St Anne’s RC Primary

Safeguarding

and

Child Protection Policy



**Our Mission Statement**

At St Anne’s RC Primary school we work together, learn together and care together and play together in God’s love to enable each unique person to achieve their full potential.

We aim to meet the needs of every child through a challenging, enriched curriculum, where everyone feels valued and respected. Providing a safe, secure and stimulating learning environment through an inclusive partnership between children, parents, our school, our church and the wider community.

**Children’s Vision Statement**

Working, Learning and Caring and PlayingTogether

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**POLICY STATEMENT AND OBJECTIVES**

**Policy statement**

Governors and staff at St Anne’s RC Primary recognise that all children are created in the image of God and deserve the best possible start in life. They have the right to be protected, safe from harm and well cared for. St Anne’s has a responsibility to ensure the welfare of children is always paramount regardless of their age, gender, disability, language, racial origin, religious beliefs or sexual orientation.

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The key objectives of this policy are in 5 sections:

**Role and Responsibilities**

* To explain the responsibilities St Anne’s and its staff and volunteers have in respect to child protection
* To provide staff with an overview of child protection legislation and definitions

**Prevention**

* To explain our commitment to protecting children through a carefully planned curriculum, supporting children to be aware of dangers and build their personal reliance.
* To explain our careful recruitment, selection procedures and ongoing training programme, that prevents unsafe people from working with children in our school.

**Awareness**

* To make clear definition of abuse and significant signs of abuse
* To make staff aware of all forms of child abuse

**Procedures**

* To provide clear procedures that will be implemented where child protection issues arise in school and at Local Authority level

**Support children who may have been abused**

* To explain the support school offers children and families if concerns are made regarding the welfare of children
* To explain the school’s procedures in working with other agencies to protect children

**Key definitions**

**Safeguarding** is defined as:

* protecting children from maltreatment; preventing impairment of children’s health or development
* ensuring that children grow up in circumstances consistent with the provision of safe and effective care
* taking action to enable all children to have the best outcomes.

**Child protection** is defined as the process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect. It involves measures and structures designed to prevent and respond to abuse and neglect.

**A child**, as defined by the Children Act 1989, is a person under 18 years of age.

**Legal Context**

St Anne’s Safeguarding and Child Protection policy and the following procedures reflect the principles contained within United Nations Convention on the Rights of the Child (UNCRC) ratified by the United Kingdom in 1991 and the Human Rights Act 1998.

***The Children Act 1989***sets out the legislative framework for safeguarding and promoting the welfare of children. It states that the welfare of the child is paramount in all situations and that children have the right to be involved in decisions that may affect them.

The act also introduced the concept of ‘**significant harm’** as the threshold that justifies compulsory intervention into family life by the local authority. Children who have suffered and/or are likely to suffer abuse or significant harm are often considered to be children in need, as well as children in need of protection. Under the act, children in need are children whose health and development is likely to be impaired without the provision of appropriate services.

***The Children Act 2004***underpins the **Every Child Matters,** Change for Children programme and builds on the principles established in the 1989 act.

***Working Together to Safeguard Children (2018****)* is key government guidance which sets out how all organisations should work together to promote children’s welfare and protect them from abuse and neglect. It states that every organisation should have clear procedures in place for dealing with concerns or suspicions of abuse and that these should be in line with the Local Safeguarding Children Board procedures.

***Keeping Children Safe in Education (2018)*****is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015.** Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise.

***Multi-agency statutory guidance on female genital mutilation (2016)***This multi-agency guidance on female genital mutilation (FGM) should be read and followed by all persons and bodies in England and Wales who are under statutory duties to safeguard and promote the welfare of children and vulnerable adults. Further reference have been made to this in Keeping Children safe in Education (2018)

***Mandatory Reporting of Female Genital Mutilation – procedural information (2015)***is a mandatory reporting duty for FGM introduced via the Serious Crime Act 2015, following a public consultation. The duty requires regulated health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18-year-olds to the police.

***Revised Prevent Duty Guidance****:* for England and Wales Guidance for specified authorities in England and Wales on the duty in the Counter-**Terrorism and Security Act 2015** to have due regard to the need to prevent people from being drawn into terrorism.

**Sexual violence and sexual harassment between children in schools and colleges (May 2018)**

Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children

**Disqualification under Children’s Act updated (2018)**

**Policy Review**

The Governing Body of our school is responsible for ensuring the annual review of this policy. This policy has been developed in accordance with the principles established by the Children Act(s)

1989 and 2010; and in line with government publications:

“Working Together to Safeguard Children” revised 2018

“Framework for the Assessment of Children in Need and their Families” 2000

“What To Do If You Are Worried A Child Is Being Abused” 2003 –revised 2007'

“Keeping Children Safe in Education” 2018

OFSTED Guidance Inspecting safeguarding in maintained schools and academies – ?

|  |  |  |
| --- | --- | --- |
| The Policy was last review on: |  | |
| Due to be reviewed: |  | |
|  | SIGNATURE | DATE |
| Headteacher/Designator |  |  |
| Chair of Governor Signature |  |  |

**ROLES AND RESPONSIBILITIES**

**The role of the Designated Officer for child protection**

No one should deal with child protection concerns on their own. If anyone at St Anne’s has any cause for concern around the abuse of a child or the behaviour of other staff/volunteers they should speak to the Designated Officer for Child Protection on that working day where possible.

**The role of the Designated Officer is to:**

* Ensure that the safeguarding policies and procedures are followed and updated ensuring that the school’s actions are in line with the MCSB Safeguarding Inter-Agency Procedures and all Children Protection/Safeguarding Documentation.
* Attend up-dated designated person training every two years (training last updated on 17.09.2017).
* Consult with Manchester Children’s Social Care and local Police in order to make a referral and provide relevant information to the LA on how the school carries out its safeguarding duties and liaise with outside agencies where necessary.
* Act as the first point of contact with regards to all safeguarding matters.
* Appropriately, support staff to make effective referrals in school and to the Children and Families Service and other agencies where necessary
* Keep effective records of concerns and Child Protection matters and referrals that have made to services, via CPOMS and other recording systems. Ensuring this is kept secure and confidential.
* Keep relevant staff, volunteers, management and trustees informed about action taken and required.
* Provide support and training for staff and volunteers including how to access the CPOMs in-school reporting system.
* Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction (emailed directly to staff, discussed at 1st INSET day, policies posted on staffroom safeguarding board.)
* Ensure that any staff with specific responsibility for safeguarding children receive appropriate training to undertake this role. A full register of all staff safeguarding training is updated on a regular basis.
* Ensure that all staff and volunteers understand and are aware of the school’s reporting and recording procedures and are clear about what to do if they have a concern about a child. (All staff have received and read copies of ‘Keeping Children Safe in Education Part 1) All staff with access to children have received school training on the new recording procedures using CPOMs. This training is reviewed at the beginning of each academic year.
* Send a student’s child protection or safeguarding file separately from the main file to a new establishment if a student leaves the school. Consult and maintain procedures laid out in GDP policy.

The Head Teacher, **Karen Orrell**, is the designated Safeguard lead and takes overall responsivity for the school’s safeguarding procedures. On a daily bases this is delegated to **Abigail Radcliffe** the Inclusion Assistant-head, who has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. In her absence all members of SMT have received Designated Person Safeguarding Training and are trained to support staff. This *ensures a trained member of staff is always on site to advise and support staff and that all safeguarding referrals can be dealt with immediately. This also ensures that decision made by the Designated lead or SMT can be quality assured and supported.*

**The role of the Governing Body and the Governor for child protection**

The Governing Body of the school will ensure that:

* Governors will ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the MSCB. This includes understanding and reflecting on local protocols for assessment and the MSCB’s threshold document along with supplying information as requested by the LSCB.
* Governors **should** ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare
* The governing bodies supports to appoint an appropriate senior member of staff, from the school leadership team, to the role of designated safeguarding lead (A Radcliffe). The designated safeguarding lead should take lead responsibility for safeguarding and child protection.
* A member of the Governing Body is identified as the designated governor for Safeguarding ??? and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the Designated Members of staff.
* The school’s safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
* The school operates safe recruitment and selection practices including ??? (Policy)
* Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Keeping Children Safe in Education’ and Local Authority and school’s policy procedures.
* All staff, including temporary staff and volunteers who have regular contact with children and young people receive appropriate training and information about the school’s safeguarding procedures as part of their induction; all visitors receive a safeguarding leaflet explaining the school’s systems and procedures on entry to the school.

**The role of the Head Teacher**

The Headteacher of St Anne’s RC Primary School will ensure that:

* The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of students are fully implemented and followed by all staff including volunteers.
* Safer recruitment and selection of staff and volunteers is practised. Mrs Orrell (headteacher), Mrs Regan (deputyhead), Mrs Radcliffe(assistant headteacher/Inclusion) and Mrs Haggett (assistant headteacher) have completed safer recruitment training along with the safeguarding governor
* Mrs Abigail Radcliffe is the responsible member of staff for child protection and receives appropriate on-going training, support and supervision. In her absence Mrs Orrell will oversee.
* Sufficient time and resources are made available to enable the Designated Member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
* All staff and volunteers receive appropriate training which is updated every three years; yearly refresher sessions are led by Mrs Radcliffe, Inclusion assistant head who has completed ‘Train the trainer’ training and/or One Education’s safeguarding team. In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via ebulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role”.
* All temporary staff and volunteers are made aware of the school’s safeguarding policy and arrangements.
* All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
* Parents/carers are aware of and have an understanding of the school’s responsibilities to promote the safety and welfare of its students by making its obligations clear in the school prospectus, parent leaflets and any other relevant opportunities; such at the weekly newsletter.
* Ensure that the Safeguarding and Child Protection policy is available on the school’s website.
* Ensure that the school cooperates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them in to harmful activities e.g. CSE and radicalisation and extremism.
* During term time the designated safeguarding lead and or a deputy will always be available (during school) for staff in the school to discuss any safeguarding concerns.

**Monitoring and Quality Assurance**

St Anne’s is committed to ensure outstanding standard are meet with regards to children protection and safeguarding to do this we:

* Monitor and record training staff have attended and dates to ensure relevance and a wide range of support with in school
* Meet monthly as SMT, including the appointed Governor to discuss Child protection cases and actions taken
* Present Governor with regular confidential updates regarding support offered to vulnerable pupils
* Audit and monitor policies, procedures and school effectiveness via Manchester LA Audits.
* Review and develop the curriculum to enable children to build resilience and safeguarding skills

**Prevention, Resilience and Keeping Children Safe**

**Establish a Safe Environment**

We will:

* Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
* Carry out on going risk assessments to ensure the grounds are safe a secure for all children
* Create and maintain individual risk assessment where SEN children may need further assessment
* Develop effective working relationships with all other agencies involved in safeguarding children such as Social Services, Child and Adolescent Mental Health Services, Education Welfare, Educational Psychology, voluntary agencies.
* Contribute to the wider safeguarding agenda by working with the local community and following government guidance to help our children live in a safe environment.
* Recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting and we will support such staff by providing an opportunity to talk through their anxieties with the Designated Teacher and to seek further support. This could be provided by, for example, the Head teacher, by Occupational Health and / or a teacher / trade union representative as appropriate.
* Ensure that staff are clear about the school’s expectations with regard to their conduct, relationships and communication with children. The school’s Code of Conduct is updated and shared with staff at the beginning of each academic year.
* Ensure that other policies which contribute towards safeguarding children and young people are reviewed and updated regularly and appropriate advice sought from relevant staff within the Local Authority in relation to these:
* Attendance
* E-safety and Acceptable Use
* Social Media
* Whistleblowing
* Physical Intervention/Positive Handling
* Behaviour and Anti-Bullying Policies
* Harassment
* Health and Safety
* Tackling Extremism and Radicalisation (this is not an exhaustive list).

**The curriculum**

All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

We will support the child’s development in ways that will foster security, confidence and resilience in every aspect of school life including through the school curriculum

Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote fundamental British values of tolerance, respect and understanding for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health of the pupils.

Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.

All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

**Training and Monitoring**

It is role of the Head teacher, Designated lead, SMT and Governing body to ensure all staff receive appropriate and up-to-date training.

All staff receive yearly Safeguarding update training as well specific relevant online safeguard training where necessary.

This monitored, recorded and review throughout the year.

Ensuring all staff have the resources to deal with safeguarding and child protect effectively.

**Preventing unsuitable people from working with children**

Ensure that all adults within our school who have access to children have been checked as to their suitability. This includes:

Extended Services – if these are directly under the supervision or management of school staff, the school’s arrangements for recruitment, vetting and record keeping will apply. If a third party is responsible for running the services, there will be clear lines of accountability and written agreements setting out responsibility for the recruitment and vetting checks on staff and volunteers

Other community users - we will ensure community users organising activities for children are aware of and understand the need for compliance with the school’s safeguarding guidelines and procedures by sharing this policy with them. They will also be directed to the MSCB safeguarding procedures website which will give them access to additional advice.

Contractors – we will ensure that contractors do not have contact with children unless deemed absolutely necessary when all such staff will be subject to appropriate checks

Supply Staff - we will ensure that all supply staff used have appropriate CRB checks

**Safe recruitment and induction of staff, governors and volunteers**

**Safer Recruitment**

We will follow all guidance from:

Keeping Children Safe in Education (2018)

Working Together to safeguard Children (2018)

Safeguarding Children and Safer Recruitment in Education (2012).

* We will ensure that all interview panels for staff recruitment ensure that at least one person on the committee has completed Safeguarding Recruitment Training as required by the DfE.
* Our selection and recruitment policy includes all appropriate checks on staff and suitability including Disclosure and Barring Service checks. Recruitment of volunteers will be equally rigorous. As a school our recruitment procedures aim to deter, reject and identify people who may abuse children.
* Our Governing body and proprietors act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.
* An offer of appointment to a successful candidate, including one who has lived or worked abroad, is conditional upon satisfactory completion of pre-employment checks.
* In line with the recommendations outlined in Keeping Children Safe in Education (2018) we will ensure all necessary checks are completed prior to appointment, if an employee is due to start before checks are complete additional required checks will be completed.

**Procedures for Managing Allegations against Staff, Volunteers or Governors**

Any allegations against staff, volunteers, Governors, contractors that indicate that they may have:

* 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; or
* 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 will be reported immediately to the Head teacher or the most senior teacher if the Head teacher is not present

**The Head teacher will inform the Local Authority Designated Officer.**

* If the allegation made to a member of staff concerns the Head teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Head teacher first.
* The name of any member of staff considered not suitable to work with children will be notified to the DfE in accordance with the Independent Safeguarding Authority.
* Any allegation of abuse made against a teacher or other member of staff or volunteer in our school would be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
* The Head teacher will inform the Local Authority Designated Office (LADO) who may consult police and children’s social care services as appropriate.

Any allegations should be referred to the Local Authority Designated Officer for managing allegations against people who work with children (the “LADO”) on 0161 253 6168.

**Whistleblowing**

If a member of staff/visitor feels that children are at risk because safeguarding and child protection procedures are not being followed properly at St Anne’s they can refer their concerns to the LADO in the strictest confidence. For more information, please refer to the school’s Whistleblowing policy.

**COMPLAINTS OR CONCERNS BY STUDENTS, STAFF OR VOLUNTEERS**

Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

***SERIOUS CASE REVIEWS***

***The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:***

***Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.***

Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.

Improve inter-agency working to better safeguard and promote the welfare of children and young people.

If required St Anne’s RC Primary School will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

**Attendance & Exclusions**

St Anne’s RC Primary views attendance as a safeguarding issue and in accordance with the school’s Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.

The Attendance Policy identifies how individual cases are managed and how we work proactively with parents to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help referral or a Parenting Contract.

We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

The school will only place young people in alternative educational provision which has been quality assured by the Local Authority. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by St Anne’s RC Primary School in accordance with the School Register Regulations.

The Designated Safeguarding Lead (Abigail Radcliffe) will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

**Early Help**

Offering children and Families Early Help through a multi-agency approach can be a successful way of supporting children where there is no immediate safeguarding concern, but additional help needs have been identified , thus preventing further escalation of concerns. The Early Help assessment tool is a vital resource in the process .

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate

If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children’s social care if the child’s situation doesn’t appear to be improving will be reported immediately to the Head teacher or the most senior teacher if the Head teacher is not present

**AWARENESS**

**What is abuse?**

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse is defined in Keeping Children Safe in Education 2016 as 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, another child or children.

Recognising child abuse or maltreatment is not easy and **it is not your responsibility to decide whether or not a child has been abused.** However it is your responsibility to pass on concerns you may have.

*Keeping Children Safe in Education 2016* defines abuse and neglect and gives four clear categories of abuse as:

**Physical abuse:** 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.

Example of warning signs

* Unexplained or unconvincing explanation of recent injuries
* Bruises that have a distinct shape or pattern, like handprints, grasp or finger marks Lingering illnesses
* Unusual aggressive or passive behaviour

**Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Examples of warning signs

* A child who is constantly blamed for things that go wrong
* A child who is made to carry out tasks inappropriate to their age A child in a household where there are arguments and violence

**Sexual abuse:** 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. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children ( e.g. siblings or peers.)

Examples of warning signs

* A child who displays sexual knowledge or behaviour inappropriate for their age Injuries or unusual appearance to private areas of the body
* A child who is being encouraged into a secretive relationship with an adult A child who hints at sexual activity through words, play or drawings

**Neglect:** 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. 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.

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. Specific safeguarding issues

Examples of warning signs

* A child with illnesses that have not been treated
* A child who is constantly hungry or tired
* A child who lacks needed medical care

**Female Genital Mutilation**

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death. The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman’s first pregnancy.

**FGM is illegal in England and Wales under the Female Genital Mutilation Act 2003** ( amended by the Serious Crime Act 2015)

Section 5B of the 2003 Act introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’34 cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty applies to all regulated professionals (as defined in section 5B(2)(a), (11) and (12) of the 2003 Act) working within health or social care, and teachers.

(Please see flow chart at the back of this document for a clear outline of action to be taken)

**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
* sexting.

**Prevent (Radicalisation of vulnerable people)**

Prevent is one of the four key principles of the CONTEST strategy, which aims to stop people becoming terrorists or supporting terrorism. The Prevent Strategy addresses all forms of terrorism including extreme right wing but continues to prioritise according to the threat posed to our national security. The aim of Prevent is to stop people from becoming terrorists or supporting terrorism and operates in the pre-criminal space before any criminal activity has taken place.

**Radicalisation** refers to the process by which people come to support, and in some cases to participate in terrorism

**Violent Extremism** as defined by the Crown Prosecution Service (CPS) as the demonstration of unacceptable behaviour by using any means or medium to express views which:

* foment, justify or glorify terrorist violence in furtherance of particular beliefs;
* seek to provoke others to terrorist acts;
* foster hatred which might lead to inter-community violence in the UK

If you have any concerns that a child or young person is at risk of radicalisation, report it to the designated officer who will contact the MASH ( 0161 219 2895) for discussion and referral. If you believe a child or young person is at immediate risk contact the police on 999

**Drug Use and Child Protection**

The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

* to believe the young person’s drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
* to believe the pupil’s drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults;
* where the misuse is suspected of being prompted by serious parent/ carer drug misuse.

**Children of Drug Using Parents**

Further enquiries and or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child’s parents/carers in the following circumstances;

* the parental misuse is regarded as problematic (i.e. multiple drug use including injection);
* a chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse;
* children are not being provided with acceptable or consistent levels of social and health care;
* children are exposed to criminal behaviour.

**Domestic Abuse**

The school is aware that children and young people’s development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school’s Safeguarding and Child Protection’s

Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children’s Service contact Centre will be contacted as soon as possible.

**Forced Marriage**

Forced marriage became a criminal offense in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups.. Child abuse cannot be condoned for religious or cultural reasons.

Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school’s Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected it will be viewed as a safeguarding concern, parents and carers will not be approached or involved about a referral to any other agencies

**Child Sexual Exploitation (Cse)**

The school is aware Child Sexual Exploitation can take many forms including exploitative situations, contexts and relationships. The school understands that CSE involves coercion, cyber bullying and grooming. Information on CSE will be incorporated into Safeguarding and Child Protection training. School follow the guidelines of Keeping Children in Education Safe (2018)

School recognises that some young people who are currently being sexually exploited do not exhibit signs of this abuse. Within the curriculum, school will support young people to help them develop the knowledge and skills they will need to make healthy choices, and targeted prevention work for groups of children known to be more vulnerable to exploitation. Staff will be trained and made aware of the indicators to look for, which raise concerns. Any concerns related to a young person being at risk are to be referred to the appropriate safeguarding agency.

School recognises that inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation”.

**Criminal Exploitation**

This policy follow guided lines set out in Keeping children in education safe (2018) documentation that recognises that children who break the law can be exploited to do so and thus should be treated as a victim during these process. It recognises the increased dangers surrounding children in their local environment from explorations such as County Lines.

**E-Safety**

St. Anne’s R.C. Primary School has an E-learning and Acceptable Use Policy which recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in schools is to help raise educational standards, promote pupil achievement and support the professional work of staff as well as enhance the school’s management information and business administration.

Whilst it is essential that St Anne’s governing body ensures that appropriate filters and monitoring systems are in place; they are aware that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding”.

The internet is an essential element in 21st century life for education, business and social interaction and St. Anne’s R.C. Primary School has a duty to provide children and young people with quality access as part of their learning experience.

It is the duty of St. Anne’s R.C. Primary School to ensure that every child and young person in its care is safe and this applies equally to the ‘virtual’ or digital world.

St. Anne’s R.C. Primary School will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

**Peer on Peer Abuse**

This policy recognises that children can be victims from their peers, through cyber bullying and one to one bullying. We work hard to ensure children have awareness of these issues and have the resilience to overcome incidents when they occur. School take reports of such incidence extremely serious, dealing with each report, in line with other school policies, such as Anti bulling, behaviour and E-safety.

**SCHOOL AND LOCAL PROCEDURES**

Concerns about child abuse may be brought to your attention in different ways. For example:

* A child tells you (i.e. discloses) that he/she is being abused
* Someone tells you that they have grave concerns about a child
* A child’s behaviour may indicate abuse
* A child has visible signs of abuse
* A worker’s behaviour changes or focuses inappropriately on a particular child

**It is not your responsibility to decide whether or not abuse has taken place.**

The following methods can be used to report a concern:

Most staff have access to the school CP reporting system CPoms. Concerns should be reported via this system and a member of the designated team should be alerted to this immediately. All staff are given regular training updates on this system.

Some staff (mostly lunch time organisers) and supply staff/volunteers do not have access to the school computer system. These members of staff have access to the written reporting system and are asked to hand this immediately to a member of the designated staff. Supply staff are given a class package on entry to school and concern form are contained in this. Forms are kept in the designated office, staff room and school office. If a volunteer has a concern they instructed by the class teacher, to seek out a member of designated staff and report concerts verbally immediately.

Staff also have access to the Manchester MASH team and can report a direct concern to them ( 0161 219 ????)

**School Actions taken with a concern**

Once the concern is received by CP lead, it is read, where possible discussions with the head teachers and/or other members of the CP team will take place before actions are decided. This discussion maybe brief or in more detail depending on the nature of the concern and will involve the nature of the concerns and any chronological history on the child or family. From this discussion actions and responses are then decided.

For most concerns one of the following responses will be followed by:

* Meeting with parents by class teacher
* Meeting with parents from CP Lead to discuss the concern further and gain information
* Further discussion with the child if necessary
* Consultation with Children’s services for further advice
* Support from the Early Help team
* Offer of an early help Assessment

From this point on, a casefile will be opened and children will be monitored to ensure children are safeguarded.

In some instances the school may decide a referral to children services is needed for instance;

* Where there is a chronological history that needs further assessment
* Reports of Domestic Violence

School operates the one chance system (Children’s Services will be contacted immediately) for the following concerns. A report of a Smack/hit that has clearly left a mark

* Extremism or radicalisation
* FMG
* Forced Marriage

School reserves the rights to contact children services at any point deemed necessary despite the terms laid out in this policy.

The designated CP lead understands that all concerns must be acted upon and this must be recorded. The CP lead will ensure where possible feedback on actions taken is given to the appropriate staff to enable them to sustain ownership of their concern.

All staff are aware of their duty to report and if they are unhappy with the actions taken, how they can escalate this further through the head teacher and CP governor or directly to children services.

If children’s services have been contacted this will be recorded and followed up by school within 2 working days, if no response has been received.

**What to do if a child discloses abuse to you – How to Respond**

It is important that children are protected from abuse. In the event of a disclosure from a child, it is important that you:

**RESPOND -** Stay calm even if what you are hearing is difficult. Respond with minimal encouragers and open body language.

**LISTEN -** Do not ask questions other than to clarify what is being said. Your job is not to investigate, so avoid the child having to repeat their story. Leading questions can also cause ‘contamination of evidence’ for any subsequent investigation and court proceedings.

**REASSURE -**Reassure the child that they have done the right thing in telling you.

**BOUNDARIES-** Do not promise to keep secrets. Find an appropriate early opportunity to explain that it the matter will only be disclosed to those who need to know about it.

**CLARIFY -** What you will do next and with whom the information will be shared with. Inform the child that you will be speaking to Mrs Radcliffe, the designated Safeguarding Lead at St. Anne’s. In most cases, concerns should be discussed with parents/carers. The Designated Officer will be key in this.

**NB:** If you suspect a child is being sexually abused or is being directly physically harmed through giving or denying medication, then the school are advised **not** to discuss with parents/carers but refer immediately to Children’s Social Care. The Designated Safeguarding lead will usually do this but if they are unavailable then anyone can speak to Children’s Social Care about their concerns.

These procedures must be followed whenever an allegation is made that a child has been abused. A record must also be made where there is a cause for suspicion of abuse towards a child and discussed with the Designated Officer.

**Keeping a good record**

When a child protection concern arises, it is essential you record what is said or seen and what action was taken as soon as possible. Without this, information may be forgotten or vital details may be missing. An accurate record should be made of:

* Date and time of incident or disclosure
* Location
* Relevant parties involved, names and their relationship to child
* Description of abuse or injuries observed
* What was said or done and by whom.
* Ensure that the record is signed and dated.
* It is important that you record the exact words/phrases of the child/person making the disclosure.
* This information will always be kept up to date and in a secure place, only available to those people that need to know. This will include the Senior Manager or Chair of Trustees and the Designated Officer for child protection.

**Sharing Information – Confidentiality and Data Protection**

This policy in line with new GDPR regulations which came into force May 2018. It is clearly stated in this legislation that information sharing is power mount to safeguarding children and children’s protection must be at the centre of decisions to sharing information.

Child protection raises issues of confidentiality, which should be clearly understood by all.

Staff and volunteers have a responsibility to share relevant information about the protection of children with other agencies, particularly investigative agencies.

Clear boundaries of confidentiality should be communicated at all times to service users. Staff must only discuss their concerns with their line manager or the Designated Officer for child protection. It is their decision to pass on their concerns to agencies that need to know.

Where possible, consent should be obtained from the child before sharing personal information with third parties. Where a disclosure has been made, staff should let the child know the position regarding their role and what action they will take as a result and why. In some circumstances, obtaining consent may be neither possible nor desirable as the safety of the child is paramount.

All child protection records should be kept secure and accessible only by relevant staff.

**Use of photographic / video equipment**

**To comply with the Data Protection Act 2018, consent to take and use images of children should be obtained from the parent / carer prior to the taking of photographs and/or video footage.**

**For further information, please refer to the schools acceptable use policy.**

**A record of this information is kept on each Child’s record on SIMS.**

**Please see the school’s E- safety and Acceptable Use polices for more details.**

**Supporting Children with a disability /SEN/LAC/Previously LAC**

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behavioural problems are particularly sensitive to signs of abuse.

As to meet changes to Legislation regarding LAC and previously LAC pupils school seeks the highest standards in safeguarding and securing the welfare of LAC and previously looked after pupils.

**SUPPORTING CHILDREN AND FAMILIES**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

The school will endeavour to support the pupil through:

* the content of the curriculum to encourage self-esteem and self-motivation
* the school ethos which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued;
* the school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
* liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the School Attendance Improvement Service;
* a commitment to develop productive and supportive relationships with parents whenever it is in a pupil’s best interest to do so;
* recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse, and/or where they are witnessing sexual acts, are vulnerable and in need of support and protection;
* vigilantly monitoring children’s welfare, keeping records and notifying Children’s Services **as soon as there is a recurrence of a concern.**
* When a pupil on the child protection register leaves, information will be transferred to the new school immediately.

If action is needed to support a child to overcome trauma or difficulties school will ensure needs are met through a variety of intentions/ support sessions such as:

* Selecting a key member of staff
* Support with anger through intervention such as ‘volcano in my tummy’
* Social skills
* Work with our CARITAS support worker/Counsellor individually or in group sessions
* Bereavement support

This will enable children to build future resilience.

**WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES**

* There is effective communication between the school staff, outside agencies and parents/carers.
* Family intervention work is an integral part of the school’s support for children and families.
* The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
* The school tries not exclude students but tries to find alternative ways of supporting them.
* The school does not see students at risk of gang involvement or criminal activity as a ‘crime and disorder issue’ but as a ‘children in need issue’ and works closely with other partner agencies to support them.
* Help from Outside agencies can also be considered through the Early help hub, Such as
  + Understanding living with mental health
  + Further bereavement
  + CAMHS
  + School nurse
  + Domestic abuse agencies

**Early Help**

The designated led works closely with the Early Help hub to both prevent and support children where concerns have been raised. Initially assessment will be carried out by the designated led and possible support by a member of the Early Help team. St Anne’s Employers a dedicated social worker from CARITAS to support the school with these assessment and offer individualised support packages.

St Anne’s understands Early Help to be an integrated part of child protection and we therefore seek to support families as soon as possible to prevent further harm to children. This process will rely heavily on regular Team Around the Child meetings, where outcomes for the child and family are clear and monitored.

If the family is failing to meet outcomes at the Early Help Level the school reserves the right to escalate concerns to the Child in need Team or Child Services, via the Contact or MASH team.

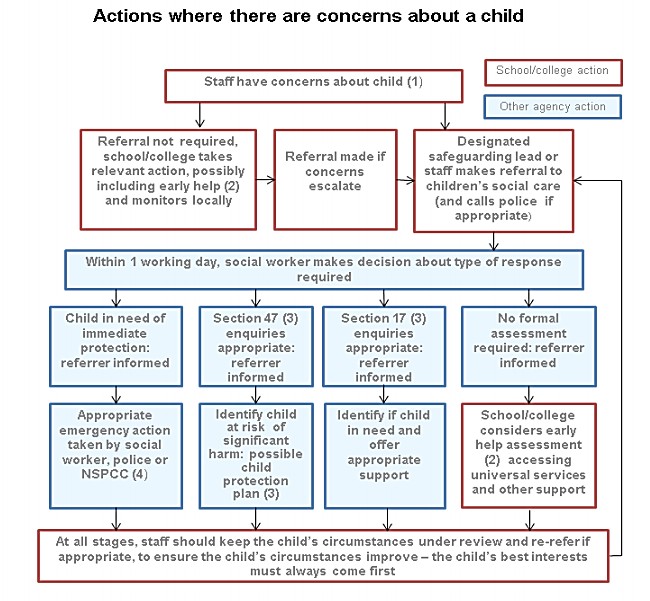
**Child Protection Conferences And Core Group Meetings**

Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual student and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

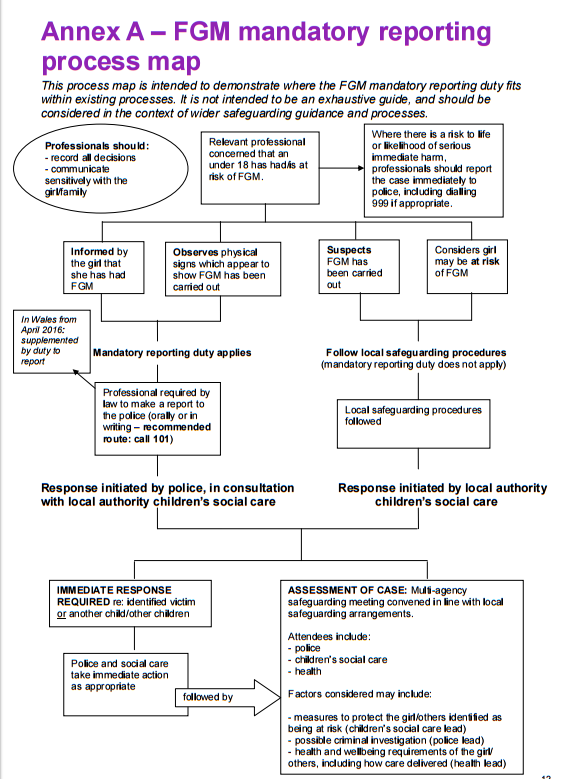
All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child’s physical, emotional, intellectual development and well- being as well as relevant family related issues. This information will be shared with the parents/carers.

APPENDIX

Appendix 1



Appendix 2



Appendix

This form is only to be used if access to the CPOMs system is unavailable. Once completed it must be handed to the DCP lead who will upload the information onto the CPOMs system.

**ST ANNE’S RC PRIMARY SCHOOL**

## RECORD OF CONCERN

|  |  |  |
| --- | --- | --- |
| **Pupils Name:** | **DOB:** | **Year Gr:** |

Family Structure

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Relationship to child | DOB | Address | School |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

You should complete a separate Record of Concern if there are issues about another child in the family.

|  |  |
| --- | --- |
| Name of staff: | Position |
| Date of incident/concern: | Time |
| Details of incident/concern (record the nature of concern, include details of any witnesses or alleged abuser, how concern has arisen and make distinction between fact, opinion and hearsay and who you consulted with): | |

Record of concern continuation sheet

Agency involvement

|  |  |  |
| --- | --- | --- |
| Agency | Name | Have they been consulted? |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

#### Further action

|  |  |  |
| --- | --- | --- |
| What | Who | When |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| If no further action is requires, state why: | | |

Have parents been informed of concerns? YES/NO (circle)

Further advice note (to be completed by DSP)

Signed

Member of staff: Date :

Designated Senior Person: Date:

## Seven golden rules for information sharing

1. Remember that the Data Protection Act is not a barrier to sharing information **but provides a framework to ensure that personal information about living persons is shared appropriately.**
2. Be open and honest **with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.**
3. Seek advice **if you are in any doubt, without disclosing the identity of the person where possible.**
4. Share with consent where appropriate **and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.**
5. Consider safety and well-being: **Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.**
6. Necessary, proportionate, relevant, accurate, timely and secure: **Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.**
7. Keep a record **of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.**

Contact Details

MASH Team 0161 2895

Early Help 0161 234 1973