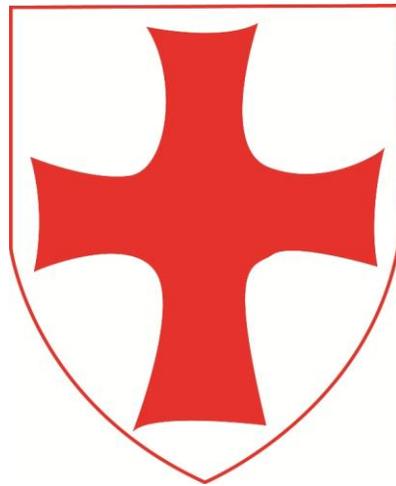


St. Robert Southwell Catholic Primary School

A school in the trusteeship of



Diocese of Westminster



CHILD PROTECTION POLICY

Legal Status: Statutory

Re-Approved by staff: September 2020

Adopted by governors on: 18 June 2009

Last Review: September 2020

Next Review: September 2021

Responsible Person: Honor Beck, Headteacher

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.

Wellbeing and Mental Health

To support everyone's wellbeing and mental health, so that they can be the best they can be, are happy together, resilient, ready to learn and succeed

- Empowering everyone in the community to be emotionally literate
- Enabling stakeholders to develop strategies to manage their emotional well-being and mental health.



POLICY ON CHILD PROTECTION

(See also Safeguarding and other related policies)

1 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.

2 Introduction

At St Robert Southwell the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. 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 practice 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 43 of "Keeping Children Safe in Education 2020") 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.

3 Legislation

- The school will act in accordance with the following legislation and guidance:
- The Children Act 1989 and 2004
- Education Act 2002, section 175
- Local Authority Safeguarding Children Board Child Protection Procedures
- DfE guidance, 'Keeping Children Safe in Education' (Updated Sep 2020)
- DfE guidance, 'Working Together to Safeguard Children' (Updated March 2015)
- What to do if you think a child is being abused (2015)
- The Equalities Act 2010



4 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 Mrs Egan (Assistant Headteacher) or Miss Joseph (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.
- 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 CPOMs.
- 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.

5 Aims and objective

Our aims are:

- To provide a safe environment in which children can learn
- 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 the correct procedures for those who encounter any issue of child



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protection

6 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. The Coordinator 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.

7 Training

Summary of Child Protection Training:

- Designated Safeguarding Lead undertakes regular training in line with Brent LSCB guidance.
- Teaching and other staff should have training updated every three years.
- School governors attend Governor Child Protection training.
- Designated Senior Person, Assistant Headteachers and Chair of Governors undertake Safer Recruitment training.

8 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,



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children with additional medical needs, children with English as an Additional Language, children who are adopted, 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 and children with a Child Protection Plan in respect of monitoring their progress and providing additional support as appropriate. One Assistant Headteacher is the designated person for Looked After Children. We timely report children missing in education.

9 Abuse

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

- a. Neglect: failure to protect a child from harm and failure to provide for its physical, emotional, social and intellectual needs.
- b. Physical abuse: causing physical hurt or injury to a child.
- c. 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.
- d. Emotional abuse: a denial of love and affection, deprivation of social integration, which will not allow the growth of self-esteem.

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.



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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

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.

Forced Marriage

Forced marriage is 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 might not return from a holiday abroad.



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Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fco.gov.uk

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.

Peer on peer/Child on child

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying policy where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18. The management of children and young people who exhibit sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff, who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible. The school will refer to Part 5 of Keeping Children Safe in Education "Child on Child Sexual Violence and Sexual Harassment" and the detailed advice offered by the DfE "Sexual Violence and Sexual Harassment Between Children in Schools and Colleges" May 2018 which has informed this key part of KCSIE 2020. The school will also refer to the Brook Sexual Behaviours Traffic Light Tool when responding to any incidents. This tool can be found on line and has been developed to support professionals working with children and young people by helping them to identify and respond appropriately to sexual behaviours. (Brook is a charity offering support for the sexual health and wellbeing for the under 25's) UPSKIRTING – also falls in this area and is now a criminal offence, further details are outlined in KCSIE 2020

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



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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 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 (Prevent Strategy) refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism (Prevent Strategy) 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.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home 8 For further information about sexual violence see Annex A. 9 For further information about sexual harassment see Annex A. 10 For further information about 'upskirting' see Annex A. 11 Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance

Sexting

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media



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and messages.

Sexting may also be called: trading nudes, dirties, pic for pic

- It is important to explain to children the risks of sexting, how to stay safe and remind them that they can talk to you if something ever makes them feel scared or uncomfortable. It is important that they know what we can do to protect them.
- Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:
 - take an explicit photo or video of themselves or a friend
 - share an explicit image or video of a child, even if it's shared between children of the same age
 - possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created
- Staff are aware that all incidents of sexting should be reported to the designated safeguarding lead (DSL) who will manage the situation in line with the school's safeguarding policies and the full UKCCIS guidance.
- NSPCC guidance regarding sexting is as follows and will be followed by the school:
 - never view, download or share the imagery yourself, or ask a child to share or download – this is illegal
 - if you have already viewed the imagery by accident (for example if a young person has showed it to you before you could ask them not to) you must inform the DSL
 - do not delete the imagery or ask the young person to delete it
 - do not ask the young person(s) who are involved in the incident for information regarding the image. This is the responsibility of the DSL
 - do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers
 - do not say or do anything to blame or shame any young people involved
 - do explain to the young person that you need to report the incident and reassure them that they will receive support and help from the DSL.

County Lines

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

The UK Government defines county lines as: *County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.*

Contextual Safeguarding

Contextual Safeguarding has been developed by Dr Carlene Firmin at the University



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of Bedfordshire over the past six years to inform policy and practice approaches to safeguarding young people. Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighborhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding recognises that the assessment of, and intervention with, spaces outside of the family home are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. Contextual Safeguarding is also referenced in Keeping Children Safe in Education 2020 and will be referred to in staff training and support of our parents. Additional information can be found on the Contextual Safeguarding network on the following website <https://contextualsafeguarding.org.uk>.

Private Fostering

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

- Private fostering occurs in all cultures and children may be privately fostered at any age.
- Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Domestic Abuse

Domestic abuse is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial, emotional, coercive or controlling) between adults who are or have been intimate partners or family members, regardless of gender or sexuality. A child who is subjected to domestic abuse either through directly observing it or is exposed to its effects is emotionally scarred and is under a lot of stress. Domestic Abuse chips away at feelings of self-worth and independence. Domestic abuse can also include verbal abuse such as yelling, name-calling, blaming, and shaming. It can also include controlling behaviours like financial control, Isolation and intimidation; these are all aspects of emotional abuse. The physical, psychological and emotional effects of domestic abuse on children can be severe and long-lasting. Some children become withdrawn and find it difficult to communicate, others may act out the violence or aggression they have witnessed, or blame themselves for the abuse. All children living with abuse are under a great deal of stress and need support.



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Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy. The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

10 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.

11 Disqualification by Association (DBA)

All staff must complete a staff suitability declaration "Disqualification by Association (DBA2 form at the beginning of each academic year) the Disqualifications Policy. All staff have an on-going obligation to disclose to the school if they are or become a disqualified person.

Welcoming Visitors

It is assumed that visitors with a professional role i.e. the School Nurse or members of the police already have relevant clearance but the office will endeavour to check this before admittance is granted and a note made of anyone entering without clearance. The school checks all relevant data from regular visitors.

12 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



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document "London Child Protection Services"

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. 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 without first informing parents. However, in some circumstances parents will be informed first.

If a referral is made, a response should be received to 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 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.

13 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.

14 Allegations against staff

If an allegation is made against a member of the school staff (or a supply teacher 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 head teacher 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



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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.

Whistleblowing if you have concerns about a colleague

We recognise that children cannot be expected to raise concerns in an environment where the 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. These concerns should be brought to the attention of the Head Teacher or DSL. Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff Following Jesus' footsteps and inspired by St Robert Southwell we work hard, Page 11 of 14 aim high and treat everyone with honesty and gentleness must remember that the welfare of the child is paramount. The school's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors. Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline on 0800 028 0285.

15 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. The maximum period of time before refresher training must take place is three years. This training is also available to governors. We have a blended offer of online and face to face training.

16 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.



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17 Curriculum

Our curriculum is broad and balanced, pupils are taught about safeguarding including online, how to recognise risks and how to get help when they need it. The school curriculum supports children's understanding of all safety related matters in a variety of ways and as situations arise which can be used as a teaching points. Specific issues are taught through PHSE, Science and Topic Days and Assemblies.

18 Policy Access

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

19 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 Anne Quigg 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
- 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



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- 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 Head teacher.
2. Record any conversations, observations. The Head teacher 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.
8. Any member of staff can make a referral in the absence of a DSL, call Brent Family Front door (MASH) consultation line for professionals on 0208 937 2228.

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.



St Robert Southwell Catholic Primary School

Aiming For Excellence - Being The Best We Can Be

What happens if?

If you suspect a child is being abused:

1. Tell your Head teacher 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 Head teacher 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.