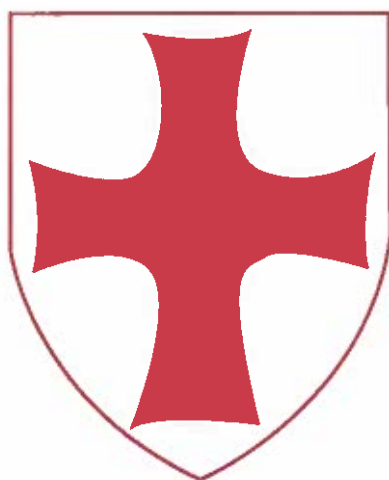


**St. Robert Southwell Catholic
Primary School
A school in the trusteeship of**



Diocese of Westminster



CHILD PROTECTION POLICY

Legal Status: Statutory

Originally Adopted by governors on: 18 June 2009

Last Review: September 2018

Next Review: September 2019

Responsible Person: Honor Beck, Headteacher

A handwritten signature in black ink, appearing to be 'H. Beck', written over a horizontal line.

MISSION STATEMENT

Our mission is to create an educating Christian community which reflects the values of the Gospel within the traditions of the Roman Catholic Church:

- a community which will develop the whole person
- a community which works closely with parents and parish
- a community which values each child as a unique individual, with particular gifts and needs
- a forward looking community which serves its members and the wider society
- a community in which we will lead those in our care to grow in their faith, whilst benefiting from an enriching education.



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POLICY ON CHILD PROTECTION (See also Safeguarding and other related policies)

Purpose of the Policy

To ensure that, as far as possible, children are protected from harm and that the appropriate action is taken where harm is suspected or known to have occurred. To ensure children are given the best support possible in the event of any child protection issues arising.

Introduction

At St Robert Southwell, the health and safety of all children is of paramount importance. We are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. We will always act in the best interest of the child and encourage them to share their concerns. We therefore have to ensure that this expectation becomes reality. In order to do this a wide range of measures are put in place.

Our policy applies to all staff, governors and volunteers working in the school. Key to this is:

- Ensuring we practise safe recruitment, in checking the suitability of staff and volunteers to work with children. All staff and volunteers in regulated activity with children must have a DBS check. The flowchart of DBS criminal record checks (page 29 of “Keeping Children Safe in Education”) is used to ensure full compliance with regulations. In addition to the DBS check, all staff and volunteers are required to complete a “School Staff Disqualification Declaration” (See Safer Recruitment Policy).
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

Legislation and Statutory Guidance

This policy is based on the Department for Education’s statutory guidance, [Keeping Children Safe in Education](#) 2018 and [Working Together to Safeguard Children](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing and employment advice 2018](#) which set out what must be recorded on the single central record and the requirement for at least one person



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on a school interview/appointment panel to be trained in safer recruitment techniques

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

Child Protection

Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe. All teachers and school staff should be aware of procedures relating to Child Protection. We will follow the procedures set out in "Keeping Children Safe in Education" to:

- Ensure we have a designated senior person for child protection, who has received appropriate training and support for this role. (Miss Beck). In the absence of Miss Beck, then concerns are referred to Miss Montgomery (Assistant Headteacher) or Mrs Egan (Assistant Headteacher)
- Ensure we have a nominated governor responsible for child protection. (Mrs M. Rattigan).
- Ensure every member of staff (including temporary and supply staff and volunteers) and the Governing Board 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 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 on the school website.
- 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 co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences.



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- Keep written records of concerns about children, even where there is no need to refer the matter immediately. Disclosures and the action taken are recorded on a “Record of Concern” sheet kept on CPOMMS.
- Ensure all staff have regular, appropriate training. All staff and volunteers have read Part One of “Keeping Children safe in Education” and sign off on having done so.
- Notify DBS and DfE of the name of any member of staff considered to be “unsuitable to work” with children in accordance with statutory regulations.
- Report to Governors termly on Safeguarding.
- Ensure we keep abreast of current Safeguarding Issues such as FGM, Child Sexual Exploitation, Preventing Radicalisation, Honour Based Violence & Forced Marriage.

Aims and objective

Our aims are:

- To provide a safe environment in which children can learn to their very best
- To raise the awareness of all staff to these issues, and to define their roles and responsibilities in reporting possible cases of abuse
- To identify children who are suffering, or likely to suffer, significant harm
- To ensure effective communication between all staff on child protection issues
- To set down agreed procedures for those who encounter any issue of child protection

Staff Responsibilities

It is the responsibility of the Headteacher to ensure all of the following:

- That the Governing Board adopts appropriate policies and procedures to safeguard children in the school
- That these policies are implemented by all staff
- That all staff and adult helpers in the school are able to voice their concern if they feel that a child is vulnerable, or that there are any particular practices that are unsafe

The safeguarding lead is guided by two principles:

- In accordance with the Children Act, the welfare of the child is always paramount.
- Confidentiality should be respected as far as possible and information only shared to enable the child’s need to be met or action to maintain their safety to be taken.

A key role of the Child Protection Lead is to be fully conversant with the procedures of the Local Safeguarding Children Board (LSCB), and to ensure that the school takes action to support any child who may be at risk. They must also make sure that all staff, teaching and non-teaching, are aware of their responsibilities in relation to child protection.

The Child Protection Lead will work closely with Social Services, as well as the LSCB, when investigating any allegations of abuse. All parties involved will handle such investigations in a sensitive manner, remembering all the time that the interests of the child are of paramount importance.



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Training

Summary of Child Protection Training:

- Designated Safeguarding Lead undertakes regular training in line with Brent LSCB guidance.
- Teaching and other staff are updated weekly on the briefing and access both online and/face to face training at least annually.
- School governors attend Governor Child Protection training.
- Designated Safeguarding Lead, Assistant Headteachers and Chair of Governors undertake Safer Recruitment training.

Vulnerable Pupils

The School recognises that pupils can be vulnerable for a number of reasons. The following groups are recognised as potentially vulnerable: children with EHC plans, children with additional medical needs, children with English as an Additional Language, children who are adopted, or subject to special guardianship orders, children with a recognised disability, children with a Child Protection Plan and Looked After Children.

We ensure that priority is given to Looked-After Children, previously looked-after children and children with a Child Protection Plan, in respect of monitoring their progress and providing additional support, as appropriate. The Pastoral Assistant Headteacher is the designated person for Looked After Children.

Abuse

Child abuse takes a variety of forms and falls into four main categories:

- Neglect: failure to protect a child from harm and failure to provide for its physical, emotional, social and intellectual needs.
- Physical abuse: causing physical hurt or injury to a child.
- Sexual abuse: the involvement of dependent, developmentally immature children in sexual activities they do not truly comprehend, and are unable to give informed consent to, or that violate social taboos of family roles.
- Emotional abuse: a denial of love and affection, deprivation of social integration, which will not allow the growth of self-esteem.

Information also outlined in 'Keeping Children Safe in Education'

Signs of possible physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness



Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

Peer To Peer Abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;



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- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Forms of abuse linked to culture, faith or belief

All staff at St Robert Southwell School will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to suspend professional disbelief (i.e. that they ‘could not happen here’) and to report promptly any concerns to the Designated Safeguarding Lead, who will seek further advice from statutory agencies.

Female Genital Mutilation (FGM)

FGM is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious implications for physical health and emotional well-being. Possible indicators include taking the girl out of school / country for a prolonged period or talk of a ‘special procedure’ or celebration. All staff have a mandatory duty to report any disclosures or concerns about FGM to the police.

Forced Marriage

Is also illegal and occurs where one or both people do not or, in cases of people with learning disabilities, cannot consent to the marriage and pressure or abuse is used. It is not the same as arranged marriage. Young people at risk of forced marriage might have their freedom unreasonably restricted or being ‘monitored’ by siblings. There might be a request for extended absence from school or they might not return from a holiday abroad.

So called ‘honour-based’ violence

Is a crime or incident which has, or may have, been committed to protect or defend the honour of the family and/or community. It can exist in all communities and cultures and occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Females are predominantly, but not exclusively, the victims and the violence is often committed with some degree of approval and/or collusion from family or community members.

Child Sexual Exploitation

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



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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 cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Anti-radicalisation and extremism

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is defined by HM Government as 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas' (Refer to The Counter-Terrorism and Security Act, February 2015.) Any concerns about pupils becoming radicalised or being drawn into extremism will be reported to the DSL. See separate Anti-Radicalisation Policy.

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make the very best educational progress.

Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

Employment and recruitment

We will do all we can to ensure that all those working with children in our school are suitable people. This involves scrutinizing applicants, verifying their identity and obtaining references, as well as the mandatory check of List 99 and Enhanced DBS checks.

We follow the DfES guidance set out in Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service, DfES 2002/0278.

Disqualification by Association (DBA)

All staff have an on-going obligation to disclose to the school if they are or become a disqualified person or are aware of a potential Child Protection issue with adults known to them, who may come in to contact with children because of their role.

Procedure to be followed if an adult has concerns about a child

Any action taken by the named Child Protection Coordinator when dealing with an issue of child protection, must be in accordance with the procedures outlined in the document "London Child Protection Services" and in the flowchart at the end of this policy.

All adults in our school share responsibility for keeping our children safe. We may on occasion report concerns which, on investigation, prove unfounded.

If teachers suspect that a child in their class may be a victim of abuse, they should not try to investigate, but should immediately inform the Child Protection Lead about their concerns. Abuse can be of a physical, sexual or emotional nature. It can also be the result of neglect.



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Staff must not keep to themselves any information about abuse which a child gives them; they are required by law to pass this information on

If a child alleges abuse, the school will usually make a referral to the Children, schools and families customer service centre (MASH) without first informing parents. However, in some circumstances parents will be informed first.

If a referral is made, a response should be received by the school within 2 weeks. Case conferences offer the opportunity to share information and formulate a plan of action. Staff are expected to attend and participate in all case conferences and meetings held.

All records in the child protection file will be kept until the child leaves the school and passed securely to the next school. Any information retained by the school must then be retained by the school until the child is 25 years old.

Early help

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure, the concerns have been addressed and the child's situation improves.

Physical restraint

There may be times when adults, in the course of their school duties, have to intervene physically in order to restrain children and prevent them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation. We follow the guidance given in the DfES circular 10/98 on The Use of Force to Control or Restrain Pupils. The Headteacher will require the adult(s) involved in any such incident to report the matter to him or her immediately, and to make a record.



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Allegations against staff

If an allegation is made against a member of the school staff (or a volunteer helper), it will always be investigated by the Headteacher, or, in the case of the allegation being against the Headteacher, by the chair of the Governing Board. The headteacher will consult with the Local Authority Designated Officer (LADO).

If it is felt, after these initial investigations, that a further enquiry is needed, then the member of staff will be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. However, it is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe.

The school will seek advice from Brent LA on these matters, and comply with national and locally agreed guidance. Where an allegation is made against a member of staff, records must be kept for 10 years or until the staff member retires, whichever is earliest.

Staff training

All adults in the school receive regular training to raise their awareness of abuse, and to improve their knowledge of the child protection procedures that have been agreed locally. Updates are given in the weekly staff bulletin and at staff meetings. There is an annual update training session for all staff and also training by an external trainer at least every 3 years. Staff also access other external training in line with their interest and roles.

Confidentiality

We regard all information relating to individual child protection issues as confidential, and we treat it accordingly. We pass information on to appropriate persons only.

We comply with the government requirements set out in DHS Circular LA 83/14, and by Brent LA, with regard to confidentiality. The files we keep on children are open to those children's parents. Information from third parties will not be disclosed without their prior consent. Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse (see DfES Circular 16/19).

Working notes are not subject to disclosure, but will be summarised and then kept on file. These guidelines of ours are in line with the safeguards on disclosure of information set out in the Education (School Records) Regulations 1989. All adults in the school receive regular training to raise their awareness of abuse, and to improve their knowledge of the child protection procedures.

Curriculum

The school curriculum includes specific planned sessions relating to safety, and supports children's understanding of all safety related matters in a variety of ways. Specific issues are taught through PHSCE, Science, Topic Days, Assemblies and Workshops.



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Policy Access

This policy is available to parents on the website and is given to staff as part of the School Induction Procedures.

Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

Concerns

If a member of staff is concerned about how a safeguarding issue is dealt with, then they can raise this with the headteacher, Chair of Governors or via the Whistleblowing Policy

Monitoring and review

The Governing Board will ensure that the school has a senior member of staff designated to take lead responsibility for dealing with child protection issues. Governors will regularly monitor and review any incidents reported, while a named governor participates in the school's training with regard to child protection procedures.

Our named Governor for Child Protection is Mrs Michelle Rattigan and our named Governor with overall responsibility for Safeguarding is Mr Peter Manning.

Other related Policies

- Safeguarding
- Safer Recruitment Policy
- Absence and Lateness Procedures Policy
- Complaints Procedure
- Online Safety
- Equal Opportunities Policy and Action Plan



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- Physical Restraint Policy
- Home-School Agreement
- SEND Policy
- Toileting and Intimate Care
- Whistleblowing Policy
- Behaviour Policy
- Staff Handbook
- Supply Teacher Handbook
- First Aid and Administration of Medicines
- Health and Safety Policy
- Health and Well-being Policy
- Anti-bullying Policy
- Anti-Radicalisation Policy
- Data Protection Policy
- Drug Education Policy
- Fire Drill Emergency Plan
- Healthy Eating Policy



Appendix one

Disclosure of Child Abuse

1. Reassure the child and tell them you are glad they have told you.
2. Reassure the child that you are not angry or shocked, and that you believe them.
3. Allow the child to talk but do not question or press for information.
4. Reassure the child of your support but do not promise secrecy.
5. Tell the child you are passing on the information so they can get appropriate help.
6. Record as accurately as you can, (draw diagram to indicate physical abuse if seen) what the child has told you.
7. Reassure the child it is not their fault and that you will support them.
8. The teacher/staff member should then take advice from the Headteacher.

Teacher Action

1. Report incident to Headteacher.
2. Record any conversations, observations. The Headteacher will then decide which action to take; following the Brent Guidelines. This may include some of the following:
3. Social Services will be informed.
4. Medical arrangements made if necessary.
5. Police Child Protection Team informed.
6. Strategy meeting arranged.
7. Headteacher, designated teacher or member of staff will attend the meeting. Confidentiality of child and family will be maintained.

Advice for All Staff

1. In the event of injury to a child, accidental or otherwise, ensure that it is recorded and witnessed by another adult.
2. Keep a record of any allegations a child makes against you, i.e. 'you're picking on me,' 'you hit me.'
3. If possible get an adult to witness the allegation and record events, signed and dated.
4. Never allow a child to touch you in an inappropriate manner.
5. On outings, follow the guidelines for school trips.
6. Do not spend excessive amounts of time in a room with one child away from other people. Always leave the door open.
7. Never take children to your home.
8. Never do anything of a personal nature for a child that they could do for themselves.
9. Do not go into the toilet cubicle with children on your own.
10. Be aware of how and when you touch children. Remember, the safety and comfort of the child must come first but discretion and common sense must be used at all times. If in doubt have a second adult present, record and sign statement about incident.

IF IN DOUBT CALL MASH ON 02089374300



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What happens if?

If you suspect a child is being abused:

1. Tell your Headteacher or designated child protection teacher
2. Record/write down facts as you know them
3. Ensure the child has access to an independent adult
4. Ensure that no further situation arises which could cause concern

If a child discloses abuse to you by someone else:

1. Allow the child to speak without interruption, accepting what is said
2. Alleviate feelings of guilt and isolation, without passing judgement
3. Advise that you will try to offer support but you must pass on the information
4. Follow the same steps as 1-4 above

If you receive an allegation about any adult or about yourself:

1. Immediately tell your Headteacher or designated child protection teacher
2. Record/write down the facts as you know them
3. Try to ensure no one is placed in a position which could cause further concern

You must refer; you must not investigate; you must not discuss.



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Figure 1: procedure if you have concerns about a child's welfare (no immediate danger)

