Safeguarding and Child Protection Policy

St. Wilfrid’s RC College

Executive Head Teacher : Mr T.B Tapping

Designated Safeguarding Lead: Mr P. Given (Deputy Headteacher)

Deputy Safeguarding Lead: Mr J. Manuel (Assistant Headteacher)

Deputy Safeguarding Lead: Mrs E. Tiffin (Assistant Headteacher)

Deputy Safeguarding Lead: Mrs A. Jardine (Assistant Headteacher)

Link Governors: Ms L. Shaw / Mrs T. Train

Created: December 2017

To be Reviewed: December 2018

# Objective

To ensure all staff are aware of the policy and their responsibilities.

# Policy Statement

St. Wilfrid’s RC College recognise s that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

‘Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

* Providing a safe environment for children and young people to learn in education settings; and
* Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting’

*Safeguarding Children and Safer in Education DfES 2007*

An agreed definition of safeguarding is: ‘All agencies take all reasonable measures to ensure that the risks of harm to children’s welfare are minimised. Where there are concerns, all agencies take action to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies’ - Joint Chief Inspectors’ report 2002.

Promoting welfare involves ‘creating opportunities to enable children to have optimum life chances in adulthood’ – Framework for the Assessment of Children in Need and their Families (Government guidance 2000).

The Governing Body/Proprietor will act in accordance with Section 175 (or Section 157, for Independent Schools) of the Education Act 2002 and the supporting statutory guidance ‘Safeguarding Children and Safer Recruitment in Education’ (2006) to safeguard and promote the welfare of children in this school.

# School Commitment

The School is committed to Safeguarding and Promoting the Welfare of all of its pupils*.* Each pupil’s welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with LDD, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at School, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

All children have the right to be safeguarded from harm or exploitation whatever their

* race, religion, first language or ethnicity
* gender or sexuality
* age
* health or disability
* political or immigration status

Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children’s welfare.

**The purpose of this policy is to:**

* afford protection for the students at St. Wilfrid’s RC College
* enable staff and volunteers to safeguard and promote the welfare of children
* promote a culture which makes this school a safer place to learn

This policy applies to the Headteacher, all staff (including supply and peripatetic staff), volunteers, governors or anyone working on behalf of St. Wilfrid’s RC College.

We will endeavour to safeguard children and young people by:

* valuing them, listening to and respecting them
* involving them in decisions which affect them
* making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures
* sharing information about concerns with agencies who need to know, and involving children and their parents/carers appropriately
* recruiting staff and volunteers safely, ensuring all necessary checks are made\*
* providing effective management through induction, support and training
* ensuring staff and volunteers understand about ‘whistle blowing’\*
* dealing appropriately with allegations/concerns about staff or volunteers, in accordance with Government guidance.
* dealing with allegations of bullying.(including cyber bullying)
* dealing with allegations of racist incidents.

# St. Wilfrid’s RC College’s aim is:

**to provide an environment in which all children feel happy, secure, valued and where they are encouraged to talk and are listened to.**

The School is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. Work is carried out on this area during tutorial and PSHE classes. All pupils know that we have senior members of staff with responsibility for child protection and know who these are. We inform pupils of whom they might talk to, both in and out of School, their right to be listened to and heard and what steps can be taken to protect them from harm.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents’ rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. We encourage parents to discuss any concerns they may have.

The protection of children is given the highest priority. As a School we support fully, and play an active role in, the inter agency work carried out in line with the guidance set out in the South Tyneside Safeguarding Children Board Procedures Manual.

# Aims of the School’s Safeguarding and Child Protection policy

1. To develop an understanding in teaching and non teaching staff of the need for Child Protection and their responsibilities in identifying abuse.
2. To provide a format for systematic monitoring.
3. To highlight the need for continuous communication within the School.
4. To develop a structured procedure to follow.
5. To involve outside agencies as appropriate.
6. To support the child’s development in ways which will foster security, confidence and independence.
7. To integrate the key concepts of Child Protection with the existing curriculum. To include activities and opportunities for PHSE which give young people the skills they need to stay safe.
8. To ensure that young people are aware that there are adults in School whom they can approach for support if they have worries or emotional/physical problems.

# Provision to enable pupils to feel safe and adopt safe practices

* The School ethos which values each pupil and promotes a positive, caring and safe environment
* curriculum content which encourages self esteem and self motivation (PHSE, RE)
* consistent rewards policy and celebration assemblies
* consistent behaviour approaches
* liaison with other agencies; Social Care & Health Child and Adolescent Mental Health Services, Ed. Psych Service, EWS, Matrix
* support for vulnerable pupils
* close liaison with parents
* vigilance re: registers for School attendance
* transfer of information to the new School in all cases but especially when a pupil on the child protection register leaves

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| 1. **STATUTORY FRAMEWORK**
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In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

* The Children Act 1989
* The Children Act 2004
* Education Act 2002 (Section 175/157)

 *Outlines that Local Authorities and School Governing Bodies have a*

 *responsibility to  “ ensure that their functions relating to the conduct of school*

 *are exercised with a view to safeguarding and promoting the welfare of children*

 *who are its pupils”.*

* South Tyneside Local Authority Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
* Keeping Children Safe in Education (DfE, September 2016)
* Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2016) – APPENDIX 1
* Working Together to Safeguard Children (DfE 2015)
* The Education (Pupil Information) (England) Regulations 2005
* Sexual Offences Act (2003)
* Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
* Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)

Working Together to Safeguard Children (DfE 2015) requires each school to follow the procedures for protecting children from abuse which are established by the South Tyneside Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which:

1. a child may have been abused or neglected or is at risk of abuse or neglect
2. a member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

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# Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. Those with specific responsibilities under Child Protection procedures for the School have been named on the cover sheet of this document.

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| **3. THE DESIGNATED SENIOR PERSON****N.B. Keeping Children Safe in Education, DfE 2016****refers to this role as Designated Safeguarding Lead - DSL** |

**Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.**

During term time the designated safeguarding lead and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns

The Designated Senior Person for Child Protection in this school is:

Mr P. Given (Deputy Headteacher)

There should be a Deputy Designated Senior Person (DDSP) in the absence of the lead DSP.

The Deputy Designated Senior Person for Child Protection in this school is:

NAME: Mr J. Manuel (Assistant Headteacher)

 Mrs E. Tiffin (Assistant Headteacher)

Mrs A. Jardine (Assistant Headteacher)

**The broad areas of responsibility for the Designated Senior Person are:**

* **Managing referrals and cases**

* Refer all cases of suspected abuse or neglect to the Local Authority Children’s Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
* Liaise with the Head Teacher to inform him/ her of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
* Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
* Support staff who make referrals
* Share information with appropriate staff in relation to a child’s looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
* Ensure they have details of the CLA’s social worker and the name of the virtual school Head Teacher in the authority that looks after the child.
* **Training**

The Designated Senior Person should undergo formal training every two years . The DSP should also undertake Prevent awareness training In addition to this training, their knowledge and skills should be refreshed(for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments) at least annually to:

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
3. Ensure each member of staff has access to and understands the school’s or college’s safeguarding and child protection policy and procedures, especially new and part time staff
4. Be alert to the specific needs of children in need, those with special educational needs and young carers
5. Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
6. Be able to keep detailed, accurate, secure written records of concerns and referrals
7. Obtain access to resources and attend any relevant or refresher training courses
8. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them
* **Raising Awareness**
* The designated safeguarding person should ensure the school or college’s policies are known, understood and used appropriately.
* Ensure the school or college’s safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
* Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
* Link with the Local Safeguarding Children’s Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
* Where children leave the school or college, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.
* Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines (see Record keeping Guidance on South Tyneside LA website for further information. )

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| **4. THE GOVERNING BODY** |

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

The nominated governor for child protection is:

NAME Ms L. Shaw

 Mrs T. Train

The responsibilities placed on governing bodies and proprietors include:

* their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
* ensuring that an effective child protection policy is in place, together with a staff behaviour policy
* ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2016) – Appendix 1 and are aware of specific safeguarding issues
* ensuring that staff induction is in place with regards to child protection and safeguarding
* appointing an appropriate senior member of staff to act as the Lead Designated Senior Person. It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Designated Senior Person.
* ensuring that all of the Designated Senior Persons (including deputies) should undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments)
* prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
* **ensuring** that children are taught about safeguarding in an age appropriate way
* ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Annex C of **Keeping Children Safe in Education(DFE 2016**)- available at <http://www.thegrid.org.uk/info/welfare/child_protection/policy/national.shtml>
* Having a senior board level lead to take leadership responsibility for the organisation’s safeguarding arrangements
* Has a Safeguarding Children policy and procedures in place that are in accordance with LA guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request.
* Operates safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including Criminal Record Bureau and List 99 checks in order to deter, reject or identify people who might abuse children.
* Follows the procedures as laid down by the Local Safeguarding Children’s Board and the LA for dealing with allegations of abuse against members of staff and volunteers.
* The governing body ensures that the Head Teacher, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively. (This is kept up to date by refresher training at 3 yearly intervals.) The governors also ensure that temporary staff and volunteers who work with children are made aware of the School's arrangements for safeguarding children and their responsibilities.
* The governing body also remedies any deficiencies or weaknesses in regard to safeguarding children arrangements that are brought to its attention. This must be done without delay.
* The nominated governors for safeguarding children are Ms L. Shaw and Mrs T. Train who are responsible for liaising with the LA and/or partner agencies, as appropriate in the event of allegation of abuse being made against the Head Teacher.
* The governing body reviews its policies and procedures annually and provides information to the LA about them, and about how the above duties have been discharged.
* The governing body ensures that the School's arrangements for safeguarding children, as written in this policy, apply to before and after School activities which are directly under the supervision or management of School staff.

All adults working with or on behalf of children have a responsibility to protect children. Within St. Wilfrid’s RC College, the following individuals have special responsibilities:

* Their role is to co-ordinate all matters relating to safeguarding issues. These will include:
* Dealing with reports of abuse against children
* Dealing with complaints against staff (employees of St. Wilfrid’s RC College
* Making referrals to Safeguarding Agencies (Children’s Social Care or LA Designated Officer) if appropriate
* Keeping the Head Teacher fully informed of all Safeguarding issues that may arise
* Ensuring all staff/governors (employees of St. Wilfrid’s RC College) receive an update on annual basis and regular training in Safeguarding (every 3 years)
* Ensuring that the Designated Safeguarding Leads and the Deputy Designated Safeguarding Lead receive training in Safeguarding every 2 years
* Ensuring that all new staff properly inducted in safeguarding issues within the first week
* Liaise with the school governors with special responsibility for Safeguarding as appropriate.
* Ms L. Shaw/Mrs T. Train (School Governors with special responsibility for Safeguarding)
* Their role is to liaise with Mr P. Given (Designated Safeguarding Lead) on matters relating to Safeguarding issues and participate in the annual review of policy.
* Details of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead should be displayed in a public place.

Procedures:

* The Designated Safeguarding Lead will be informed immediately by employees of the school, pupils of the school Year 7 – 13, parent of the school, other persons (including members of the public) in the following circumstances:
	+ Suspicion that a child is being harmed
	+ There is evidence that a child is being harmed
	+ The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to Children’s Services Social Care or Police if necessary. The Head Teacher will be kept informed at all times.
	+ One of the Designated Safeguarding Leads (Mr P. Given) is also Deputy Headteacher of the School.

Looked After Children (LAC):

The Designated Teacher (LAC) is Mr P. Given.

The Governing body has appointed Mr P. Given as Designated Teacher for Looked After Children (LAC), to

* Promote the educational achievement of children who are looked after.
* The most common reason for children becoming Looked After is as a result of abuse and/ or neglect.
* The Designated Teacher (LAC) is aware and keeps records of the child's legal status (whether they are Looked After under voluntary arrangements with the consent of the parents or on an interim or full care order).
* The Designated Teacher (LAC) also has information about each Looked After Child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him or her.
* The details of the child's Social Worker and the name of the Virtual School Headteacher in the authority that looks after the child.

# Taking Action to ensure that children are safe at School and home

It is ***not*** the responsibility of the School staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or the deputy designated person in the absence of the designated person) prior to any discussion with parents.

**A child centred and coordinated approach to safeguarding:**

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

Schools and colleges and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.***.***

**Children who may require early help**

South Tyneside LSCB recognises Early Help and Neglect as a key priority area for making significant impact on outcomes for children.

Our Early Help and Neglect Strategy provides an overarching framework for the work of all partners in South Tyneside **and** is available at

<https://www.southtyneside.gov.uk/article/35872/Information-for-professionals>

This will will help practitioners and families find information and support to prevent escalation of needs and crisis.

All key staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child’s needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Senior Person any ongoing/escalating concerns so that consideration can be given to a referral to Children’s Services (Safeguarding and Specialist Services) if the child’s situation doesn’t appear to be improving.

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

* **Children with a disability and/or specific additional needs.**
* **Children with special educational needs.**
* **Children who are acting as a young carer.**
* **Children who are showing signs of engaging in anti-social or criminal behaviour.**
* **Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence**
* **Children who are showing early signs of abuse and/or neglect.**

School and college staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

**Children with special educational needs and disabilities:**

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

* Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s impairment without further exploration;
* Assumptions that children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs;
* Communication barriers and difficulties
* Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
* Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
* A disabled child’s understanding of abuse.
* Lack of choice/participation
* Isolation

**Peer on peer abuse**

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children’s Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

* Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
* whether the perpetrator has repeatedly tried to harm one or more other children; or
* Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Guidance on responding to and managing sexting incidents can be found at:

<http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex>

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse the school:

* Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
* Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
* Develop robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
* Have relevant policies in place (e.g. behaviour policy).

**Child Sexual Exploitation (CSE):**

Child sexual exploitation 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.

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.

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.

**Female Genital Mutilation (FGM):**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

The Designated Safeguarding Lead should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

**Missing children:**

A child going missing from an education setting is a potential indicator of abuse and neglect.

Governing bodies and proprietors should put in place appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future

**Preventing Radicalisation:**

Protecting children from the risk of radicalisation should be seen as part of schools’ and colleges’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

**Prevent**

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

• Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

* The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child’s parents in line with the individual school’s safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
* The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
* Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

**Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

 **WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)**

**Internal Referral Procedures**

Suspicion of Abuse/Disclosure

Inform designated teacher if absent deputy designated teacher or in the absence of both, one of the school pastoral team.

Together clarify suspicion

Suspicions are very strong and further action is needed.

The designated teacher or Deputy designated where appropriate contacts the parent/guardian for permission to refer, and/or the Referral and Assessment Centre.

Makes a referral on the LA form and gives a copy to the designated teacher.

The designated teacher informs the Headteacher and Pricipal Education Welfare Officer, where necessary.

Continues to record, monitor and observe

DECISION

# Concerns about the welfare of a child

Child Protection procedures apply in all cases where abuse is suspected, for example whether the suspected or alleged abuser is a member of the immediate or extended family, a foster carer or adoptive parent, a friend or acquaintance or carer, a person known to the child or family or a professional working with the child or family, or a person not known to the child/family. The decision as to whether to apply child protection procedures should be based on whether a child has suffered, or is likely to suffer significant harm.

A child protection complaint involving a member of staff must be reported to the Headteacher immediately, either directly or via the Designated Person. If the allegation is against the Headteacher the staff member receiving it must inform the Designated Person who will inform the Chair of Governors, who in return must inform and consult with the LEA’s Named Officer for Child Protection.

The LEA Designated Officer must determine (if necessary following consultation with the Children and Young People’s Directorate or Police PPU) if the nature or seriousness of the allegation requires referral to the Children and Young People’s Directorate. If the circumstances justify it, a referral should be made without delay and Police Public Protection Unitinformed at the earliest opportunity of any matters that may constitute a criminal offence. In these circumstances, witnesses should not be interviewed or asked to provide a written statement by anyone other than the Police.

The School will consult with the designated LA Officer for Safeguarding Children in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in the Education Child Protection Procedures, Local Safeguarding Children’s Board procedures.

# Action following a child protection referral

**The designated senior person or other appropriate member of staff will:**

* Make regular contact with Children’s Services
* Contribute to the Strategy Discussion and Initial assessment
* Provide a report for, attend and contribute to any subsequent Child protection Conference
* If the child (or children) has a Child Protection Plan (formerly placed on the Child Protection Register) contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
* Where possible share all reports with parents prior to meetings
* Where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Education Safeguarding and Child Protection Manager
* Where a child having a Child Protection Plan moves from the School or goes missing, immediately inform the key worker in Social Care.

# Recording and Monitoring

**School will record:**

* Information about the child : name (aka) address, d.o.b., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from School, any court orders, if a child is or has been subject to a CP Plan (been on the CP Register)
* Key contacts in other agencies including GP details
* Any disclosures/accounts from child or others, including parents (and keep original notes)
* All concerns, discussions, decisions, actions taken (dated, timed and signed) and arrangements for monitoring/review

**All records should be objective and include:**

* Statements, facts and observable things (what was seen/heard)
* Diagram indicating position, size and colour of any injuries (not photograph)
* Words child uses, (not translated into ‘proper’ words)
* Non-verbal behaviours

All Child Protection documents will be retained in a ‘Child Protection’ file, separate from the child’s main file. This will be locked away and only accessible to the headteacher and senior designated person. These records will be copied and transferred to any School or setting the child moves to, clearly marked ‘Child Protection, Confidential, for attention of Designated Senior Person Child Protection.’

The school will retain all original copies of Child Protection files until the child’s 25th birthday.

# All staff and volunteers

* fully comply with the School’s policies and procedures
* attend appropriate training, at least every year
* inform the designated person of any concerns
* all staff have access to additional e-learning child protection training by STCSB

Every member of staff and governors is made aware of the name of the designated person and his/her role and has a copy of this policy.

**This policy is on display on the School website for parents and pupils.**

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# Physical Intervention

The School staff are aware that physical intervention as a last resort must be the minimal force necessary to prevent injury to another person. Staff understand that physical intervention which causes injury to a child may be considered under Safeguarding Children or Disclosure Procedures.

 **Staff are advised to:**

* Avoid physical contact with students at all times.
* Avoid working in a one-to-one situation with a student – if this cannot be avoided leave the door open.

# Confidentiality and information sharing

* Staff will ensure confidentiality protocols are adhered to, and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agency as required.
* The Head Teacher or Designated Teacher will disclose any information about a pupil to other members of staff strictly on a **need to know basis**.
* All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
* All staff must be aware that they cannot promise a child to keep secrets.

**Staff must immediately report:**

* any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
* any explanation given which appears inconsistent or suspicious
* any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
* any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
* any concerns that a child is presenting signs or symptoms of abuse or neglect
* any significant changes in a child’s presentation, including non-attendance
* any hint or disclosure of abuse from any person
* any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

# Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

* listen to and take seriously any disclosure or information that a child may be at risk of harm
* try to ensure that the person disclosing does not have to speak to another member of School staff
* **clarify the information**
* try to keep questions to a minimum and of an ‘open’ nature e.g. ‘Can you tell me what happened ?’ rather than ‘Did x hit you?’

* try not to show signs of shock, horror or surprise
* not express feelings or judgements regarding any person alleged to have harmed the child
* explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
* reassure and support the person as far as possible
* explain that only those who ‘need to know’ will be told
* explain what will happen next and that the person will be involved as appropriate

This policy will be reviewed annually.

Next review – December 2017.

**References**

**South Tyneside LSCB**

**Keeping Children Safe**

Internet Safety [www.ceop.gov.uk](http://www.ceop.gov.uk)

Cyberbullying [www.digizen.org](http://www.digizen.org)

KS2/3 [www.missdorothy.com](http://www.missdorothy.com)

Bullying & child abuse [www.anti-bullyingalliance.org](http://www.anti-bullyingalliance.org)

 [www.kidscape.org.uk](http://www.kidscape.org.uk)

 [www.childline.org.uk](http://www.childline.org.uk)

 [www.nspcc.org.uk](http://www.nspcc.org.uk)

Domestic Violence [www.thehideout.co.uk](http://www.thehideout.co.uk)

Internet Safety [www.ceop.org.uk/thinkuknow](http://www.ceop.org.uk/thinkuknow)

 [www.childnet-int.org](http://www.childnet-int.org)

KS2/3 [www.kidsmart.org.uk](http://www.kidsmart.org.uk)

Jenny’s story [www.childnet-int.org/jenny](http://www.childnet-int.org/jenny)

**Documents**

**DCSF Document** [www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)

Safeguarding Children and Safer Recruitment in Education

Extended Work Experience and Child Protection – Supplementary Guidance

Working Together to Safeguard Children

“What to do if” and other docs [www.everychildmatters.gov.uk/safeguarding](http://www.everychildmatters.gov.uk/safeguarding)

Information Sharing [www.ecm.gov.uk/deliveringservices/informationsharing](http://www.ecm.gov.uk/deliveringservices/informationsharing)

Making it Happen [www.everychildmatters.gov.uk/search/IG00130](http://www.everychildmatters.gov.uk/search/IG00130)

**School Documents**

Including Safeguarding advice www.st-wilfrids.org

**Training Materials**

Online Basic Awareness Training [www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)

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 Please return to the School Office

I have read and understood the School’s Safeguarding and Child Protection Policy & Keeping children safe in education 2016.

I am aware who the Designated Safeguarding leads within the school are and know where to locate them should the need arise.

NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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DESIGNATION \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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