

St Gabriel's CE Primary School Child Protection and Safeguarding Policy



Child Protection and Safeguarding Policy

(To be read alongside 'Keeping children safe in education' DfE, 2016)

Revised October 2016

(To be reviewed at least annually in line with National, Local and LSCB Procedures and Legislation)

This policy applies to all teaching, non-teaching, contract and volunteer staff – safeguarding is the responsibility of ALL.

The DfE updated ‘Keeping children safe in education’ (July 2016). This policy should be read alongside this document. This document replaces ‘Keeping Children Safe in Education (2015)’.

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. They must also maintain public trust in the teaching profession as part of their professional duties.

This policy should be read in conjunction with these school policies:

- Behaviour
- Health and Safety
- Relationships and Sex Education
- Attendance
- Equality
- eSafety
- Whistleblowing
- Staff Code of Conduct
- Complaints (including Dealing with Allegations Against Staff)
- Preventing Radicalisation and Extremism
- Supporting Pupils with Medical Needs
- The school’s British Values Statement

Designated Safeguarding Lead at St Gabriel’s Primary School: Sue McMahon (Headteacher)

Deputy Designated Safeguarding Lead at St Gabriel’s Primary School: Rebecca Anson (Deputy Headteacher)

Lead Safeguarding Governor: Valerie Michelet

Chair of Governors: Michael Beckett

1. PURPOSE

The Safeguarding and Child Protection Policy provides clear direction to staff and others about expected behaviour in dealing with Child Protection issues. The policy also makes explicit the commitment to the development of good practice and sound internal procedures. This ensures that Child Protection concerns and referrals may be handled sensitively, professionally; staff should always act in the best interests of the child.

Safeguarding and promoting the welfare of children is defined by the DfE (KCSiE, 2016) as “protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes”.

2. OBJECTIVES

In order to protect and safeguard children at St Gabriel’s, there is an emphasis on:

- Prevention through a positive an open atmosphere, teaching and pastoral support to pupils.
- Protection through following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns.
- Support for children who may have be abused.

School Aims

As a Church of England Primary School, we strive to:

- Create a happy, safe and stimulating working environment which encourages children to develop and fulfil their potential.
- Encourage excitement and awareness of the world.
- Provide equal opportunities for all children, continually responding to individual needs.
- Help children acquire, through a broad and varied curriculum, the appropriate reading,

writing and mathematical skills to equip them for secondary school and a wider world.

- Foster and encourage children's beliefs and to create a culture of understanding and respect of other all faiths.
- Encourage children to develop an awareness of self and a sensitivity to the needs of others.
- Encourage every child to think creatively, to be enthused about learning and to have high aspirations.
- Teach an inclusive and creative curriculum with high expectations for all children, regardless of their background, gender, ethnicity or circumstances.

3. ORGANISATION

All adults working with, or on behalf of, children have a responsibility to safeguard and promote the welfare of children. There are, however, key individuals who have specific responsibilities under Child Protection procedures:

The role of the Local Authority (LA) Child Protection Service is to:

- Be responsible for investigating and taking appropriate action, including reporting back to the school when referrals are made due to concerns regarding Child Protection.

The role of the Governing Body (including the Safeguarding Governor) is to:

- Be familiar with the Safeguarding and Child Protection Policy and the Staff Code of Conduct.
- Ensure that Safer Recruitment procedures are followed when recruiting new members of staff and that the school has sufficient senior staff trained in Safer Recruitment.
- Ensure staff are have read and understand the Safeguarding and Child Protection Policy and the Staff Code of Conduct and 'Keeping children safe in education' (DfE, 2016)

The role of the Headteacher is to:

- Follow guidance and updates from the DfE and London Safeguarding Children Board.
- Create an ethos of trust – listen to staff concerns (about pupils, staff, parents).
- Ensure the school holds and maintains a Single Central Record of vetting checks that comply with statutory safeguarding requirements and that this is checked termly by the Chair of Governors.
- Consider how children are taught about safeguarding by using the curriculum to facilitate this (in particular eSafety, PHSE and the school's British Values Statement)
- Be responsible for the leadership and management of safeguarding policies and procedures.
- Ensure staff have read and understand the Safeguarding and Child Protection Policy and the Staff Code of Conduct (which includes staff/pupil relationships and communications, including the use of social media).
- Ensure that all new staff, including supply staff and volunteers, receive induction training so that they are familiar with this policy and 'Keeping children safe in education' (DfE,2016)
- Ensure that parents and carers are informed about the school's duties and responsibilities regarding Safeguarding and Child Protection by ensuring that the school website is kept up to date.
- Ensure that procedures are followed for ensuring visitors to the school are suitable, checked and monitored (including external speakers at school assemblies).
- Ensure that safer recruitment procedures are followed when recruiting new staff and volunteers and visitors are appropriately supervised, particularly if they do not have DBS checks.
- Ensure that procedures are followed to make a referral to the DBS if a person has been dismissed or removed due to safeguarding concerns, or would have been if they had not resigned.

The role of the Designated Safeguarding Lead is to:

- Ensure that the Safeguarding and Child Protection Policy and procedures are embedded in the school.

- Lead or organise Safeguarding and Child Protection training.
 - Receive referrals, and liaise both internally with leaders and externally with agencies in regard to Child Protection.
 - Record concerns and reports from members of staff.
 - Record any concerns from staff which concerns result in a referral and the outcome of that referral.
 - Attend Case Conferences, Core Group Meetings, TAF Meetings and other multi-agency professional meetings regarding the welfare of a pupil at school.
 - Refer cases to the Channel programme where there is a radicalisation concern as required (and support staff who make referrals).
 - Report anonymous information and statistics to the Governing Body.
 - Keep copies of Child Protection Records locked and confidential.
 - Keep copies of Child Protection Records in school for the required amount of time, even when a pupil has left the school.
 - Send copies of Child Protection Records onto new schools when a pupil moves settings (and record that these records have been received).
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- Respond appropriately where a child has gone missing in education, especially where this happens repeatedly.
 - Ensure that an up to date list of new arrivals and pupils leaving the school is maintained via the school information management system.
 - Refer cases where a person is dismissed or left due to risk/harm to a child to the DBS.
 - Refer cases where a crime may have been committed to the Police as required.
 - Act as a source of support, advice and expertise for staff.

The role of the Deputy Designated Safeguarding Lead is to:

- Ensure continuity of the procedures in the absence of the DSL.

The role of the Designated Teacher for Looked After Children (CLA) is to:

(The Designated Teacher (DT) is Sue McMahon

- Promote the educational achievement of children who are looked after (CLA).

- Ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe.

The role of all members of staff is to:

- Identify and report concerns, possible or actual instances of abuse to the DSL or Deputy (using the Concern Form, Appendix 2).
- Not promise confidentiality and always act in the interests of the child.
- Deliver the curriculum to support the safeguarding of children.
- Ensure that the child's voice is heard and that all children are able to express their views and give feedback.
- Contact Children's Services directly in exceptional or emergency situations.
- Not offer any private tuition to any pupil on roll at St Gabriel's School.
- Be aware of appropriate staff/pupil relationships and communications at all times - staff should not use social media to communicate with pupils.

Consideration and support will be provided for staff where appropriate, so that personal or professional difficulties do not get in the way of protecting children.

Staff are advised to avoid situations where allegations may be made against them and are advised against working one-to-one with students. Where this is unavoidable, it is advised that they work in view of another member of staff. Staff should follow the advice in appendix 4 to safeguard (and in the Staff Handbook).

Support will be given to staff witnessing or involved with CP issues. The school is linked to an

Employee Assistance Programme – Worklife Support, 08000 856 148 for free, confidential support, information and advice. This should not take the place of reporting concerns or disclosures to the DSL.

PROCEDURES TO FOLLOW IF A CHILD MAKES A DISCLOSURE:

It is vital that staff never guarantee confidentiality to a child as other people may need to be informed and involved. If a child asks a member of staff to keep a secret, the child should be informed sensitively that this cannot be guaranteed. Staff should follow these guidelines if they receive a disclosure:

- Allow the child to tell you what they want to say in their own time.
- Don't interrupt unless you need clarification.
- Don't lead or prompt the child's disclosure.
- Reassure the child about what you will do next.
- Do not promise confidentiality.
- Write your concerns down as soon as you can (using the Concern Form where possible).
- Report your concerns to the DSL urgently.

PROCEDURES TO FOLLOW IF A MEMBER OF STAFF IS CONCERNED ABOUT THE WELFARE OR SAFETY OF A CHILD:

- Record the concern using the Concern Form.
- Pass the Concern Form onto the DSL or Deputy.
- The concern should record precisely what the child has said. No interpretations should be made about the concern.

WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT ANOTHER MEMBER OF STAFF

If staff members have concerns about another staff member, then this should be referred to the headteacher. Where there are concerns about the headteacher, this should be referred to the Chair of Governors.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime; these concerns will be taken seriously by the headteacher. Staff members are all shown the Whistleblowing Policy as part of the induction process, but where a staff member feels unable to raise an issue with the headteacher or Chair of Governors, or feels that their genuine concerns are not being addressed, other whistleblowing channels are available:

- DfE – Advice on Whistleblowing
- NSPCC Whistleblowing Helpline – 0800 028 0285 help@nspcc.org.uk

PEER ON PEER ABUSE

Staff should recognise that children are capable of abusing their peers and we follow procedures to minimise this. Peer on peer abuse is most likely to include, but not limited to: bullying (including cyber bullying), gender based

violence/sexual assaults and sexting. Abuse should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. The school Mission Statement, ethos and Behaviour Policy ensures that the possibilities of peer on peer abuse are minimised and staff are appropriately trained to identify abuse against other children. Staff who have concerns about peer on peer abuse should speak to the DSL. The DSL will ensure that the allegations of abuse are investigated. If an allegation of abuse is confirmed, appropriate support is given to the victim/s.

PROFESSIONAL CONFIDENTIALITY

Individual Safeguarding and Child Protection Concerns are confidential. All Child Protection documentation involving individual pupils are kept in a locked cabinet or password protected digital file. Only members of staff who need to be informed are informed of such concerns (following the LDBS ‘Sharing Information’ procedures). The child’s class teacher will be given ‘need to know’ information and not necessarily all details linked to the case. In some circumstances, it may be necessary to inform other members of staff about some aspects of an open case.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them; this has been recognised in principle by the courts. Any disclosure of personal information to others (including to social service departments) must always have regard to both common and statute law. In some circumstances, obtaining consent may not be possible or in the best interest of the child. The law permits the disclosure of confidential information necessary to safeguard a child.

The Local Safeguarding Children Board must be informed of any allegation made against a member of staff.

SUPPORTING PUPILS AT RISK

School may be the only stable, secure, and predictable element in the lives of children at risk. Their behaviour may be challenging and defiant and there may even be moves to consider suspension or exclusion. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

We will endeavour to support pupils through:

- The curriculum, to encourage self-esteem and self-motivation.
- Robust online and eSafety policies and guidance.
- The school culture and ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Opportunities for pupils to share concerns.
- The implementation of clear and consistent behaviour strategies.
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays.
- Regular liaison with other professionals and agencies that support the pupils and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- The development and support of responsive and knowledgeable staff trained to respond appropriately in Child Protection situations.

We recognise that, statistically, children with behavioural difficulties, special educational needs and disabilities are most vulnerable to abuse. School staff who work in any capacity with children with profound and multiple disabilities, sensory impairment, and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, or mental health issues, children may also be vulnerable and in need of support or protection. Pupils at risk from radicalisation will be supported as detailed in our Radicalisation and Extremism Policy.

Early Help

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment.

All staff should be aware of the early help process. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

Children Missing Education

The school has stringent procedures outlined in the Attendance Policy to address the circumstances where a child is missing from education (including pupils in Early Years).

SPECIFIC SAFEGUARDING ISSUES

All staff should have an awareness of safeguarding issues – some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. Staff should also be aware that safeguarding issues can manifest themselves via peer on peer abuse.

Regular updates on specific safeguarding issues will be shared with staff in safeguarding training, but, staff can also find up to date guidance and practical support on specific safeguarding issues such as: bullying (including cyberbullying); child missing from home or care; domestic violence; drugs; fabricated or induced illness; faith abuse; gangs and youth violence; gender-based violence/violence against women and girls (VAWG); hate; mental health; missing children and adults strategy; private fostering; relationship abuse; sexting and trafficking on GOV.UK website.

There are some signs often associated with particular types of child abuse and neglect: physical abuse, neglect, sexual abuse, and emotional abuse. Further information about these categories can be found in Appendix 1.

Child sexual exploitation (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. So-called 'honour based' violence So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called

HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies,

and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

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. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory

reporting duty applies. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate.

There are a number of factors in addition to a girl's or woman's community, country of origin and family history that could indicate she is at risk of being subjected to FGM. Potential risk factors may include, but are not limited to:

- a female child is born to a woman who has undergone FGM
- a woman/family believe FGM is integral to cultural or religious identity
- a girl confides to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
- girl talks about a long holiday to her country of origin or another country where the practice is prevalent
- parents state that they or a relative will take the girl out of the country for a prolonged period;
- a parent or family member expresses concern that FGM may be carried out on the girl
- a family is not engaging with professionals (health, education or other);
- a girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- a girl talks about FGM in conversation, for example, a girl may tell other children about it (it is important to take into account the context of the discussion)
- a girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent
- sections are missing from a girl's Red book

(Further information can be found on:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Preventing radicalisation and extremism

The Counter-Terrorism and Security Act 2015 “places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers to have due regard to the need to prevent people from being drawn into terrorism (the ‘Prevent duty’)”.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism. Schools are listed in the Act as partners of the panels.

We will ensure, in line with the Prevent Duty, that members of staff and members of the Governing Body receive training in Prevent.

The school Preventing Radicalisation and Extremism Policy contains more details about the school’s role with Prevent, which includes potential risk factors and possible signs of engagement with extremist ideology.

SAFEGUARDING IN THE EARLY YEARS

As an early years provider delivering the Early Years Foundation Stage, the school aims to meet the specific Safeguarding and Child Protection duties set out in the Childcare Act and related statutory guidance.

The school will ensure that children taught in Reception class are able to learn and develop and are kept safe and healthy so that they are ready for school. The school will provide a safe, secure learning environment that safeguards and

promotes their welfare and takes appropriate action when there are Child Protection concerns.

Notifications will be made to Ofsted by the DSL under the guidance of the LADO in the event of an allegation of serious harm or abuse by a person working in the early years setting.

The Early Year setting at St Gabriel's will follow school procedures set out in this policy. In addition, the school has the following Child Protection procedures and expectations specific to

Early Years:

- Parents and carers are asked to switch off mobile phones if they are coming into the early years setting and leave the setting if they need to use their mobile.
- Parents are prohibited from taking any photographs of children in the early years setting.

The only exception would be in the event of a Family Assembly where a briefing would be given by the Headteacher or Deputy Headteacher about the appropriate use of photographs.

- Staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum, and they should use only school equipment for this purpose.
- Staff must only use mobile phones during breaks in the staff room and not whilst children are present, unless in an emergency situation.
- School cameras should be used for all recording/photographing purposes both in and out of school. These images should only be printed out at school and staff should not under any circumstances take photos or images of children home.
- The use of personal mobile phones and camera by staff to take photos of children both in and out of school is not permitted.

All safeguarding policies apply equally to children in Early Years settings so far as they are relevant to that age group.

SAFER RECRUITMENT

The Governing Body follows Safer Recruitment guidelines to create a culture of safe recruitment to help deter, reject or identify people who might abuse children (appendix 6).

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the DSL or Deputy. In exceptional circumstances, such as an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care (and then should report this to the DSL as soon as possible).

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Staff working with children are advised to maintain an attitude of "it could happen here" (KCSiE, 2016)

APPENDIX 1

RECOGNISING ABUSE

(From KCSiE (DfE, 2016), LDBS guidance & Child Welfare Information Gateway)

The following information may signal the presence of child abuse. The lists are not exhaustive and staff should seek advice if they have any concerns about the safety or welfare of a child.

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or an institutional or community setting by those known to them or, more rarely, by others (eg, via the internet). They may be abused by an adult or adults or another child or children.

Criteria for Registration and Categories of Abuse

All children have certain basic needs, which include:

- Physical care and protection

- Affection and approval
- Stimulation and approval
- Discipline and control that is consistent and appropriate to age
- The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age appropriate.

Individual cases must always be treated on their own merits however in general terms the following definition should provide the bases for action under these guidelines: “A child is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission”.

The Child may:

- Show sudden changes in behaviour or school performance
- Not have received help for physical or medical problems brought to the parents’ attention
- Have learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes
- Be always watchful, as though preparing for something bad to happen
- Lack adult supervision
- Be overly compliant, passive, or withdrawn
- Come to school or other activities early, stays late, and does not want to go home

The Parent may:

- Show little concern for the child
- Deny the existence of, or blames the child for, the child’s problems in school or at home
- Ask teachers or other caregivers to use harsh physical discipline if the child misbehaves
- See the child as entirely bad, worthless, or burdensome
- Demand a level of physical or academic performance the child cannot achieve
- Look primarily to the child for care, attention, and satisfaction of emotional needs

The Parent and Child may:

- Rarely touch or look at each other
- Consider their relationship entirely negative
- State that they do not like each other

Signs of Physical abuse

Physical Abuse: A form of abuse which 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 fabricates the symptoms of, or deliberately induces, illness in a child.

Consider the possibility of physical abuse when the child:

- Has unexplained burns, bites, bruises, broken bones, or black eyes
- Has fading bruises or other marks noticeable after an absence from school
- Seems frightened of the parents and protests or cries when it is time to go home
- Shrinks at the approach of adults
- Reports injury by a parent or another adult caregiver

Consider the possibility of physical abuse when the parent or other adult caregiver:

- Offers conflicting, unconvincing, or no explanation for the child's injury
- Describes the child as "evil," or in some other very negative way
- Uses harsh physical discipline with the child
- Has a history of abuse as a child

Signs of Neglect

Neglect: 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate

caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Consider the possibility of neglect when the child:

- Is frequently absent from school
- Begs or steals food or money
- Lacks needed medical or dental care, immunisations or glasses
- Is consistently dirty and has severe body odour
- Lacks sufficient clothing for the weather
- Abuses alcohol or other drugs
- States that there is no one at home to provide care

Consider the possibility of neglect when the parent or other adult caregiver:

- Appears to be indifferent to the child
- Seems apathetic or depressed
- Behaves irrationally or in a bizarre manner
- Is abusing alcohol or other drugs

Signs of Sexual abuse

Sexual Abuse: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Consider the possibility of sexual abuse when the child:

- Has difficulty walking or sitting
- Suddenly refuses to change for gym or to participate in physical activities
- Reports nightmares or bedwetting
- Experiences a sudden change in appetite

- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behaviour
- Becomes pregnant or contracts a venereal disease, particularly if under age 14
- Runs away
- Reports sexual abuse by a parent or another adult caregiver

Consider the possibility of sexual abuse when the parent or other adult caregiver:

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex
- Is secretive and isolated
- Is jealous or controlling with family members

Signs of Emotional Abuse

Emotional Abuse: The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or, preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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 maltreatment of a child, although it may occur alone.

Consider the possibility of emotional abuse when the child:

- Shows extremes in behaviour, such as overly compliant or demanding behaviour, extreme passivity, or aggression

- Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)
- Is delayed in physical or emotional development
- Has attempted suicide
- Reports a lack of attachment to the parent

Consider the possibility of emotional maltreatment when the parent or other Adult care-giver:

- Constantly blames, belittles, or berates the child
- Is unconcerned about the child and refuses to consider offers of help for the child's problems
- Overtly rejects the child

Specific safeguarding issues (KCSiE, 2016)

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child missing from education – and see page 13
- child missing from home or care
- child sexual exploitation (CSE) – and see page 14
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and see page 14
- forced marriage
- gangs and youth violence

- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation – and see page 15
- sexting
- teenage relationship abuse
- trafficking

APPENDIX 2

St Gabriel's School Recording Low Level Concerns

A concern is when the care of a child is less than may be expected from a reasonable parent, or when a child's behaviour indicates they may not be receiving an adequate level of care but this does not amount to an allegation disclosure or child abuse concern

Childs' first name	Surname/s:	DOB
Parent's first name	Surname/s	
Are there any other children in the family? If yes, please give details		
Address		
Nature of concern or incident		
Where it took place		
Who saw and reported it?		
Who else informed	Further action	
Date form passes to CP Designated Officer:		
Name of person making report:	Position/Agency	
Date:	Signed	
Received by CP Designated Officer: Signed	Further action	

- Please pass this form directly to Sue McMahon (or Rebecca Anson in Sue's absence).
- Do not save your information electronically.
- Do not discuss this information with anybody else.

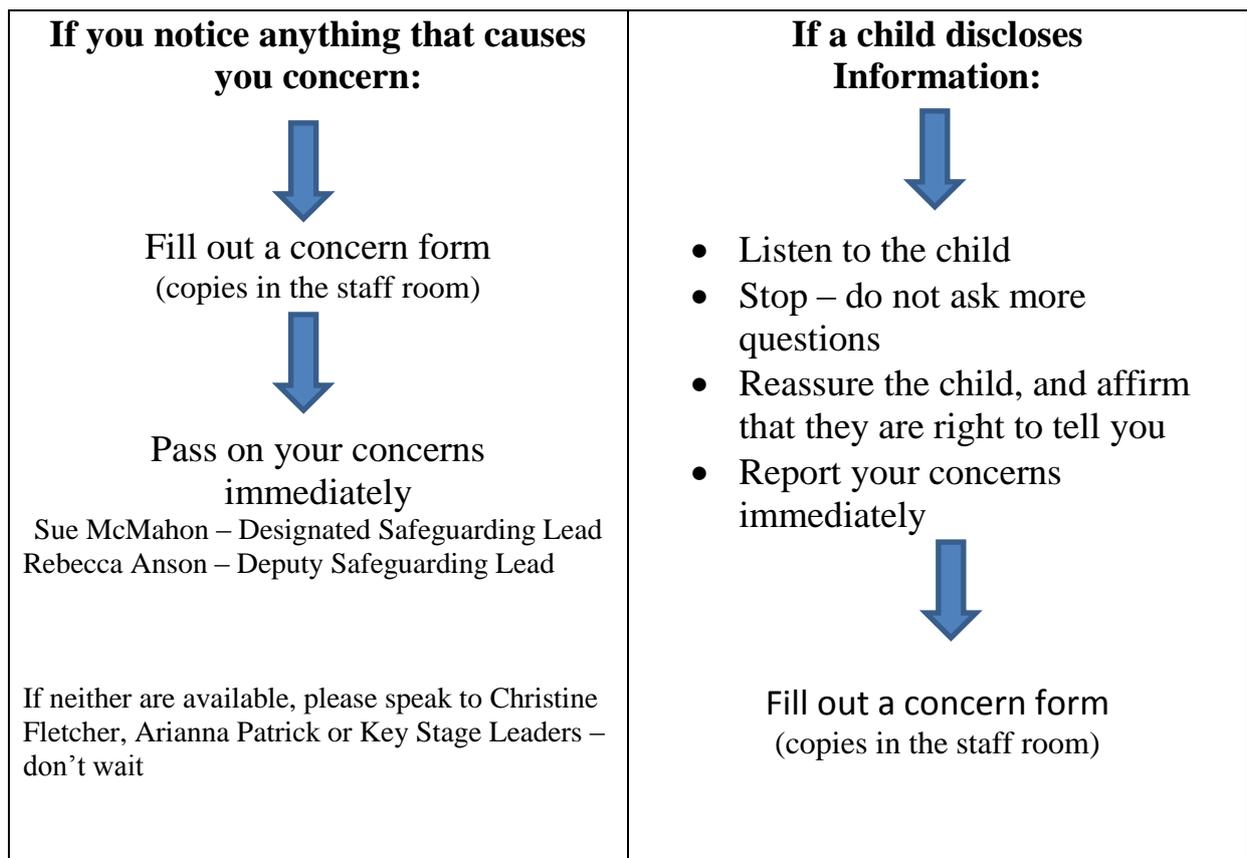
APPENDIX 3

What to do if you are concerned about the welfare of a child poster (to be displayed in staff/visitor areas of the school)

Appendix 3

What to do if you are concerned about the welfare of a child poster (to be displayed in staff/visitor areas of the school)

Are you worried about the welfare of a child?



Keep the information **confidential** – do not discuss with anyone else.

If in doubt, ask for advice

APPENDIX 4

SAFEGUARDING INFORMATION FOR STAFF

This set of guidelines is included in the Staff Code of Conduct. It is important for staff to be mindful at all times of their behaviour in relationship to individual/small groups of pupils and of the potential risk of an allegation. Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against them.

- Whenever possible try not to be alone in a room with a pupil, regardless of gender. If you are on your own with a pupil, leave the door open and inform a colleague if possible. Always keep an appropriate distance between you and the pupil.
- Do not engage in conversations about your personal life with pupils.
- Keep boundaries very clear between you and pupils, particularly if the conversation involves relationships, emotions, and sexual content.
- Do not exchange mobile phone numbers with students. Do not have your mobile phone out when working with an individual pupil.
- Do not accept students as ‘friends’ on social media (including Facebook and Twitter). If a pupil contacts you via social media, this must be reported to the DSL.
- If a pupil wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe a pupil about their personal life unless they approach you.
- Do not offer private tuition (including outside of school hours) to any pupil on roll at the school.
- Be aware of pupils forming attachments to you as a teacher and keep your distance if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings.
- Be aware of conversations that you have with pupils and the need to avoid sexual innuendo at all times. Older pupils are particularly conscious of staff making sexual inferences and this can place you in a very vulnerable position.

Please discuss with the Designated Safeguarding Lead if at any time you are concerned about a situation and wish to seek advice.

APPENDIX 5

An example of information given to parents to explain the school's legal duty to refer

The school has a legal duty to make every effort to keep children safe. If school staff members have a worry or are told information which should be passed on, we have a legal duty to tell social services.

- schools report;
- social services investigate.

If we have a concern about a child we will usually try to tell the parent before contacting social services. In some situations, though, we will not be able to do so. When parents receive a call from the school or social services we understand that it can be a very emotional time. Parents should try not to panic but work together with the different agencies. This helps situations to be sorted out quickly and for families to receive the help that they need.

Staff are only told about referrals on a “need to know” basis so information is dealt with in a professional and confidential way. There will be no gossip.

We always want to keep continued good relationships, even during difficult times in the best interests of pupils at school.

APPENDIX 6

Safer Recruitment Guidelines

All staff and volunteers working with children in our school will be recruited safely:

Preparation

- We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role.
- We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.

Advertising

- We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants.
- The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment.
- The advertisement will state that the post is subject to an enhanced Disclosure Barring Service check.

Applications

- We will ensure that our application form (LDBS) enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions.
- We will scrutinise all completed application forms as part of the shortlisting process to ensure employment history is clear.
- We will not accept CVs.

References

- We will not accept open references or testimonials.
- We will ask for the names of at least two referees.

- We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children.
- We will follow up any vague or ambiguous statements.
- We will verify previous employment history.
- Appropriate checks are applied to staff and volunteers who come to work at St Gabriel's School
- For statutory disclosure checks we will ensure sensitive and confidential use of the applicant's disclosure.
- Appropriate Risk Assessments are carried out where necessary

Interviews

- We will always conduct a face to face interview even when there is only one candidate.
- Our interview panel will always contain at least one member trained in safer recruitment practice.
- Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.
- All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work.

Appointments

- Our offer of appointment will be conditional on all requested checks having been returned as satisfactory.
- We will follow the guidelines for pre-appointment checks prior to appointment (KCSiE, 2016)
- We will refer to the DBS any person whose checks reveal that they have sought work when barred from working with children.

Induction

- We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

Continuing Professional Development

- We will ensure that all staff receives regular training in Child Protection and Safeguarding.

Supervision

- We will always supervise staff and act on any concerns that relate to the safeguarding of children.

Allegations

- We will always follow our locally agreed procedures for the management of allegations against staff

Dismissal

- We will always refer to the DBS any member of staff who is dismissed because of misconduct relating to a child.