MyConcern system.

12.6 Our Records

12.6.1 Our safeguarding records:

- state who was present, time, date and place;

- use the child's words wherever possible;

- are factual/state exactly what was said;

- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;

12.6.2 Records about child protection or pertaining to welfare concerns or issues, including CAF paperwork, are retained securely and separately to the curriculum records of the child using the 'My Concern' platform.

12.6.3 If the child moves to another school or education setting, these records will be sent in a timely and secure manner to the Designated Child Protection person of the receiving school.

13 Child Protection Conferences

13.1 Attendance

13.1.1   A designated DSL will attend any initial Child Protection Conference and reviews, and provide a written report on behalf of the school if required.

13.1.2   If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or assistant head to attend the subsequent core group meetings and they will be given appropriate support around safeguarding issues by the designated senior child protection officer.

13.2 Keeping Parents Informed

13.2.1   Parents should be informed of what is in the report as there should be no surprises about the information shared at Conference.

14 Allegations of Abuse

14.1   Designated Officer

14.1.1   The head teacher will discuss with the Designated Officer (DO) in regard to procedures for dealing with allegations against persons who work in a position of trust with children. Appropriate action will be agreed.

14.2 Safe Practise

14.2.1   Staff should seek to keep personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- Work in a room where there is a glass panel in the door or leave the door open

- Make sure that other adults visit the room occasionally.

- Avoid working in isolation with children unless thought has been given to safeguards.

- Never give out personal mobile phone numbers or private e-mail addresses

- Do not give pupils lifts home (unless this has been specifically agreed by senior management)

- Do not arrange to meet pupils or ex-pupils under the age of 18 outside of school hours

- Never 'befriend' or chat to pupils including ex-pupils under the age of 18 on social network sites or through online gaming

14.3 Sexual Offences Act

14.3.1 Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent but under 18 years of age.

14.4 Physical Intervention

14.4.1 Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint policy[1]. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed.

14.4.2 **Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.**

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[1] See SPPS Physical Restraint Policy for further information

15 Recruitment, supervision and training for staff

15.1 Recruitment

15.1.1 When recruiting new members of staff the school follows the government guidance 'Safeguarding Children: Safer Recruitment in Education' 2007 and Safer Recruitment principles, and has due regard to the Safeguarding Vulnerable Groups Act 2006 and The Protection of Freedoms Act 2012 (the EYFS Section 3-The Safeguarding and Welfare Requirements page 15 3.13 states that providers must also meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006 and must consider how staff have access to this legislation and are aware of their roles and responsibilities. Schools with an Early Years Foundation Stage should therefore consider how they meet this responsibility, taking into account the changes brought about by The Protection of Freedoms Act).

15.1.2 The school ensures that enhanced DBS checks are undertaken in line with government guidance, that appropriate references are obtained and that qualifications are verified.

15.1.3 All staff that are appointed to work in School have a disclosure and barring service (DBS) identification check. This search highlights people who have a criminal record or if previous allegations have been made against them. If staff are found to have a criminal record the appointment is reconsidered by the head teacher and the Resource Committee of the Governing Body.

15.1.4 New staff/PPA coaches are inducted into safeguarding practices.

15.1.5 A register of the appropriate safeguarding checks for staff and volunteers are stored in a 'Single Central Record' which can be accessed by the Headteacher, business manager and SCR administrator.

15.1.6 Accredited Safer Recruitment training has been undertaken by Senior members of staff and appropriate Governors who sit on recruitment panels in accordance with statutory guidance.

15.2 Induction

15.2.1 Newly appointed staff are assigned a mentor (normally the assistant head 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.

15.2.2 Newly appointed staff and volunteers will have a robust induction into the child protection procedures when they join the school. They will be made aware of the Herefordshire Safeguarding Children Board procedures as part of that induction programme, and be given a copy of the school Safeguarding & Child Protection Policy.

15.2.3 Staff and volunteers will be given Safer Working Practice guidance when joining the school.

15.3 Training

15.3.1 All staff will also receive Safeguarding training approved by the Herefordshire Safeguarding Children Board. This will be at the 'universal', 'targeted' or 'specialist' level depending on their role in school.

15.3.2 Child Protection training given to each member of the organisation will be updated every two years and recorded. Safeguarding training will be provided annually to all staff members.

15.3.3 The Designated Safeguarding Leads will attend DSL Training in order to maintain continuous professional development and comply with statutory guidance and the HSCB training strategy (See Safeguarding Train Plan)

15.4 Staff Responsibilities to keep the School Informed

15.4.1 Any reason for staff to be having personal, social contact with pupils at the school must be explained to the head teacher with the rationale and any safeguarding actions required will be recorded.

15.4.2 Any staff member, volunteer or governor who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform the headteacher.

15.4.3 Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during their employment at the school. (Please note, it is a requirement for head teachers to inform staff working in the Early Years Foundation Stage that they are expected to disclose in these circumstances). The head teacher will discuss any potential safeguarding matters with the LADO and any required action will be agreed.

15.4.4 All staff at St Paul's are required to complete a childcare disqualification declaration form which includes a declaration regarding other members of the household. See appendix 1

15.4.5 Any staff member, volunteer or governor whose own children become subject to child protection investigations must inform the head teacher.

15.4.6 We also train Assistant Headteachers to the same level in order to provide greater resilience to our staffing structure for safeguarding within our school

16 Allegations of abuse against a person working in a position of trust

16.1 Professional Duties

16.1.1 Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer is therefore taken seriously.

16.1.2 Staff have a professional duty to report concerns about the conduct of other adults working in the school if there are indications that a child or children could be at risk of harm.

16.1.3 Adults working in this school are encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately.

16.1.4 Allegations of abuse made against adults working in the school, whether historical or current, should be reported to the Headteacher (or, if the allegation is against the Headteacher, it should be reported to the Chair of Governors).

16.2 Whistle Blowing

16.2.1 Adults working in the school are also able to follow the 'Whistle Blowing Policy'[2] if they feel unable to follow standard procedures relating to an allegation against staff.

16.3 Government Guidance

16.3.1 In line with government guidance and HSCB procedures, the Head / Chair of Governors will contact a Local Authority Designated Officer (LADO) to discuss the allegation if the concerns are that an adult in a position of trust has:

- behaved in a way that has harmed a child, or may have harmed a child;

- possibly committed a criminal offence against or related to a child;

- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

16.3.2 Further detail is available in the publication 'Dealing with allegations of Abuse Against teachers and Other Staff –DFE statutory guidance 2012'

16.4 Investigation

16.4.1 The initial discussion will establish the validity of any allegation under HSCB procedures and if a child protection safeguarding referral is required due to a child having suffered or being at risk of suffering 'significant harm'.

16.4.2 If this is the case a referral will be raised with the relevant Safeguarding team and a section 47 child protection strategy meeting will be convened that the Head / Chair should attend.

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[2] See SPPS Whistle Blowing Policy for further information

16.4.3 If an individual child is not identified but there are concerns about the behaviour of a person in a position of trust, which require consideration by other agencies or organisations, the LADO will convene a meeting to consider the issues and any action required.

16.4.4 The decision of the strategy/Joint evaluation meeting could be:

- investigation by children's social care

- police investigation if there is a criminal element to the allegation

- single agency investigation completed by the school or by a contracted investigator which should involve the a Senior HR advisor for the School.

16.4.5 If the matter does not meet the threshold for intervention by other agencies, but concerns remain about the conduct of a person in position of trust working with children, the school will take appropriate investigatory and, if appropriate, disciplinary action.

16.4.6 Referrals to the Disclosure and Barring Service (DBS) will be made by the school when appropriate, in line with current guidance.

16.4.7 The fact that a member of staff offers to resign will not prevent the allegation procedure and any necessary disciplinary action reaching a conclusion.

17 E-Safety[3]

18 First Aid[4]

18.1 Duty First Aiders

18.1.1 In school there are always trained first aiders to oversee administering of first aid.

18.2 Medicines

18.2.1 For matters concerning and managing medicines the health and safety policy should be consulted.[5]

18.3 Sensitive First Aid

18.3.1 For matters of an intimate nature, staff are asked to deal with sensitivity and to always seek guidance from the head teacher. In some situations the parents will be asked to come into school immediately so that they are part of the decision making process.

19 Site Security

19.1 Shared Responsibility

19.1.1 St Paul's Primary School is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules that govern it.

19.2 Access Control

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[3] See SPPS E-Safety Policy for further information
[4] See SPPS First Aid Policy for more information
[5] See SPPS Health and Safety Policy for more information

19.2.1 Gates are kept closed during the day. Visitors gain access through the school's main reception area.

19.2.2 Doors should be closed to prevent intrusion but opened to facilitate smooth exits.

19.2.3 Visitors, volunteers and students must only enter through the main entrance and after signing in at the office window and wear a visitor's badge.

19.3 Releasing Children

19.3.1 Children will only be allowed home with adults with parental responsibility or confirmed permission.

19.3.2 Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who has a valid reason. They should report to the office to do this.

19.4 Duty

19.4.1 Two members of staff or more should always be on duty at break times.

20 Attendance[6]

20.1 Expectations

20.1.1 Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone or email on the first day of absence before 9.30 am.

20.2 Educational Welfare Officer

20.2.1 The school works closely with our Education Welfare Officer whenever a child's attendance and punctuality causes concern.

20.3 Reporting Attendance

20.3.1 Attendance rates are reported each term to the Governing Body and parents.

20.3.2 Attendance levels for individual children will be reported to parents during mid-year and end-of-year reports.

20.4 Positive Reinforcement

20.4.1 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.

20.5 Holiday in Term Time

20.5.1 The school follows government guidance and takes necessary steps to encourage parents to avoid taking children on holiday during term time.

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[6] See SPPS Attendance Policy for further information

21 Appointments of Staff

22 Disclosure Barring Service Checks

22.1 Volunteers must also have a Disclosure and Barring Service clearance. For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the School building a full DBS search will be conducted. The office performs this. Visitors who do not yet have clearance will not be able to work in school unsupervised until clearance is gained.

22.2 Volunteers who help with any after school clubs must undergo a full DBS search. After school club providers, supply CRB checks to the Admin Team. Records are kept of this on the Single Central Record.

22.3 A Single Central Record (SCR) is kept in the office of all staff and volunteers who are DBS cleared. The SCR also outlines when CRB checks need renewing. The office staff will advise staff when DBS needs to be renewed.

22.4 Our electronic access system is linked to DBS checking so that when a new check is required the staff identity tag will no longer open doors in school.

23 Safeguarding within the Curriculum

23.1 Aim

23.1.1 At St Paul's we are committed to the safeguarding of children and embed safeguarding work across the curriculum wherever opportunities arise.

23.1.2 Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

23.2 Personal Social Health Education (PSHE) and Citizenship & Computing

23.2.1 A range of safeguarding themes are explored through PSHE and citizenship work.

23.2.2 Topics include such themes as drugs, sex and relationships, e-safety, self-esteem, emotional resilience, bullying including homophobic bullying) and stranger danger. Children are encouraged to explore and discuss these issues.

23.2.3 Children are taught to use technology safely, respectfully and responsibly. They are taught to recognise acceptable and unacceptable behavior; and can identify a range of ways to report concerns. Children are also informed about keeping their personal information safe, through e-safety assemblies and individual class lessons. (See computing, E-safety & E-security-policies).

23.3 British Values

23.3.1 Our curriciulum includes specific reference to British Values and the dangers of extremism and radicalization (See policy PSHE and Citizenship Policy)

23.4 Educational Visits

23.4.1 At all times there has to be appropriate staffing levels and when the curriculum is taking place out of school, appropriate and agreed pupil/adult ratios are maintained.

23.4.2 The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Educational Visits Co-Ordinator

23.4.3 See Educational Visits Policy

24 Governing Body

24.1 Safeguarding Duty

24.1.1 Section 175 /157 (of the Education Act 2002 puts an explicit duty on Governing Bodies to ensure their functions are exercised with a view to safeguarding and promoting the welfare of pupils.

24.1.2 The governing body will therefore ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Herefordshire Safeguarding Children Board procedures including attending meetings, collating and writing assessment reports, and staff training.

24.2 Safeguarding Committee

24.2.1 Termly meetings of the Safeguarding Committee, chaired by Safeguarding Governor, will ensure scrutiny, transparency and review of the school's Safeguarding systems and procedures.

24.3 Governor Training

24.3.1 The Governing Body will also ensure that all Governors have an understanding of safeguarding issues and those policies and procedures are in place in school to safeguard and promote the welfare of all pupils in the school.

25 References

25.1 Key Documents

25.1.1 Key documents referred to and used in the development of this policy are:

- Herefordshire's Safeguarding Board policies and procedures (http://hscb.herefordshire.gov.uk/7.htm)

- Keeping children safe in education : Statutory guidance for schools and colleges (DfE September 2016)

- 'Working Together to Safeguard Children' (DfE 2015)

- Prevent Duty (DfE June 2015)

- Channel Duty Guidance (HM Gov 2015)

- Dealing with Allegations of Abuse against Teachers and other Staff (DfE Oct 2012)

- The Children Act 1989 and 2004

- Education Act 2002

- SPPS Whistle Blowing Policy

25.2 Links with other school policies

25.2.1 This policy document should also be considered within the context of other policies and documents relating to our work with children and young people. Almost all policies in school have a reference to safeguarding but some are very directly linked. These include:

SPPS Physical Restraint Policy
SPPS Tackling Extremism and Radicalisation Policy
Whistleblowing Policy
SPPS PSHE & Citizenship Policy (includes British Values)
SPPS E-Safety Policy/E-Security Policy
SPPS Computing Policy
SPPS First Aid Policy
SPPS Health and Safety Policy
SPPS Attendance Policy
SPPS Positive Behavior Policy