



# **Hard Federation of St. Joseph's Catholic Primary Schools**

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## **Safeguarding Policy (Child Protection)**

**Barking: Safeguarding Officers:**

Lead: Miss Warrilow  
Deputy: Mrs. Horton

Prevent Officer: Miss Warrilow  
Deputy: Mrs. Horton

LAC Champion: Miss Warrilow

**Dagenham: Safeguarding Officers:**

Lead: Mrs Holden  
Deputy: Mrs. Hinton  
Other: Mr. Bell

Prevent Officer: Mrs. Holden  
Deputy: Mrs. Hinton

LAC Champion: Mrs. Holden

**Advisor to both schools: Mrs. Horton**

## **Introduction**

This policy is guided by a number of documents and publications including:

- Diocese of Brentwood Child Protection Guidelines
- The **London Child Protection Procedures** (LSCB, 2011) (4<sup>th</sup> edition)
- **“What to do if you’re worried a child is being abused”** (DFES 2006)
- **“Safeguarding Children in Education”** (DFES, 2004)
- Policy and guidance from the **“Barking & Dagenham Local Safeguarding Children Board”**
- The principles of **“Every Child Matters: Change for Children”** (DFES, 2004)
- London Safeguarding Procedures – 5<sup>th</sup> edition (2014):
- Multi Agency Practice Guidelines: Female Genital Mutilation. HM Government 2014.
- Keeping Children Safe in Education July 2015 (See links)
- Protecting Children.org.uk

Please see the end of policy for other links and support

One of the most striking aspects about Our Lord’s ministry was His special care for any group of people who were vulnerable. As Catholics we believe that human life is sacred because from its beginnings it involves the creative act of God and it remains forever in a special relationship with Him. Accordingly we recognise that each human being, irrespective of age or circumstance, should be accorded the dignity and respect due to a child of God. The Church as a community has a duty to follow the command to love by valuing and protecting the vulnerable. Children are the most vulnerable and have the greatest entitlement to protection. (Diocese of Brentwood 2001)

**Introduction:**

**Our policy applies to all staff, governors and volunteers working in the school. The five main elements to our policy are to:**

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

**We recognise that, because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:**

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried
- include opportunities in the personal, social, health and economic (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse.

**We will follow the procedures set out by the Local Safeguarding Children Board (LSCB) and the DFE guidance on 'Keeping Children Safe in Education (July 2015):**

- ensure we have a designated senior person for child protection who has received appropriate training and support for this role
- ensure we have a nominated governor responsible for child protection
- ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse (Using the 'Report of Concern form') and responsibility for referring any concerns to the designated senior person responsible for child protection
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus
- notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register
- develop effective links with relevant agencies and cooperate as required with

their enquiries regarding child protection matters, including attendance at case conferences

- keep written records of concerns about children, even where there is no need to refer the matter immediately
- ensure all records are kept securely, separate from the main pupil file, and in locked locations
- develop and then follow procedures where an allegation is made against a member of staff or volunteer
- ensure safe recruitment practices are always followed

**We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:**

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service (CAHMS), education welfare service and educational psychology service;
- ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Each school motto and mission statement recognises that we are all individuals with individual needs:

### **St. Joseph's Barking:**

Motto:

In partnership we care, share and achieve.

Mission Statement:

At St. Joseph's school we learn to know, love and follow Jesus Christ.

In our learning we seek to develop the potential given to us by God.

We encourage care and respect for each other in this community and the wider world.

## **St. Joseph's Dagenham:**

### Motto

Each one of us has been  
created by God  
for a purpose and is  
therefore uniquely special.

### Mission Statement

In our caring Christian community, we recognise each other as unique individuals living, loving and learning together in the name and values of Jesus Christ.

We respect, protect and safeguard our very special unique members of our school community and recognise and accept in full our duty to ensure that each member is enabled to fulfil their potential in a safe, secure and supportive environment.

In St. Joseph's Catholic Primary School we aim to work towards all our children meeting the five original ECM outcomes of:

#### **1) Being Healthy**

- Ensuring that children are able to remain physically and emotionally healthy.
- Supporting parents in keeping their children healthy.

#### **2) Staying Safe**

- Ensuring that children are safe from maltreatment, neglect, violence and sexual exploitation
- Keeping children safe from accidental injury and death.
- Working with agencies to safeguard children in accordance with guidance

#### **3) Enjoying & Achieving**

- Ensuring children are ready for school, attend school regularly, arrive on time and are collected at the appropriate time.
- Ensuring the curriculum offered within school maximizes the potential of each child.
- Encouraging parents to support their children's learning.

#### **4) Making A Positive Contribution**

- Parents support their children's social and emotional development.
- Children are supported in managing changes and responding to challenges in their lives.

- Ensuring that children choose to engage in law abiding and positive behaviour.

### 5) Achieving Economic Well Being

- Families are supported in maximizing their economic well-being.
- Parents support their children 11 – 19 in preparation for working life.

This Safeguarding Policy focuses on the outcome of **Staying Safe**.

In the Hard Federation of St. Joseph's Catholic Primary Schools we have an unequivocal commitment to providing an environment where pupils, staff, parents and visitors feel safe, secure and free from threat or harm. We aim to create a climate where all feel able to share concerns about the safety of oneself or others. This is reflected in the holistic ethos of our school and the provision of a range of support systems including multi-agency work, 1-1 mentoring, staff consultation and supervision and, where appropriate other forms of support e.g. counselling.

Section 11 of the Children Act 2004 places a statutory duty on **all** people and bodies to make arrangements to safeguard and promote the welfare of children. Indeed, "**Safeguarding children is everyone's responsibility**". (p.26, 2.2.1 The London Child Protection Procedures – 5<sup>th</sup> edition).

### Child Protection

We are aware of the categories of Child Protection concerns as follows:

**Neglect**: involves not providing the basic necessities: food, warmth, shelter, caring, supervision or reasonable cleanliness and the persistent or severe neglect of a child which results in significant impairment of the child's health or development. e.g.

- Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home)
- Failure to protect from physical or emotional harm.
- Failure to meet child's basic emotional needs.
- Failure to ensure adequate supervision.
- Failure to ensure access to appropriate medical care.

**Physical Abuse**: results from the actions of others, which cause injury to the child and is the deliberate or intended injury to a child. Bruises, burns, scalds and abrasions should be of concern to staff. Other actions are:

- Hitting, shaking, throwing, burning, scalding, drowning, suffocating, or poisoning.
- Deliberate inducement of an illness.
- Is a child being subject to substance misuse or the effects of it

- Witchcraft/Magic
- FGM

The following may be indicators of physical abuse:

- explanations for the above which are inconsistent with the injury
- several different explanations provided for an injury
- parents/carers undisturbed or disinterested by an accident or injury
- repeated presentation for minor injuries which may represent a cry for help
- reluctance to give information or mention previous injuries

**Sexual Abuse:** is the involvement of emotionally immature young people in sexual activity usually with an adult or significantly older person, to which they cannot give informed consent or which breaks social taboos. It is more common than was previously believed and can have serious long-term damaging effects on the victim. All members of the School staff should be alert to the possible signs of abuse of a pupil.

Actual or likely sexual exploitation. e.g.

- Use of force or enticement to take part in sexual activity penetrative, or non – penetrative.
- Involvement in non contact activities such as looking at or making abusive images.
- Encouraging children to watch sexual activities.
- Encouraging children to behave in sexually inappropriate ways.
- Any sexual activity with a child under the age of 16. (with or without agreement)
- Sexting
- Witchcraft/Magic
- FGM
- Forced marriage

Recognition of Sexual Abuse is difficult unless the child chooses to disclose, but signs are likely to be behavioural and emotional. In addition to the list above, there may be:

- sexually explicit conversation or behaviour inappropriate to the child's age
- self harm including eating disorders
- suicide attempts
- running away

From a child's perspective, there may be:

- poor peer relationships including unwillingness to be involved or communicate
- failure to thrive
- sudden changes in behaviour or extreme mood swings
- withdrawal
- low self esteem and lack of confidence
- depression



**Emotional Abuse:** which is harder to detect or define, may result from locking the child away, excessive shouting, teasing or humiliation, the denial of love, affection, interest or friendship, or overprotection so as to deny the child the normal experiences of life.

Emotional abuse is the persistent or severe emotional ill treatment or rejection which adversely affects the child's emotional and behavioural development. e.g.

- Conveying to a child that they are worthless, unloved or inadequate.
- Overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations.
- Causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not.
- Text Messages and Social Network Harassment
- Prejudice based bullying
- Racist bullying
- Bullying because of a disability
- Homophobic (When people behave or speak in a way making a child feel bullied because of their actual or perceived sexuality.
- Transphobic bullying (prejudiced behaviour against a person's actual or perceived gender identity or gender expression.
- Cyber bullying – over the internet or other technical devices
- Witchcraft/Magic
- FGM
- Radicalisation and Extreme Behaviour – is a child being subject to this process or living within such an ethos
- Local issues e.g. FGM, Gang activity, youth violence, domestic violence, forced marriage

Indicators of emotional abuse are behavioural not physical and can include from the parental perspective:

- abnormal attachment between a child and parent e.g. anxious, upset at the thought of returning home, or no attachment at all
- parents who frequently complain about or to the child
- parents who never praise or give attention to the child
- parents who are emotionally distant from the child

Many of the above abuses cross over categories. You do not need to worry about the categories. Your job is to report to the Child Protection designated officer if you have a concern or a child has made a disclosure.

## **Signs and Symptoms of general abuse / neglect**

In St. Joseph's Catholic Primary School we develop close working relationships with our pupils and often get to know them very well. We endeavour to be vigilant in spotting possible symptoms or signs of abuse and neglect and are aware that the following list, while useful, is not exhaustive. However, we are mindful that it can be extremely difficult to determine if abuse has occurred. Staff should look carefully at the behaviour of their children and be alert for significant changes. Staff should be aware that children may exhibit any of the following without abuse having occurred:

- Disclosure.
- Non accidental injury, bruising or marks.
- Has frequent accidents or injuries
- Explanation inconsistent with injury.
- Several different explanations for an injury.
- Reluctance to give information about an injury
- Unkempt or inadequately clothed
- A sudden change in behaviour – aggression, extroversion, depression, withdrawn.
- Attention seeking
- Hyperactivity
- Poor attention
- Appear frightened of parents or family members
- Abnormal attachment between parent and child
- Indiscriminate attachment
- Hyper alertness.
- Reduced response.
- Listless, apathetic, or unresponsive
- Frequently and/or inexplicably returns to school hungry
- Frozen watchfulness.
- Nightmares.
- Anxiety/irritability.
- Abdominal pain/headaches.
- Poor self esteem.
- Poor peer relationships
- Act in an inappropriate way for age
- Over sexualised play/talk or drawings.
- Excessive or inappropriate masturbation
- Self harm/eating disorder
- Frequent visits to the toilet (urinary infection).
- Reluctance to change for P.E.
- Failure to thrive
- Poor hygiene
- Recurrent/untreated infections of skin or head lice
- Untreated health/dental issues
- Frequent absence from school or repeated lateness
- Delay in meeting normal developmental milestones

- Difficulty in sitting down (FGM)
- Use of 'buzz' words e.g. gang speak
- Thrives away from home

## **PREVENT Strategy and Policy**

Protecting children from the risk of radicalisation is part of the Federation's 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.

The Counter-Terrorism and Security Act 2015 places a duty on school staff to have due regard to the need to prevent people from being drawn into terrorism. Known as the Prevent Duty.

School staff should use their professional judgement in identifying children who might be at risk of radicalisation or extremism and report any concerns to the Designated Safeguarding Lead.

### **Responsibilities and action in a suspected case of abuse or neglect:**

#### **- Suspicion of Abuse**

(In the event of noticing a mark or bruise, or perhaps a child who has been behaving differently, when abuse is suspected but there has been no disclosure.)

1. It would be appropriate to ask open questions about the nature of the concern, e.g. bruises, marks, change in behaviour etc. "How did that happen? I've noticed that...Can you tell me about..."
2. Believe the child and reassure them that they were right to talk to you. Explain that you will be passing on the concern.
3. Record the facts and conversation in writing on a "File Note/Concern Sheet" (available from the office or in class files) at the earliest opportunity afterwards using the exact words spoken not implied. Sign and date the File Note/Concern sheet..
4. Report the suspicion to the Designated Person responsible for Child Protection, the Deputy designated person or the Head teacher. The Designated Person, Deputy designated person or Head teacher will take the appropriate action.

## PROCEDURES

Any adult to whom abuse is reported by a pupil has a duty to listen to the pupil, to provide reassurance, and record the pupil's statements. S/he must not press the pupil, ask probing questions or suggest answers. The situation should then be discussed with the School Safeguarding Lead or Safeguarding officers who will be guided by the LA and national guidance on Safeguarding. If in doubt at any stage phone Bernadette on her mobile telephone.

### - **Disclosure :**

(When a child discloses abuse or neglect.)

1. **Listen:** Sympathetically. Allow the child to talk – ask only open questions to clarify concerns e.g. “Can you tell me more about...” Do not press for detail, put forward your own ideas or use words that the child has not used themselves. **Do not ask leading questions.**
2. **Stay calm and reassuring.** E.g.” Well done, you’re doing well... You’ve done nothing wrong”.
3. **Do not make promises** that cannot be kept e.g. confidentiality – explain to the child that you will have to tell someone else who will be able to help. Emphasise that no one will be told who does not need to know.
4. **Believe the child** but do not apportion any blame to the perpetrator. (it may be someone they love)
5. **Reassure** the child that they were not to blame and they were right to talk to you. Explain that you will be passing on the concern.
6. **Ask** the child if they have told anyone else.
7. **Keep** an open mind.
8. **Record in writing** the conversation and facts while the disclosure is being made, or immediately if you think this might put undue pressure on the child. Use the child’s actual words, noting the location, time and the names of everyone present.

Sign and date the report.

Retain the original notes and hand these to the Safeguarder at the same time as your report.

9. **Report** to the Designated Safeguarder, Deputy Designated Person or Head Teacher as soon as possible.
10. **Discuss** any action that may be required immediately with the Safeguarder (e.g. the child may be very agitated and may need to be protected).
11. **Do Not Investigate:** This is for external agencies
12. **Do not assume abuse is impossible** in the contest (e.g.”I have known the family wel...”, I worked with him for 10 years, I can’t believe ...

Where a member of staff is concerned that a child is at risk of harm they have a duty of care to report their concern **at the earliest possible opportunity** to the designated person with responsibility for Child Protection, or in their absence, the Deputy.

The Designated Person is the focal point for St. Joseph's staff who have concerns about an individual child's safety and the first point of contact for external agencies who are pursuing Safeguarding investigations. The Designated Person also co-ordinates the school's representation at Safeguarding conferences; and the submission of written reports for conferences. When an individual concern/incident is brought to the notice of the Designated Person, they will be responsible, at times with the executive head teacher, for deciding upon whether or not this should be reported as a safeguarding issue.

Referrals to Safeguarding & Rights will always be made by either the designated person, the deputy designated person or the Headteacher. Advice may be sought from Social Services before a referral is made. Referrals should be made initially by telephoning the duty Referrals Social Worker, this should then be followed up in writing on a "Multi-Agency Referral Form" (MARF) which should be emailed to the named duty social worker previously spoken with on the telephone.

Where practicable, concerns should be discussed with the parent / carer and agreement sought for a referral to Safeguarding & Rights **unless seeking agreement is likely to place the child at risk of significant harm through delay or the parents' actions or reactions.**

Where a professional decides not to seek parental permission before making a referral, the decision must be recorded in the child's file with reasons, dated and signed and confirmed in the referral to Safeguarding & Rights.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the safeguarding referral process should not delay the administration of First Aid or emergency medical assistance. If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, urgent Police intervention will be requested.

### **Vulnerable Pupils**

Particular vigilance will be exercised in respect of pupils who are subject to a Child Protection Plan and any incidents or concerns involving these children will be reported immediately to Safeguarding & Rights (and confirmed in writing). If the pupil in question is a Looked After Child, this will also be brought to the notice of the Designated Person with responsibility for children in public care.

If a pupil discloses that they have witnessed domestic violence or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Designated Person as a child protection issue. St. Joseph's Catholic School acknowledges the additional needs for support and protection of children who

are vulnerable by virtue of a disability, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family and those who are young carers.

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. St. Joseph's Catholic School has a strong commitment to its behaviour policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a Child Protection context.

Where it comes to our notice that a child under 13 is, or may be sexually active, whether or not they are a pupil at the school, this will result in an immediate referral to Social Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the London Child Protection Committee procedures. This will determine how and when information will be shared with parents and the investigating agencies.

Be aware of SEN or EAL pupils who may have difficulty in expressing themselves or may not understand what is happening to them. It is also important to recognise that all children are potentially vulnerable to abuse and that learners with SEN and disabilities may be bullied for a range of other reasons too. (See training notes).

Some learners with SEN and disabilities cannot recognise bullying behaviour nor identify the child who is using bullying behaviour. Staff need to be alert to changes in learners' behaviour and make sure they understand the cause. Often it is due to factors not related to their SEN or disability. Some learners with SEN and disabilities may be unable to recognise that they are being abused and may not be able to report it. They may have been threatened or feel that they will not be believed. Make sure your designated officer knows the pupil has SEN/EAL or other needs. Such information will be crucial to evidence collection by social services.

## **Records**

Brief and accurate written notes will be kept of all safeguarding incidents and child protection or child in need concerns relating to individual pupils. These notes will be recorded as File Notes.

In addition, all contact made with parents and professionals relevant to safeguarding will be recorded and held in Safeguarding files.

Child protection records are not open to pupils or parents. CP records are kept securely by the Designated Person and separately from educational records. They may only be accessed by the Designated Person, their deputy and those with safeguarding responsibilities in the school.

If a pupil is withdrawn from the school having not reached the normal date for transfer; due to a family move or any other reason, all efforts will be made to identify any new

address and the school to which they are being admitted and to ensure that their educational records are sent without delay to that school. If the parent/carer fails to provide this information, an urgent referral will be made to the Access and Attendance Service in order that they might make further enquiries. If educational records are sent to this school concerning a child who is not registered by the parent, the records will be returned to the sending school with a note, advising them to refer to their LA's Access and Attendance Service.

Child Protection records will be sent to receiving schools separately and under a confidential cover. A copy of records will be kept at the school.

### **Staff Induction and Training**

All staff at St. Joseph's Catholic School have read this policy and the guidance "What to do if you're worried a child is being abused – Summary" (please see signing off register in appendix). We have a commitment to induction and training in Safeguarding. All new staff will receive a copy of this policy and will be trained by the Safeguarding Lead. Whole centre refresher training will be provided every 3 years. (The Safeguarding Officer will train new staff initially, NQTs will attend the Borough induction training and all staff are trained every 3 years. The Safeguarding Officer and the Deputy Officer are trained every 2 years.

### **Staff Supervision and Support**

At St. Joseph's Catholic School we recognise the impact that working on safeguarding issues can have upon staff and we take seriously that effective support and supervision structures need to be in place for staff, who are, after all our most precious resource. All staff are entitled to request supervision, in the first instance, from the designated staff, after dealing with a safeguarding incident. In addition to this, in St. Joseph's Catholic School, formal group supervision sessions are in place to support staff to reflect upon the impact of their role upon themselves. This is just part of the holistic support systems we have in place at St. Joseph's Catholic School.

### **Confidentiality**

All records of safeguarding concerns and referrals are kept confidential to and by the staff who need to have this information.

Concerns are recorded on the 'Cause for Concern' form and given to the Designated Person; blank copies of these are located in the main building staff room. Any observations or concerns which staff feel may possibly be urgent will be communicated as soon as possible to colleagues with responsibility for safeguarding, and will also be recorded in writing on the forms.

Concerns may also be communicated in staff debriefs, led by the designated person. Staff will be aware of the sensitivity of such information and of the importance of

respecting the confidentiality of any issues discussed. Such discussions will not take place in the open forum of the staffroom when there may be visitors present.

### **Allegations against Staff**

We understand that a child/young person may make an allegation against a member of staff. If such an allegation is made the member of staff will immediately inform the Headteacher. The allegation will then be discussed between the Head teacher and the LADO in conjunction with the Director of Education in the Diocese of Brentwood. If the allegation made concerns the Executive Headteacher, the member of staff receiving the information will immediately inform the Delegated Person, who will inform the Chair of Governors. He/she will contact the Diocesan Officer and LA Lead Officer for Child Protection.

### **The Health and Safety Policy**

The school has a health and safety policy, which is monitored each term by the relevant committee of the school governors. A copy of this policy is available with 24 hours notice.

The LA produces a monitoring checklist, which has to be completed on a yearly basis. The Headteacher, the Deputy Head, the Caretaker and the Governors with responsibility for Health and Safety oversee this comprehensive list. Any concerns from staff are reported to any of the above and the caretaker carries out an initial examination, assessing what remedial action needs to take place.

Each half term there is an emergency evacuation that practices efficient evacuation from the buildings. The school conducts an annual Fire Risk Assessment.

The school is currently seeking fire warden training for some staff.

There is also a critical incidents plan that details what staff and parents should do in the case of emergencies. .

In addition to the Health and Safety Policy, there are policies regarding Food and Drink and Food and Hygiene. These determine safe practices in school and the Kitchen/ Dining Room.

### **First Aid**

In St. Joseph's there are always trained members of staff who volunteer to oversee first aid. Each Teaching Assistant will be put forward for a basic qualification in First Aid. Any new staff will be trained as soon as possible. There are a number of first aid kits situated around school. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:



- A trained first aider is consulted (if necessary)
- The incident is logged in the accident book
- For head injuries a Head Note is issued
- If there is any doubt at all a parent is contacted.

**The Health and Safety First Aid at Work Trained First Aiders are:** listed in each school.

**Managing Paediatric Illness and Injury are:** listed in each school

**Paediatric trained First Aiders are:** listed in each school

**Emergency First Aid for Children:** are listed in each school

**Emergency First Aid at Work:** are listed in each school

Our policy is that members of staff will not give medicines without written consent and with an agreed protocol in place. No member of staff is obliged to administer medicine. In the case of a pupil needing medication during the day parents are also welcome to come into school to administer correct dosages. For the majority of medicines a dose before and after school is perfectly adequate. Naturally the parents should consult doctors before giving any form of medication.

For matters of an intimate nature staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Head of School, or Deputy Headteacher. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision making process for such matters. In rare circumstances the school nurse will be contacted as a matter of utmost urgency before the parent. The school has a separate intimate care policy.

### **Site security**

St. Joseph's provides a secure site, which is controlled by precise management directives, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

Gates should be closed except at the start and end of each day.

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

Visitors, volunteers and students must only enter through the main entrance and after signing in at the office window.

All visitors must display a pass and must have read the child protection procedures and fire procedures.

Unidentified visitors will be challenged by staff or reported to the Head of School/ Caretaker or school office.

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

Empty classrooms should have closed windows and doors.

Children should never be allowed to leave school alone during school hours, and if collected by an adult, signed out.

Should a child leave the school premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the office. Individual risk assessments are carried where necessary or appropriate. In some cases a member of staff may follow a child at a distance whilst communicating via mobile phone with the school office. Then parents and police will be informed of the circumstances.

**Trained Fire Wardens:** are listed in each

**Working at Height Trained:** are listed in each school

**COSHH Trained:** listed in each school

**Electrical Safety:** listed in each school

**Infection Control and Prevention:** listed in each school,

**Risk Assessment:** listed in each school

**Health and Safety Induction L2:** listed in each school

**Environmental Awareness:** listed in each school

**Asbestos Awareness:** listed in each school

**PAT Testing:** listed in each school

**Harness Working:** listed in each school

### **Attendance**

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone immediately. If there is no notification school has a policy of phoning home to ascertain each child's whereabouts.

The school works closely with the Local Authority's Access and Attendance Officer whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term to the Governing Body and LA; annually to the government and to all parents. Whole school attendance and punctuality is reported weekly to parents in the school newsletter. Positive measures are in place to encourage children to attend

regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

### **Appointments of staff and induction of newly appointed staff and work placements**

All staff that are appointed to work in school have a criminal records search called a DBS check. This search highlights people who have a criminal record or if previous allegations have been made against them. If staff are found to have a criminal record, the appointment is reconsidered by the Headteacher and the Personnel committee of the Governing Body. The LA is informed directly by the Disclosure and Barring Service.

The Executive Headteacher/and or Head of School sit on all appointment panels where the candidates are external applicants. The Executive Headteacher and Head of Schools have undertaken the NCSL training on Safer Recruitment. Other trained Safer Recruitment Staff include: Julie Pearman, (School Business Manager), Father Stephen, (Chair of Governors), Lynne Warrilow, Head of School.

New staff are inducted into safeguarding practices. Newly appointed staff are assigned a mentor for the induction period. It is the responsibility of the mentors to familiarise new staff with procedures and policy, which affect the health and safety of all at school but especially the children.

There is a separate Safer Recruitment Policy.

### **Induction of volunteers**

Volunteers must also have DBS clearance. For a brief activity, such as a school visit, which does not involve the supervision or close contact of children the school may telephone for a "99" check. For extended contact with children, when children may be left alone with an adult, or when an adult visitor may be in and around the school building a full DBS search will be conducted. The office performs this. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children.

### **Welcoming visitors**

The Local Authority and Council checks its own staff and communicates these in writing to the school. School will carry out checks on all other visitors according to Safeguarding guidelines. (Please see Adult Recruitment Safeguarding Policy for more detail). See also Site Security).

## **School Journeys**

- In planning and authorising school journeys, the visit lead should ensure that an appropriate member of the teaching staff accompanying the children is nominated Safeguarding Officer for the duration of the journey.
- Headteacher/Safeguarding Officer must ensure that the nominated teacher is sufficiently aware of the child protection issues, procedures and contacts to enable him/her to fulfil the role adequately.
- Nominated teachers should follow the school's child protection procedures at the time a concern is identified, contact the Designated Person by telephone, and must be prepared to make a referral direct to Social Services.
- Such referrals should be made by following the London Child Protection Procedures and the necessary Multi-Agency Referral Form should be available for the nominated teacher on residential journeys.
- Referrals made on day trips should be followed up in writing by the school's Safeguarding Officer as soon as possible after the reported incident/disclosure.

## **Whistleblowing**

We recognise that children/young people cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

## **Physical Intervention**

Our policy on physical intervention/positive handling by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes injury or distress to a child/young person may be considered under child protection or disciplinary procedures.

## **Bullying**

Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. A bullying log book is kept and presented to the Governing Body termly.

## **Racist Incidents**

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. A racial incident log is kept and presented to the Governing Body termly.

## **Prevention**

We recognise that the school plays a significant part in the prevention of harm to our children/young people by providing children/young people with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Our school community will therefore:

- Establish and maintain an ethos where children/young people feel secure and are encouraged to talk and are always listened to.
- Ensure that all children/young people know there are adults in the school whom they can approach if they are worried or in difficulty. If they are not sure who to talk to each school has a list of staff of whom children are aware that available and willing to listen.
- Include in the curriculum opportunities for PSHE&C which equip children/young people with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Make children aware of approved local or national telephone helplines.

The Safeguarding Officer will:

- Ensure he/she is familiar with local and national documentation and legislation.
- Have a named governor who understands their role and has attended Governor training in Safeguarding;
- Ensure that parents are made aware of the schools child protection policy, the name of the Safeguarding Officer and that the school does have a legal responsibility for referring all suspicions and allegations of child abuse to social services. This should also include children deemed to be in need.
- Encourage effective communication and sharing of information between the school, parents/carers and other agencies, especially the Police and Social Services.

## **Records:**

In accordance with DfE guidance we do not send on Safeguarding records with a pupil's main records. They are sent under separate cover by recorded delivery addressed to the Designated Safeguarding Officer at the new school. This is done as soon as possible so that the receiving school is aware of any safeguarding

issues when the child is enrolled. Copies are kept until we are sure the receiving school has received the records. In urgent cases a phone call will be made to the Designated Officer in the receiving school.

All Safeguarding Records are kept away from the main records and in a locked cabinet. Information in these is only disclosed by the Designated Officer, Headteacher to other staff on a 'need to know basis.'

This policy it is reviewed annually.

Date of next review: Summer 2017.

## Appendix

**This document has been guided by the London Child Protection Procedures - 5th edition**

### Websites to promote further understanding:

5<sup>th</sup> Edition Guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447595/KCSIE\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf)

<http://www.londonscb.gov.uk/procedures/>  
Keeping Children Safe in Education:

Child Sexual Exploitation

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Bullying including cyber bullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Domestic violence

<https://www.gov.uk/domestic-violence-and-abuse>

Drugs

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

Fabricated or induced illness

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

Faith Abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Female Genital Mutilation

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Forced Marriage

<https://www.gov.uk/forced-marriage>

Gangs and Youth Violence

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/226293/Advice\\_to\\_Schools\\_and\\_Colleges\\_on\\_Gangs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf)

Violence Against Women and Girls

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>

Mental Health

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

Private Fostering

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

Radicalisation

<https://www.gov.uk/government/publications/channel-guidance>

Sexting

<http://ceop.police.uk/>

Teenage Relationship Abuse

<https://www.gov.uk/government/collections/this-is-abuse-campaign>

Trafficking

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

FGM:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216669/dh\\_124588.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf)

Safeguarding Black African Children:

<http://www.afruca.org/publications/safeguarding-african-children-series/>

London Safeguarding Training Tool kit

[http://www.londonscb.gov.uk/culture\\_and\\_faith/training\\_toolkit/](http://www.londonscb.gov.uk/culture_and_faith/training_toolkit/)

<http://www.nspcc.org.uk/>



St. Joseph's Catholic School  
Safeguarding Policy

Ratified by the Governing Body on: July 14<sup>th</sup> 2016

Date of next review: Summer 2017

Name of Chair of Governors: Father Stephen Myers

Signed by Chair of Governors:

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