

# SAFEGUARDING / CHILD PROTECTION

## POLICY

St Joseph's Catholic  
Primary School

Designated Safeguarding Leads (DSL)

Mrs Lorraine Parker (SENCo)

Miss Emma Cashier (Acting Head of School)

Mrs Melanie Monaghan (Governor)

**Date: June 2017**

Reviewed (date).....June 2018

Signed (Chair of Governors).....

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## **INTRODUCTION**

**The Governors and staff of St Joseph's Catholic Primary school fully recognise the responsibilities and duty placed upon them to have arrangements to safeguard and promote the welfare of all pupils at the school. We recognise that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.**

**We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual pupil.**

**The school recognises its responsibilities and duties to report Child Protection concerns to the social work service within Children's Specialist Services and to assist Children's Specialist Services in Child Protection enquiries and in supporting Children in Need.**

**This policy is in line with the London Child Protection Procedures 2016 (5<sup>th</sup> edition), Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2016.**

**The school will raise Child Protection concerns with parents / carers at the earliest appropriate opportunity, and work in partnership with them and other agencies to improve outcomes.**

**The school will ensure that all staff are provided with the appropriate training in Child Protection and safeguarding issues, including Early Help processes as recommended in the guidance. In particular the designated safeguarding leads (DSL) will be released to attend the necessary enhanced training courses to enable them to carry out their role effectively. Designated leads will also ensure that all staff are provided with Part One of 'Keeping Children Safe in Education' 2016 guidance and assisted to understand and discharge their role and responsibilities as set out in this guidance.**

**All staff are required to read this policy carefully and to be aware of their role in these processes. All new staff will have the opportunity to discuss safeguarding requirements and this policy during their induction process.**

## **AIMS**

**To raise awareness of all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse**

**To emphasise the need for good communication between all members of staff in matters relating to child protection**

**To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse**

**To provide a systematic means of monitoring pupils known or thought to be at risk of significant harm, or where there are ongoing concerns**

**To work openly and in partnership with parents in relation to child protection concerns**

**To support all pupils' development in ways that will foster security, confidence and independence**

**To promote safe practice and challenge poor and unsafe practice**

**To further develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children**

**To ensure that all adults working within our school have been checked as to their suitability to work with children, in line with current guidance**

**To integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages**

**To take account of and inform policy in related areas, such as anti-bullying; e-safety; discipline and behaviour; health and safety; missing children; child sexual exploitation; FGM; honour-based violence; anti-radicalisation; positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment practice**

## **DEFINITIONS**

Child abuse is taken to refer to any child of under 18 years who, through the actions of adults (with a caring role for that child) or their failure to act, has suffered or is at risk of suffering significant harm. Children may be abused in a family or in an institution or community setting by those known to them, or more rarely, by others (eg. via the internet). They may be abused by adults or another child or children.

Behaviours such as alcohol and substance misuse, truanting and sexting put children at risk or in danger and safeguarding issues can manifest themselves via peer-on-peer abuse, including cyber-bullying and gender-based violence/sexual assaults.

Abuse is broadly divided into four categories:- Neglect, Physical Injury, Sexual Abuse and Emotional Abuse. Brief definitions are given below. Guidance for recognising the indicators of possible abuse are attached as Appendix 3.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter or clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child who they are looking after. This situation is now known as illness fabricated or induced by carer (previously Munchausen Syndrome by Proxy).

**Sexual abuse** involves forcing or enticing a child or a young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

**Emotional abuse** is the persistent ill treatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child although it may occur alone.

It is important to recognise that many children will be living (or may have lived) in families where **Domestic Abuse** is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm. The definition of Domestic abuse is below

*Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those **aged 16 or over** who are or have been intimate partners or family members regardless of gender or sexuality.*

**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 always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Female Genital Mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. FGM is illegal in the U.K. and there is a mandatory duty on schools to report cases of FGM to the police.

**Children Who Go Missing From Home or Care** are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:

- No means of support or legitimate income – leading to high risk activities
- Involvement in criminal activities
- Victim of Abuse
- Victim of crime, for example through sexual assault and exploitation
- Alcohol/substance misuse
- Deterioration of physical and mental health
- Missing out on schooling and education
- Increased vulnerability

Longer-term risks include:

- Long-term drug dependency / alcohol dependency
- Crime
- Homelessness
- Disengagement from education
- Child sexual exploitation
- Poor physical and/or mental health.

**Children Missing from Education:** all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability and aptitude and any special educational needs they may have. A child going missing from education, or not attending it regularly, is a potential indicator of abuse or neglect. We will follow the required procedures for unauthorized absence and for dealing with children who go missing from education, including appropriate notification to the Local Authority. We will also ensure staff are alert to the potential risks of poor attendance and cessation of attendance, including the signs to look for and triggers to be aware of when considering the risks of potential concerns such as **travelling to war zones, FGM and forced marriage**.

**Prevent:** all schools must have due regard to the need to prevent pupils from being drawn into terrorism or being radicalised. We will ensure that staff are provided with appropriate training and information to enable them to assess the risk of children being drawn into extremist ideas that are part of terrorist ideology and identify any child who may be at risk and how to support them. We will also ensure that children are safe from terrorist and extremist material when accessing the internet in school. Concerns will be discussed with the child's parents whenever possible and with the Local Authority Prevent Co-ordinator and referrals made to the Channel programme when appropriate.

## **KEY PRINCIPLES**

- We believe that all children have a right to be protected from harm and /or abuse
- We recognise that abuse and neglect are complex issues and rarely stand alone events and therefore require a culture of vigilance, professional curiosity and respectful challenge and effective recording and monitoring systems.
- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background when dealing with CP issues. However we also recognise that the needs of the child are paramount and any concerns will be referred on appropriately whatever the family background of the child concerned.
- We recognise that because of the day to day contact with children school staff are extremely well placed to observe outward signs of abuse
- We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.
- We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.

- We acknowledge that (although all designated / key staff have the skills and experience to respond to a variety of situations and issues) there may be occasions where it will be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender issues or cultural or faith issues. This ensures that in cases of sexual abuse in particular, a pupil can be spoken to by a same sex member of staff (who has received enhanced training) if this is felt to be appropriate.
- We adhere to the principles of working in partnership with those who hold parental responsibility for each child.
- The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount.
- The ethos of the school supports open practice, good communication and a safe culture in which children can thrive and learn.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and know that these concerns will be taken seriously by the leadership team and dealt with sensitively and appropriately.

## **PROCEDURES**

**Our school procedures are in line with those agreed by the Wandsworth Safeguarding Children Board, the LA and the Secretary of State** (see Appendix 1 for details of relevant procedural and guidance documents)

We will therefore ensure that

- We have a Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role, in accordance with mandatory requirements.
- We have a minimum of one additional member of staff who will act in the absence of the Designated Safeguarding Lead and has also received appropriate training for this role.
- We will ensure designated staff attend training and receive relevant updates every year, every two years and all staff are provided with training at induction and thereafter on a regular basis including safeguarding briefings and updates at least annually.
- Every member of staff, volunteer and governor knows the name of the Designated Safeguarding Lead (DSL) and their role and what the back up arrangements are if the DSL is unavailable.
- All staff are familiar with the school's Safeguarding and Child Protection Policy as well as the staff code of conduct and these issues are included in the induction for each new staff member
- All staff develop their understanding of signs and indicators of abuse and report any concerns to the designated lead but know that they can also refer direct to Children's Services (Social Services) if needed
- We will ensure that all staff are aware that it is important to identify any concerns about children at as early a stage as possible so that their

needs can be identified and monitored and appropriate support put in place

- We recognise that there is a variety of expertise within the staff team and will provide opportunities for staff to contribute to and shape safeguarding arrangements and policy.
- We are aware of risks to children online and will ensure children are safeguarded in school from potential harmful and inappropriate online material through appropriate filtering and monitoring systems
- When considering referrals to support agencies the school will act in accordance with WSCB Thresholds for Intervention guidance, which is consistent with the London-wide Continuum of Need thresholds
- All staff are aware that they should raise any concerns about colleagues or other adults with the DSL
- All staff know how to respond to a child who discloses abuse.
- All parents / carers are made aware of the responsibilities of staff members with regard to Child Protection procedures, (for example by including this information in the school prospectus).
- We will refer any child believed to have suffered or to be likely to suffer significant harm to Children's Social care without delay, and will follow up any such referral in writing within 48 hours
- We will ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary
- We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at CP case conferences wherever possible and providing reports as a matter of course (model format attached as appendix 2). We will contribute to multi – agency assessments of children's needs where appropriate and work in a fully integrated way with other relevant services as appropriate.
- If a child's situation does not appear to be improving, the school will take responsibility for finding out what is happening and keep pressing for action to be taken. Written records are kept of all concerns, whether or not there is a need to refer the matter immediately, and that these records are kept securely, separate from the main pupil file, and in locked locations
- All concerns, discussions and decisions made and the reasons for those decisions are recorded in writing
- All staff members are made aware of the record-keeping requirements and how they are expected to record any safeguarding concerns
- The child's social worker is notified of any pupil subject to a Child Protection Plan who is absent from school without explanation for more than 2 days
- Any new concern or relevant information about a child subject to a Child Protection Plan will be passed to the child's allocated social worker without delay

- If a child subject to a Child Protection Plan leaves the school, records will be transferred to the new school without delay and the child's social worker informed of the change
- If school staff are unsure how to proceed in a potential Child Protection situation, or require advice, this will be appropriately sought via the Education Safeguarding Advisor, or the link social worker for the school, a duty social worker or directly from the Safeguarding Standards Service. (useful numbers listed in Appendix 5)

#### **EARLY INTERVENTION AND HELP**

- All staff recognise that when a child or family may be experiencing difficulties, support is most effective if it is provided at as early a stage as possible
- This involves identifying emerging problems, liaising with the DSL or other relevant colleagues; sharing information with other professionals to support early identification and acting as lead professional in undertaking an Early Help Assessment (EHA).
- Any concerns will be identified by staff, discussed with relevant colleagues and parents and support put in place. Effective monitoring systems will be used to assess the effectiveness of interventions and outcomes.
- If appropriate support is not available within school's own resources, an Early Help Assessment will be completed to identify the child's needs and enable additional support to be sought from other agencies
- A Team Around the Child will be established where appropriate and a Lead Professional identified
- Early Help Assessments will follow the Signs of Safety and Wellbeing model

#### **CURRICULUM INPUT**

- We ensure that children are taught about safeguarding, including how to keep themselves safe online, through teaching and learning opportunities within our curriculum. This is differentiated according to age and understanding of the pupil cohort

#### **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITIES**

- We recognise that children with SEN / Disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.
- We will provide a school environment in which all pupils, including those with SEN, can feel confident and able to discuss their concerns.
- The Designated Safeguarding Lead (DSL) will work with the SEN co-ordinator, where necessary, to ensure that the needs of SEN pupils in relation to child protection issues are responded to appropriately (eg for a child with particular communication needs).

## **LOOKED AFTER CHILDREN**

- The school will ensure there is a designated teacher whose role is to promote the educational achievement of children who are looked after, and that the identified person has received appropriate training as defined in the Children and Young Persons Act 2008.
- We will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her, as well as the details of the child's social worker and the virtual school head in the LA.
- School will work with the virtual school Head to discuss how the pupil premium plus funding can be best used to support the progress of Looked After Children in the school

## **MENTAL HEALTH AND BEHAVIOUR**

- In order to help our pupils succeed, we recognise that the school plays an important role in supporting them to be resilient and mentally healthy
- We will ensure that pupils and their families are enabled to participate as fully as possible in decisions and are provided with information and support
- We recognise that some children are more at risk of developing mental health problems than others. These risks can relate to the child, their family or to community and life events
- Risk factors are cumulative, and children exposed to multiple risks are more likely to develop behavioural or mental health problems
- Where severe problems occur we will ensure that appropriate referrals are made (with consent) to specialist services (eg CAMHS)

## **COMMUNICATION WITH PARENTS / CARERS**

- We will ensure that all parents are informed that the school has a child protection policy and is required to follow WSCB guidelines in respect of reporting suspected abuse to the Children's Social Care.
- Pupils and parents will be made aware of how the school's child protection system works and with whom they can discuss any concerns.
- Information will also be made available about any local and national telephone helplines.
- In individual cases, parents will be notified of the schools concerns at the earliest appropriate opportunity.

## **CONFIDENTIALITY**

- We recognise that matters related to Child Protection are of a confidential nature. The Designated Safeguarding Lead (DSL) and / or headteacher will therefore share detailed information about a pupil with other staff members on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other relevant agencies where necessary to safeguard and promote the welfare of children.
- All staff must be aware that they cannot promise a child that they will keep certain information secret.

## **SUPPORT FOR STAFF**

- Governors recognise the importance of child protection training for Designated Teachers and for all other school staff who have contact with children. Governors expect the Head/Designated Teacher to ensure that all school staff, including support and ancillary staff, receive foundation training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive appropriate training
- We recognise that staff working in the school who have been dealing with child protection issues may find the situation stressful or upsetting
- We will ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have
- (primary schools only) We will ensure that supervision is provided for staff working in Early Years and foundation stage as required.
- We will consider what arrangements can be made to provide supervision for designated leads and other staff members as appropriate

## **ALLEGATIONS AGAINST STAFF**

- We recognise that there will be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff. The term allegations refers to concerns reported or raised that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. This means it has been alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:
  - behaved in a way that has, or may have, harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
- In this event the Headteacher (or Chair of Governors, if allegation is against the Head) must be informed and the Wandsworth Procedures for Managing Allegations against Staff followed. This will always involve a discussion with

LA officers and a referral to the Local Authority Designated Officer (LADO) where appropriate.

- All staff are expected to recognise the need for absolute confidentiality in these situations.

## **SAFE RECRUITMENT**

- The school will ensure that it operates a safe recruitment policy to ensure that all those working in the school, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.
- Senior Leaders and any other staff involved in selection procedures will attend Safer Recruitment training
- Appropriate checks (ie enhanced DBS checks and checks against the barred list will be carried out on all potential employees and volunteers, and all references will be taken up and verified. The school will ensure it is following the most recent guidance in respect of these issues, including taking account of the definition of regulated activity
- Interview panels will follow recommendations from the HR section in relation to practice. One member of each interview panel must have completed Safer Recruitment training
- At interview, candidates will be asked to account for any gaps in their employment history.

## **GOVERNING BODY RESPONSIBILITIES**

- The Governors will ensure that they comply with their duties under legislation. They will ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times and take into account the procedures and practice of the WSCB.
- The Governors will ensure that a member of the Governing Body (usually the Chair) has been nominated to liaise with the LA and/or partner agencies on issues of Child Protection and in the event of an allegation of abuse being made against the Headteacher or Principal.
- The Governors will remedy any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to its attention without delay

## **RESPONSIBILITIES OF HEAD/DESIGNATED SAFEGUARDING LEAD**

Governors will ensure that the school has a Designated teacher for child protection and that the Head/Designated teacher undertakes the following responsibilities:

- Ensure all staff are familiar with the school Child Protection Policy, including the procedures for identifying and reporting suspected abuse.
- Ensure the school operates an effective child protection policy and to make that policy known to parents/carers and pupils (through eg. reference in Home/School agreements)

- Ensure all staff receive foundation training in child protection
- Be responsible for co-ordinating action and liaising with other agencies and support services over child protection issues
- Assist Children's Social Services (CSS) in enquiring into allegations into child abuse. This will include ensuring the school is represented at child protection case conferences and that information about the child is provided as required
- Support and advise staff on child protection issues generally.

### **RESPONSIBILITIES OF SCHOOL STAFF:**

All school staff have a statutory duty to ensure the safety and well-being of all pupils in our school. In doing so they should seek advice and support as necessary from the Head/DSL and other senior staff members

#### **All school staff are expected to:-**

- Ensure that the appropriate forms are completed
- Report concerns to the DSL or other senior staff member who will keep clear, dated, factual and confidential records of child protection concerns
- Be aware that children with SEN may be especially vulnerable to abuse
- Follow school guidance on procedures as set out in this document
- Establish and maintain an environment where children feel secure, are encouraged to talk and feel listened to
- Ensure that children know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the PHSE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

#### **Staff should ensure they**

- Don't make promises eg. to keep secrets
- Stay calm and be available to listen
- Listen with the utmost care to what the child is saying
- Question normally without pressurising, and only using open questions
- Don't put words in the child's mouth but note the main points carefully
- Keep a full record – date, time, what the child said, did etc; on 'Record of Concern' form using a body map if appropriate ( see Appendix)
- Reassure the child and let them know that they were right to inform us
- Inform the child that this information will need to be passed on.

### **POSITIVE HANDLING and PHYSICAL INTERVENTION**

- Our policy on positive handling and physical intervention by staff is set out in a separate document and acknowledges that staff should only use physical intervention in particular circumstances, and that even when necessary the minimum force should be used to prevent harm to the child or another child or adult.

- Positive handling training will be provided by a BILD accredited trainer for all staff members to ensure best practice at all times.
- Risk assessments will be carried out where individual pupils have additional needs or challenges that mean there is an increased likelihood of physical interventions being required and individual plans will be developed and shared/agreed with the parents/ carers
- Physical intervention which causes injury or severe distress to a child may have to be considered under child protection or disciplinary procedures.

## **SPECIFIC SAFEGUARDING ISSUES**

- Up-to-date guidance and practical support on specific safeguarding issues will be sought where necessary
- The DSL will attend relevant training and ensure that staff are aware of issues such as Child Sexual Exploitation and Female Genital Mutilation, understand the indicators and recognise the complexities of these issues for young people

## **ANTI - RADICALISATION**

The school supports the Prevent Strategy, which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions.

Extremism is defined as the holding of extreme political or religious views which may deny rights to any group or individual.

All staff members are aware of these issues and relevant staff have attended training.

The school works within the curriculum to promote tolerance and respect for diverse views, while challenging prejudice of any kind. We are an inclusive school which values citizenship and a sense of belonging. Pupils are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should not be used to influence others.

As with all matters pertaining to the maintenance of a safeguarding culture within the school, staff are expected to be vigilant in identifying concerns and ensuring these are passed to the DMS without delay.

If any concerns arise, or are disclosed by a child, they will be responded to following normal safeguarding processes and advice would be sought from colleagues in LA (either Prevent co-ordinator or safeguarding services) if necessary.

## **CHILDREN WHO ABUSE OTHER CHILDREN**

It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviour can be displayed in a variety of ways and can consist of sexual abuse / activity; physical harm; emotional abuse, verbal abuse.

Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

In such incidences, the school will follow guidance issued in relation to children who abuse others and local procedures.

## **OTHER RELATED POLICIES**

- This policy has clear links to other policies in our school, in particular to any policies concerned with the protection of all children in the school from various kinds of harm. These policies are listed below:

anti-bullying

e-safety

discipline and behaviour

positive handling and physical intervention

discrimination (sex, race and disability)

health and safety

photography and images

children missing from school and education

confidentiality

self harm

pupil information (DCSF guidance)

safer recruitment

## **Appendix 1**

**London Child Protection Procedures, 5<sup>th</sup> edition. Updated 31st March 2016. Revised guidance. Next update September 2016.**

available electronically via Wandsworth Safeguarding Board website

[www.wscb.org.uk](http://www.wscb.org.uk) and London SCB website –

[www.londonscb.gov.uk/procedures/](http://www.londonscb.gov.uk/procedures/)

## **London Safeguarding Children Board supplementary procedures**

These provide detailed information related to specific safeguarding issues. They are available via the London SCB website (as above).

### **Keeping Children Safe in Education**

DfES statutory guidance issued May 2016

[Keeping Children Safe in Education 2015/16](#)

Or via [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

This new Guidance came into effect 5th September 2016.

### **Working Together to Safeguard Children 2015**

[Working Together to Safeguard Children March 2015](#)

### **What To Do If You Are Worried a Child Is Being Abused**

[What to do if you are worried – revised guidance for all professionals to use if they are worried a child may be being abused](#)

### **Information Sharing Guidance**

[Information Sharing Guidance 2015 – revised guidance on information sharing for all professionals](#)

Wandsworth Safeguarding Children and Young People Board (WSCB)

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

[Working together to Safeguard Children](#)

[www.workingtogetheronline.co.uk/index.html](http://www.workingtogetheronline.co.uk/index.html)

### **Neglect Strategy**

WSCB guidance, available on WSCB website. [www.wscb.org.uk](http://www.wscb.org.uk)

### **Managing Allegations Against Staff**

WSCB guidance, available on WSCB website. [www.wscb.org.uk](http://www.wscb.org.uk)

### **Children Missing from Home and Care**

WSCB procedures, available on WSCB website [www.wscb.org.uk](http://www.wscb.org.uk)

### **Positive Handling**

WSCB guidance, available on WSCB website [www.wscb.org.uk](http://www.wscb.org.uk)

### **Sexual exploitation**

WSCB protocol and guidance, available on WSCB website [www.wscb.org.uk](http://www.wscb.org.uk)

Family Information Service

[fis.wandsworth.gov.uk](http://fis.wandsworth.gov.uk)

### **Domestic Violence – guide for schools**

Wandsworth guidance

### **Thresholds for Intervention – Multi-Agency guidance**

**MASH Referral and Assessment and Care and Protect March 2016.**  
**Information for Schools/ CSS**, available on WSCB website  
[www.wscb.org.uk](http://www.wscb.org.uk)

**Mental Health and Behaviour in schools – departmental advice for school staff**

DfE guidance, issued March 2016.

DFE-00435-2014 [www.gov.uk/government/publications](http://www.gov.uk/government/publications)

E-Safety support

[news@mg.e-safetysupport.com](mailto:news@mg.e-safetysupport.com)

**Appendix 2**

**School report to Child Protection Conference or Looked After Child review**

<b>School</b>	
<b>Name of child</b>	
<b>Date of birth Year group</b>	
<b>Name of class teacher</b>	

*When completing the sections below consider issues such as attendance and punctuality; preparation for school / learning; general appearance; emotional presentation and wellbeing; indicators that child may have suffered harm / be at risk of harm; disclosures made by child; behaviour and social development; relationships with peers and adults; academic progress/ areas requiring improvement; contact with family; etc*

<b>What is working well?</b>
------------------------------

<p><b>What are we worried about?</b></p>
<p><b>What needs to happen?</b></p>

<b>Signature</b>	
<b>Print name</b>	
<b>Date</b>	

**Reports should be shared with families prior to the meeting except in exceptional circumstances**

Please send this report wherever possible at least 48 hours in advance of the relevant meeting to [Childrensplanning@wandsworth.gov.uk](mailto:Childrensplanning@wandsworth.gov.uk) and bring copies for those attending the meeting.

## **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents / carers are uninterested or undisturbed by an accident or an injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

## **Bruising**

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

## **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shape. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

## **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g:

Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)

- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## **Fractures**

Fractures may cause pain, swelling and discoloration over a bone or a joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

## **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of body, may suggest abuse

## **Behavioural Indications**

Some children may behave in ways that alert you to the possibility of physical injury, for example

- Withdrawal from physical contact
- Fear of returning home
- Self destructive tendencies
- Aggression towards others

## **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent / carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviours
- Self harming
- Running away

## **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from or late for school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Compulsive stealing or scavenging

## **Recognising Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child / family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural.

Some behavioural indicators associated with this form of abuse are:

### Inappropriate sexualised conduct

- Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder, self mutilation and suicide attempts)
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
- Concerning changes in behaviour or general presentation
- Regressive behaviour
- Distrust of a particular adult
- Unexplained gifts of money
- Sleep disturbances or nightmares
- Phobias or panic attacks

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is disclosed
- Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia or clothing
- Wetting or soiling

**Safeguarding / Child Protection protocol / procedures**

**St Joseph's School**

The designated members of staff in our school are:

Mrs Lorraine Parker

Miss Emma Cashier

Mrs Melanie Monaghan (governor)

All staff members have a statutory responsibility to safeguard and promote the welfare of all pupils at all times

If you have a concern about a pupil or you receive information that leads you to be concerned that a pupil has been harmed or is at risk of harm or their welfare is being compromised you are required to act appropriately to ensure action can be taken to protect the pupil concerned.

The concern may be as a result of a disclosure from a pupil, a parent or a third party or may arise due to behaviour that has caused you to become concerned.

If a pupil discloses abuse please note the following key points

- Listen carefully to what the pupil is telling you without interrupting
- Do not promise confidentiality
- Remain non judgemental and keep an open mind
- Do not ask leading questions, or more questions than you have to – just establish what the pupil is telling you
- Be honest with the pupil and explain what you will happen next
- Record the information fully
- Pass on to the designated member of staff (DSL)

In the case of any concerns always record the information clearly and be clear how the concern has arisen. (Appendix Yellow form)

If the information you have indicates that the pupil has suffered harm or there is a high level of risk, ensure this is passed to the DSL immediately.

In all other instances concerns should be passed on to the DSL at the as soon as possible – do not delay.

Please remember the DSL is available to offer help, advice and guidance to staff and pupils where necessary. If you have a concern or problem and are unclear how to proceed ask for advice.

In all cases ensure ongoing support is offered to the pupil as appropriate.

## Appendix 5

### Useful contacts

**Stella Macaulay** 0208 871 7961 office  
Education Safeguarding Advisor 07775 417 475 blackberry  
Email: [smacaulay@wandsworth.gov.uk](mailto:smacaulay@wandsworth.gov.uk)

**Referral and Assessment Service / MASH** 0208 871 6622  
(duty SW)

**Out of hours duty service** 0208 871 6000

**Safeguarding Standards Service (manager: Ruth Lacey)**  
Principal administrator Jackie Reynolds 0208 871 7208  
WSCB development manager Linde Webber 0208 871 8610

**LADO** 0208 871 7226  
Vrushali Pendharkar

**Link Social worker** (*name and contact to be entered by each school*)

**School Nursing Service:**  
Clinical Team Leader: Southfields Extended School Cluster  
Ali Esposito  
020 8812 5466. Mob: 07825 118 437  
email: [Ali.esposito@stgeorges.nhs.uk](mailto:Ali.esposito@stgeorges.nhs.uk)  
School nurse: Jane Gallagher, Aspire Centre.

**Police** (*schools liaison officers to be entered by each school*)

**Wandsworth safety net** 0207 801 1777  
(for Independent Domestic Abuse advisors)

**Appendix Yellow Form**

**SAFEGUARDING – Record of incident/concern/disclosure.**