

St. John Vianney School & Children's Centre

Safeguarding Children

- a Statement of Policy -

'The thief comes only to steal and kill and destroy.
I have come so that they may have life and have it to the full.'
(John 10:10)

In the light of Victoria Climbié, Lauren Wright and Peter Connolly, and sadly the ever extending list of cases, and the subsequent inquiries and reviews, the resulting legislation makes it the responsibility of all agencies to work together to safeguard children. It is only if we all accept our responsibilities for safeguarding children and regard their welfare as paramount, that we will be able to avoid such cases from ever happening in the future.

This policy is in line with and accompanies the *Tees Child Protection Procedures*, adopted by Hartlepool Local Safeguarding Children's Board both of which apply to all the services provided by the governors of St. John Vianney School & Children's Centre, which includes the care and education of children from birth to 11+, from 7.30 a.m. to 6 p.m. for 50 weeks of the year. Where extended services or activities are provided separately by another body through our children's centre, the governing body will seek assurance that the organisation concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with management on these matters where appropriate.

Legal Requirements

Section 175 of the Education Act 2002 states:

A local authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children

The governing body of a maintained school shall make arrangements for ensuring that functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school

An authority or body ...shall have regard to any guidance given from time to time by the Secretary of State

Definitions

- *Child means a person under the age of eighteen*
- *Maintained school means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school*
- *Welfare is defined as health happiness prosperity and well being of a person.*

Approach to Safeguarding Children

At St. John Vianney School & Children's Centre, we fully recognise our responsibility to have arrangements for safeguarding and promoting the welfare of children. There are four main elements to our approach:

- **Prevention** through the support offered to all children and the creation and maintenance of a protective ethos;
- **Procedures** for identifying and reporting cases, or suspected cases, of abuse, vulnerability or threat;
- **Support to children** who may have been abused or feel threatened in any way;
- **Preventing unsuitable people working with children.**

Our policy applies to all staff and volunteers working within the organisation.

Aims of Safeguarding Children

By virtue of our day-to-day contact with children in our setting, the staff of St. John Vianney School & Children's Centre aim to safeguard children by having regard to their demeanour, being prepared to listen, being aware of the signs and symptoms of abuse or vulnerability and to offer support to children in need. Thus we are committed to:

- Ensuring all members of staff are recruited safely, and are aware of Child Protection issues and how to respond to concerns;
- Encouraging and supporting parents and carers to work in partnership with us;
- Ensuring all members of staff feel supported when involved in Child Protection issues;

By which we hope that pupils enjoy a secure and safe learning environment, and have the confidence to disclose any concerns.

Experiencing Safeguarding Children

Safer recruitment

The governors of St. John Vianney School & Children's Centre, take their responsibilities for safer recruitment seriously, thus when seeking to appoint to a post, they:

- include the following safeguarding statement in all job advertisements:
St. John Vianney School & Children's Centre is committed to the safeguarding of all children and rigorous child protection procedures are in place to which all staff must adhere, including DBS enhanced disclosure.
- use a standard application form for all candidates;
- include at least one person on the selection panel who has completed the safer recruitment training;
- include a question, in the formal interview, to elicit the attitude of candidates towards safeguarding children;
- ensure any inconsistencies, anomalies in the application form, especially gaps in employment are clarified;
- make the offer of employment, conditional on the following:
 - confidential references, on standard forms, confirming through clear answers the capability and suitability of the candidate to work with children;
 - complete employment check, to ensure the candidates suitability to work with children;
 - checks of identity, qualification, suitability to work with children and disclosure & barring services checks (DBS) being satisfactorily completed including disqualification by association.

Recruitment continues with a formal induction into the school, which includes:

- the job description and expectations of the role;
- our Code of Conduct and expectations of behaviour with children, and their families and with staff and colleagues;
- the key policies of the school, including safeguarding (this policy), health & safety which includes accidents and emergencies, learning which includes assessment and reporting, performance management;
- key members of staff, including team leaders and other senior leaders, the immediate team, designated professionals, administrative and premise staff;
- Staff File, with particular regard to the annual annex and schedules (green pages) outlining dates and priorities for the academic year;
- annual aim and intentions;
- for a class teacher, a pupil progress meeting, to indicate the performance and needs of the children in the class;
- for a learning and care practitioner, an introduction to the development targets and needs of child(ren) for whom responsible;
- for administrative and premises staff, an outline of the internal duties and external demands;
- for senior leaders, an outline of their team, their initial action plan and performance management conversation;

Recruitment ends with the acceptance of a contract, which includes a period of probation, usually of 6 months duration.

Security

While the governors of St. John Vianney School & Children's Centre acknowledge that it is impossible to guarantee the absolute safety and security of everyone at our setting, it is important to minimise risks and maintain control measures in accordance with our Statement of Policy: Health & Safety. Additionally, we adhere to the *primary schools visitors protocol* with regard to checking identity and compliance with DBS checks if appropriate. (Annex 1) Notices explaining these requirements are displayed at entrances to the building. (Annex 2) Infrequent visitors are helped with our *Welcome card* (Annex 3a) which includes a section on safeguarding. There is also a *Briefing for temporary or supply staff and occasional volunteers* (Annex 3b) which gives more detail with regard to safeguarding and child protection procedures.

Maintaining a protective ethos

Children often regard 'school' as a very safe place, and, at St. John Vianney School & Children's Centre we encourage everyone to help towards realising this vision. Children are best safeguarded in a climate of mutual respect, where there is time for everyone to listen to children whenever and whatever they want to share. At St. John Vianney School & Children's Centre time is built into the day so that opportunities naturally arise when children may feel better able to share difficult issues. Children are able to filter into the setting before the formal start times, they can stay-back at breaks and at the end of the day. If they prefer, during lunch or break times, they can discreetly find other members of staff if they want guidance or someone with whom to talk. Through 'key worker' arrangements and their 'family at school' children have access to another adult and circle of friends, including a hoofy - head of our family - providing the opportunity for informal peer-support. All practitioners recognise their important role in the lives of the children in their care and will always listen with care and seek to follow-up on a conversation if a child seems to not have shared all they intend.

Attendance

Accepting that St. John Vianney School & Children's Centre strives to be a safe place for everyone, it is important that children learn to and expect to attend every day. Due to the statutory nature of attendance in school we worry if a child is absent from any of our provision,

therefore we expect parents to inform school immediately to explain unexpected absences. If no such contact is made, then we endeavour to make first contact (Annex 4a) to establish the whereabouts of the child. This partnership between 'home and school' is essential for maintaining complete and accurate records of attendance, which go some way to indicating the wellbeing of a child. (Annex 4: Attendance protocol) At the end of the day, if a child is left at our setting we implement our *child left in setting* protocol (Annex 4d). In the early years where attendance is not statutory, we follow-up in a similar way unexpected absences where parents have contracted or booked sessions for their child and without notice the child does not attend.

Looked-after children

Children in the care of the local authority, often known as 'looked-after children' have access to the same level of general care and support in our protective climate. Additionally, they are added to our special educational needs & disabilities (SEND) register and safeguarding children register, so that their progress socially, emotionally and academically is monitored very closely. Looked-after children are educationally one of the most vulnerable groups when considering outcomes achieved and we adhere to local authority procedures including contributing to the child's *personal education plan (PEP)* and we seek support from the local authority officer to ensure their care and progress is appropriate. (Appendix A: Looked-after child policy)

Child in need or subject to a protection plan

These distinct categories of intervention to safeguard children are the province of the social care professionals. In the case of Child in Need, the intervention is at the request of a parent, while a protection plan results from referral and assessment and is agreed at a multi-agency Child Protection Conference. At St. John Vianney School & Children's Centre, one of the designated professionals will coordinate the support given to a child having this level of intervention. They will inform and update all staff who need to know and will attend or ensure the right member of staff attends Child in Need Reviews, Core Meetings or Child Protection Conferences. In our setting a child receiving such intervention is also added to our SEND register, to ensure their progress both socially and academically is monitored closely and periodically reviewed. A mentor is assigned to a child, if appropriate, to offer another means of pastoral support.

Vulnerable Children

At St. John Vianney School & Children's Centre, children can be identified as 'vulnerable' for many reasons. This term is used simply to signify that we give more attention to the wellbeing of such children and can trigger preventative action so children and their families may avoid future social care intervention. The vulnerability of some children is obvious, such as those with learning difficulties or disabilities, looked-after children or children in need or subject to a protection plan. For others, identification is more difficult, such as children suffering the effects of poverty, where free school meals entitlement and pupil premium may give an indication but by no means identifies all, or 'young carers' who often try to keep the demands of their family commitments hidden from any authority figure. This analysis is undertaken termly, which enables a growing picture of each child's circumstances to be considered. Recognising the need for discretion and confidentiality, the *early help assessment (EHS)* is often the best way to support such children. Again a mentor is assigned to a child, if appropriate, to offer another means of pastoral support.

Bullying

While we define bullying as the intentional, repetitive or persistent hurting of one person by another person, where the relationship involves an imbalance of power (Good Behaviour Policy), our concern here relates to the protection of children from harm caused by bullying in any of its forms, namely physical, verbal, racial homophobic, transgender be it direct (face to face) or indirect (rumour spreading, exclusion, sending of text messages or emails). St. John Vianney School & Children's Centre, by openly naming the threat that bullying poses both in the 'real' and

'virtual' worlds, we hope to limit its impact. We devote time in our curriculum and enhancement activities, such as Family at School days and Safer Internet Day, to raise awareness and identify available support. Together we suggest strategies to follow that help our children defend themselves and others.

Private Fostering

If staff at St. John Vianney School & Children's Centre become aware that a child is being privately fostered (Annex 5), that is, being cared for and accommodated by someone other than:

- a parent;
- a person who is not the parent but who has parental responsibility; or,
- a relative, in the direct maternal or paternal line;

for a period intended to last or total more than 28 days, then, they will ensure that the parents and carers, and any other person directly involved in arranging the placement, have notified the Local Authority. Otherwise, St. John Vianney School & Children's Centre will make such notification, so that the Local Authority can undertake its legal duty to make sure that

- a child in private foster care is safe and well cared for;
- the arrangement is a suitable one; and,
- advice is provided to private foster carers.

Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism (Extremism is defined as the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in the definition are calls for the death of members of our armed forces, whether in this country or overseas.) The Prevent Duty summarises the requirement on schools in terms of four general themes: assessing the risk of children being drawn into terrorism; working in partnership with HLSCB and where necessary referring children to 'Channel'; Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas; and, IT policies should ensure that suitable filtering is in place and pupils are taught about keeping safe online. (For further advice see: The Prevent Duty; Departmental advice for schools and childcare providers)

Supporting parents

Maintaining open and trusting relationships with parents and carers helps to safeguard children. In such an atmosphere, it is more likely that concerns from either parents or practitioners will be shared and resolved quickly. When sharing difficult messages this relationship can be strained, but if established early and maintained consistently, a positive outcome is more likely. At St. John Vianney School & Children's Centre, all practitioners devote time to contact with parents and carers. There are also identified members of staff with specific responsibilities for home/setting liaison and parent support is coordinated by an assistant headteacher.

Supporting staff

Recognising the sensitive nature of all aspects of involvement in child protection cases and the emotional and personal upset and stress that can accompany this aspect of a practitioners work, all members of staff can seek advice and support with regard to safeguarding children, without identifying a person, not only from their immediate team leader, but also from the designated professional, head teacher and other members of staff, who from time to time may be designated to cover this role especially with regard to extended services during school holidays. Updates and training are provided to all staff termly through meetings with designated professionals. There is also access to support from the lead officer for safeguarding children within the Children's Services Department. Especially in difficult child protection cases, members of staff may need support comparable to 'supervision' of a social care practitioner, providing a time for a member of staff to talk through the case and its effects on them (Annex

6). Such support would generally be provided by the head teacher or, if appropriate, other designated officer. In the case of the head teacher, the designated safeguarding governor would provide this support.

Curriculum

At St. John Vianney School & Children's Centre the curriculum provides opportunities for children to learn how to 'be safe' including 'keeping safe on-line'. Children are introduced to concepts of personal danger, threat and abuse as well as risk and are provided with strategies to ensure and maintain their own safety. Often in such lessons and especially in education concerned with sex and relationships, the social norms of intimate behaviour are addressed either implicitly or explicitly, which can cause children to reassess their expectations of what is 'normal' behaviour. In all such lessons teachers and other members of staff are prepared for children to be confronted by their own negative experiences causing them emotional upset and/or the need to talk further about their concerns.

Keeping children safe on-line (including electronic devices and social media)

Recognising that the internet and virtual world it creates is, just like the real world, not entirely safe, we at St. John Vianney School & Children's Centre endeavor to prepare children for the risks they will encounter and encourage attitudes that will keep them safe on-line both in and beyond our curriculum. Children do not need to be using social media to fall into problems, popular online games also have a risk of grooming as the murder of Breck Bednar in 2014 illustrated. Indeed, not only grooming, but also bullying and harassment can follow a child into their own bedroom and be ever present in their own pocket. The reliance on ever more personal devices, makes it imperative to be self-reliant and yet open and honest about worries and concerns. Through our computing 'studies', we teach the principles of keeping yourself safe on-line and show children how to report concerns and respond to any sense of threat. Offenders can retrieve various pieces of information from the trail of data we all leave, which can be pieced together for good or ill. In a recent case, detectives said that the offender was able to open up a private line of communication with the victim whose contact details were publicly displayed. We, both children and adults are all migrants in this virtual world and need to learn both its language and its culture to feel 'at home'.

Photography

Photography, both still pictures and video, is used as a learning tool throughout the setting, whether as an aid to recording by a learner or for observation and assessment by a practitioner. Only cameras provided by the setting may be used for this purpose. All images are vetted by a second person before use or deletion and subsequently remain the property of St. John Vianney School & Children's Centre and are not shared with any other agency without the agreement of parents. Such sharing would only be to promote a positive image of the setting and our community. Permission is sought and for children whose parents do not wish their child's image to be publicised, we take special care to ensure they are not photographed by press or other parents and, as with any images for use in school, they are carefully secured.

Technology

Advances in modern technology have enhanced learning and can play a positive role in engaging and motivating children as well as improving their safety. Technology itself is not inherently dangerous or safe, it is the people who make use of it that need to safeguard children. In St. John Vianney School & Children's centre mobile telephones, digital cameras and other devices are used according to our protocol (Annex 7) to support the safety and learning of children. No **personal** devices are used when supervising children however mobile telephones provided by St. John Vianney School & Children's Centre are taken on all off-site activities to ensure that the group leader can make contact with emergency services, the setting or parents and carers. Staff may use personal mobile telephones only in the staff room while on their break. See also the e-safety guidance (Appendix B).

Female Genital Mutilation

Since girls under the age of 8 from specific countries are one of the 'at risk' groups for FGM or colloquially 'cutting', at St. John Vianney School & Children's Centre, staff are alert to the possibility of any such girl on role being at risk of FGM, or already having suffered FGM. Where staff have a concern regarding the potential for FGM to take place they follow the procedures of this policy to make a referral to protect the child from abuse. Where, through disclosure by the victim or visual evidence, staff become aware that FGM appears to have been carried out, then there is a mandatory duty to report this to the police. (Further information about warning signs can be found in the Multi-agency Practice Guidelines on the Tees Child Protection Procedures website.)

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. At St. John Vianney School & Children's Centre, any concerns that a child is being sexually exploited or that adults may be perpetrators of such exploitation is dealt with in the same way as sexual abuse of a child. If the concern relates to a member of staff then the code of conduct (Staff Handbook), whistle blowing (HR Policy Suite) and dealing with allegations of abuse against staff, volunteers & agency workers (Annex 17) protocols and procedures apply.

Confidentiality and information sharing

Staff will ensure the confidentiality protocol is maintained (Annex 8) and information is shared appropriately. Advice about confidentiality as it relates to safeguarding children, is available from the designated professional, head teacher or child protection officer in the Children's Services Department.

The designated professional or head teacher will disclose any information about a child to other members of staff on a need to know basis only. With regard to the sharing of information, all members of staff acknowledge that they

- have a professional responsibility to share information with other agencies in order to safeguard children following *the seven golden rules for information sharing*;
- cannot promise a child to keep secrets.

Child protection information is only transferred electronically using AnyComms, the secure transfer site used by Hartlepool LA:
<https://secureweb.hartlepool.gov.uk/anycommsplus/Login.aspx>

The multi-agency public protection arrangements (MAPPA) are in place for formal information sharing to support and strengthen the management of sex and violent offenders in the community. These ensure that the police and probation service inform the key relevant agencies of the presence of such offenders within the community in approved premises.

Structure of Safeguarding Children

PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

St. John Vianney School & Children's Centre will therefore:

- establish and maintain a caring and friendly environment where children belong, feel secure and are encouraged to talk, and are listened to;
- ensure children know that any and every member of staff (but particularly their Key Worker or Class Teacher, and, Adult in Family at School) can be approached if they are worried or in difficulty;
- encourage children, through the curriculum, to learn the skills they need to stay safe from abuse, respond to any threat or risk and to know to whom to turn for help;
- help children to develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

PROCEDURES

We follow the procedures set out generally in "Keeping children safe in education"(DfE 2016) and advice for practitioners provided by "What To Do If Your Worried A Child is Being Abused" (DfE 2015), and more particularly in the *Tees Child Protection Procedures*, that have been agreed by the Hartlepool & Stockton-on-Tees Safeguarding Children's Partnership.

If concerns about a child's safety or welfare arise in the setting, then the member of staff follows our procedure (Annex 19)

- the member of staff with the concerns must act to inform the designated officer (following the list of delegation)
 - make a referral, in the absence of any designated officer, if they judge the circumstances to be sufficiently serious (ie if the child is 'at risk of significant harm'), subsequently updating the designated officer;
- the designated officer makes a professional judgement as to whether the concern is a matter of safeguarding the welfare of children or not;
- the designated officer, then decides to: take no immediate action; seek more information; contact parents, carers or social workers responsible for the child; seek advice from the Children's Hub; make a referral to Early Help, using the Safer Referral Tool (Annex 19a)

St. John Vianney School & Children's Centre:

- recognises the importance of the role of the designated safeguarding lead and ensures this is a senior member of staff, who has undertaken appropriate training. [The training to be updated every two years.] There are arrangements for this role to be delegated through the four identified and appropriately trained designated members of staff. (Annex 9)
- follows the referral pathway through the children's hub contact: childrenshub@hartlepool.gov.uk; contact/referral is filtered by Children's Hub Officer and reviewed/prioritised by manager before seeking multi-agency information sharing and discussion to reach a decision, which is signed off by the manager resulting in: no further action; referral to another agency (beyond school); referral for early help assessment; referral for social work assessment; or, a strategy meeting.
- ensures that the designated member of staff takes advice from a member of the Safeguarding & Reviewing Unit in Children's Services, when managing complex cases;
- ensures every member of staff knows:
 - the name of the designated professional and their role, informing same of all safeguarding concerns;

- that they each have responsibility for referring child protection concerns using the proper channels and within the timescales set out in the *Tees Child Protection Procedures*;
 - that the *Tees Child Protection Procedures* can be accessed using the link: <http://www.teescpp.org.uk/>
- ensures that parents have an understanding of the statutory responsibility placed upon the organisation and staff for child protection by setting out our obligations in information booklets as follows:

Parents and Carers must be aware that this school has a statutory duty to safeguard and promote the welfare of all pupils. In cases where school staff are concerned about a pupil, staff will follow the Child Protection Procedures and inform Children's Services of their concern. This may involve further enquiries being made by Social Workers, including a home visit.

and in a shorter form in *Our Offer* as follows:

*As parents... trust the school to act in the best interests of your child. As a school... safeguard and promote the welfare of all pupils following the child protection procedures if concerns arise. As a child... value school as a **sanctuary**, where you are listened to and expect to be heard and where everyone acts for your good.*
- ensures for all staff: awareness raising training is provided from the point of their induction; in-house termly updates and awareness raising responds to national, local and setting priorities; and, multi-agency child protection training is updated every three years at a minimum (Annex 9a), so that they know:
 - their personal responsibilities;
 - the Local Safeguarding Children Board has adopted the *Tees Child Protection Procedures*; and that they are familiar with their access and use;
 - the need to be vigilant in identifying cases of abuse (Annex 10 & 11);
 - how to support and to respond to a child who tells of abuse (Annex 12);
- undertakes appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this;
- has regard to *Access to Hartlepool safeguarding and specialist services: Practitioners guide to categories and priorities* (Annex 13);
- notifies the Children's Services social worker or Children's Hub (01429 284284) if:
 - it should have to exclude a child who is subject to a child protection plan;
 - there is an unexplained absence of a child, who is subject to a child protection plan, following our pupil absence: first contact procedure (Annex 4a);
- works to develop effective links with relevant agencies and co-operates as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences (Annex 14);
- keeps clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Services immediately (Annex 15a, b, c, d, e & f);
- ensures all records are kept secure and in locked locations (Annex 16);
- ensures that all staff recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with our whistle blowing policy (found as an annex to Staffing - a statement of policy).

SUPPORTING A CHILD AT RISK

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. St. John Vianney School & Children's Centre may be the only stable, secure and predictable element in the life of a child at risk. Nevertheless, when attending their behaviour may be challenging and defiant or they may be withdrawn. We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

St. John Vianney School & Children's Centre will endeavour to support the child through:

- our caring and friendly environment which promotes a positive, supportive and secure setting and gives children a sense of being valued;
- activities that encourage self esteem and self motivation;
- our good behaviour policy, which aims to support vulnerable children through a consistent approach, which focuses on the behaviour of the misdemeanour committed by the child but does not damage the child's sense of self worth;
- a commitment to developing productive and supportive relationships with parents whenever it is in a child's best interest to do so;
- liaising with other agencies which support the child such as Social Care within Children's Services, Child and Adolescent Mental Health Services . . . ;
- recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection;
- vigilantly monitoring children's welfare, keeping records and notifying the Children's Hub **as soon as there is a recurrence of a concern.**

When a child who is subject to a Child Protection Plan leaves, information will be transferred to the new setting immediately and receipts received confirming the transfer.

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

St John Vianney School & Children's Centre operates safe recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to advice given by Children's Workforce Development Team. In maintaining the suitability of staff working with children, we will:

- maintain a single central record, detailing the completion of checks of: identity; qualification, if needed; enhanced criminal record bureau disclosure; disqualification by association; and, permission to work, if needed, for all our staff including cleaners and kitchen staff (HBC employees), governors, volunteers, students and the staff of other agencies working in our setting;
- adhere to the *Primary Schools Visitors Protocol (Annex 1)* detailing the level of appropriate checks undertaken on visitors to our site, buildings, staff and children;
- consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in the appropriate guidance (Annex 17 & Appendix C).
- ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed in the organisation and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- ensure that all staff are aware of the need for maintaining appropriate and professional boundaries in their relationships with children and parents as advised by guidance on preventing abuse of trust (Annex 18)

Planning, content and delivery of Safeguarding Children

It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can keep themselves safe. Various elements of our curriculum, not only help to raise children's awareness and build their confidence, but also provides opportunities for children to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy safer lifestyle pupils are taught:

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kind of physical contact is acceptable and unacceptable;
- to recognise when pressure from others, including people they know, threatens their personal safety and well-being and develop effective ways of resisting pressure including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure.

Issues such as domestic violence and abuse can be difficult to broach directly in the classroom. However, discussions about personal safety and keeping safe reinforce the message that any kind of violence is unacceptable; let children and young people know that it is acceptable to talk about their own problems; and, signpost sources of help. Raising these issues can lead children to bring up personal problems and concerns and practitioners addressing such issues are prepared for that possibility.

List of Safeguarding Protocols

Annex 1: Primary Schools Visitors Protocol

Annex 2: Welcome Notice

Annex 3: A guide for Visitors

Annex 3a: Safeguarding briefing for temporary or supply staff, students and occasional volunteers.

Annex 4: Attendance Protocol

Annex 4a: Pupil absence: first contact

Annex 4b: Attendance concern letter (below 95%)

Annex 4c Procedure for children missing or not receiving a suitable education

Annex 4d: Child left in setting protocol

Annex 5: Private Fostering

Annex 6: Supervision Good Practice Checklist

Annex 7: Technology protocol

Annex 8: Confidentiality & information sharing protocol

Annex 9: Staff with safeguarding children and related responsibilities

Annex 9a: Safeguarding children training record

Annex 10: Definitions of abuse & neglect

Annex 11: Signs & symptoms of possible abuse & neglect

Annex 12: Dealing with disclosures

Annex 13: Access to Hartlepool safeguarding & specialist services

Annex 14: School report in respect of Child Protection Conference (template)

Annex 15a: Safeguarding raising-concern record

Annex 15b: Safeguarding concern report

Annex 15c: Facial Injury Record

Annex 15d: Witness statement

Annex 15e: Record of consultation

Annex 15f: Safeguarding record
Annex 16: Content of safeguarding case file
Annex 17: Dealing with allegations of abuse against staff, volunteers & agency workers (Summary of process)
Annex 18: Guidance on preventing abuse of trust
Annex 19: SAFER referral tool
Annex 20: Annual report to governing body on safeguarding children (template)
Annex 21: A self-review tool for safeguarding and child protection in schools (template)
Annex 22: Standards for effective child protection in schools
Appendix A: Looked After Children policy
Appendix B: e-Safety & appropriate use policy
Appendix C: Managing allegations against staff, carers and volunteers working with children

Other related documents

Working Together (2015)
Keeping children safe in education (2016)
What to do if you are worried a child is being abused (2015)
Information sharing (2015)
Early Help Assessment
Our expectations
Rough guide to assessment
Rough guide to planning & review
Rough guide to participation
Rough guide to outcomes
Rough guide to recording & report writing
Rough guide to child protection conferences & core groups
Rough guide to supervision
Guidance notes on core group and joint report process
Rough Guide to making referrals to children's social care
These can be accessed electronically from: http://www.lscbhartlepool.org/?page_id=210

Record Keeping

St. John Vianney School & Children's Centre recognises that safeguarding children is a very sensitive issue and both our dealings with a child in such circumstances and their families as well as any subsequent records are handled confidentially. Thus:

- All members of staff receiving information that raises a safeguarding concern completes the Safeguarding Raising-concern Record (Annex 15a) and deposits this with the designated professional;
- All members of staff receiving a disclosure or noticing signs or symptoms of possible abuse will make notes as soon as possible using the Safeguarding Concern Report (Annex 15b) where practicable, these will then be signed and dated and counter signed by the designated professional;
- Where referral is made on the strength of this report, witness statements (Annex 15c) should be completed as soon as possible, recording as much relevant detail as possible by all adults present at the disclosure or witnessing the signs or symptoms of possible abuse;
- All notes are retained, even if at a later date they are transferred to a report form;
- These notes are held in confidence with the child's file;

- If advice is sought either concerning a particular case or generally, the details of any advice received is recorded on a Consultation Form (Annex 15d) and any subsequent actions resulting from this advice are detailed accordingly;
- Referrals are made by telephone to Children's Hub or Emergency Duty Team following Hartlepool Borough Council SAFER Referral Tool (Annex 19), which collects the information required in a single template that is then forwarded to the Children's Hub within 24 hours, a second copy is forwarded to the named Officer for Child Protection in Children's Services and a third copy is retained securely by the head teacher;
- Once a referral is made or, for children who are the subject of a child protection plan, any notes together with case conference and core group minutes, reports and other relevant papers are retained securely by the head teacher;
- Reports prepared by St. John Vianney School & Children's Centre for Child protection meetings are completed on the appropriate form (Annex 14), these are shared, in advance of the meeting, with parents and confidentially for the meeting with all agencies attending and a copy is retained securely by the head teacher.

When a child who is, or has been, the subject of a Child Protection Plan, transfers to another setting, the designated professional is responsible for informing the designated professional of the new setting and transferring relevant child protection information.

Monitoring & Evaluation

The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children, so:

- a governor designated for child protection oversees the schools child protection policy and practice and champions child protection issues (attending designated professional training every two years);
- an 'Annual report to governing body on safeguarding children' is made using the template provided by HLSCB, to include child protection training received, the anonymised number of incidents/cases (Annex 20). Additionally, changes to national legislation or guidance, as well as the use made of safeguarding within the curriculum is reported;
- policy and practice is evaluated annually, using 'A self review tool for safeguarding and child protection in schools' promoted by HLSCB (Annex 21);
- in the light of this evaluation and with regard to the standards for effective child protection in school, ensures that this policy is annually reviewed and updated as appropriate (Annex 22);

Staffing & Resources

All new members of staff receive training on the Safeguarding Children Policy and Tees Child Protection Procedures during induction. All members of staff have responsibility for adhering to the Safeguarding Children Policy at St. John Vianney School & Children's Centre and complying with the *Tees Child Protection Procedures* agreed and adopted by Hartlepool Local Safeguarding Children's Board which can be found at <http://www.teescpp.org.uk/>). All staff must read the 'What to do if you are worried a child is being abused - Summary' (DfE 2015). All staff attend termly in-house updates and multi-agency Child Protection Training every three years. (Annex 9)

Designated safeguarding lead

The headteacher and other members of staff, who are designated to cover this role, especially with regard to extended services and during school holidays, have initial child protection training, and participate in HLSCB multi agency training for designated safeguarding leads. Following initial

training they attend refresher training every two years. The designated safeguarding lead has three aspects to the role for which they are responsible:

MANAGING REFERRALS by:

- referring all cases of suspected abuse to local authority children's social care via the children's hub ;
- referring all cases concerning a staff member to the LADO and, where such a person is dismissed or leaves due to risk/harm to a child, informing the Disclosure and Barring Service;
- referring all cases where a crime may have been committed to the police;
- liaising with the headteacher (when other staff in role of designated safeguarding lead), to inform him of issues especially on-going enquiries under section 17 (child in need) and section 47 (child in need of protection) of the Children Act 1989 and police investigations;
- acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- ensuring that reports are prepared and submitted in relation to any child for whom a referral has been made or with a protection plan;
- ensuring that the setting is represented at Child Protection Conferences, by way of personal representation or appropriate substitute;
- ensuring that staff adhere to Protection Plans agreed for a child.

TRAINING by:

- receiving appropriate training, themselves, carried out every two years in order to: understand the assessment process for providing early help and intervention, for example through early help assessments; and, have a working knowledge of how Hartlepool LA conduct child protection case conferences and child protection review conferences so that they can attend and contribute effectively when required;
- ensuring each member of staff has access to and understands this child protection policy and its procedures through the induction and updating of all staff including part-time staff, work-experience and other students and volunteers;
- being alert to the specific needs of children in need, those with special educational needs and young carers;
- maintaining detailed, accurate, secure written records of concerns and referrals;
- ensuring all staff complete HLSCB Basic Child Protection and subsequent updates every three years, covering topics such as identifying signs of abuse and when it is appropriate to make a referral;
- accessing resources and attending relevant or refresher training courses and ensuring at least one designated safeguarding lead attends the termly HLSCB Designated Professionals' Meeting;
- encouraging a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

RAISING AWARENESS

- ensuring that the safeguarding children policy is updated annually and reviewed by the governing body;
- ensuring this Safeguarding Children Policy is available publicly and parents are aware of the fact that the statutory duty to safeguard and promote the welfare of all pupils means that referrals about suspected abuse or neglect may be made and the role of the school in this;
- linking with HLSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding

- when children leave, ensuring that their child protection file is transferred to the new establishment as soon as possible and handed to their designated safeguarding lead. (This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt obtained.)

Other members of staff with related responsibilities include:

- Special Educational Needs Coordinator (SENco);
- Designated Teacher for Looked-after children
- Leadership Team: Behaviour
- Home/setting liaison (EY and UY Team Leaders)
- Parent Support Advisor (PSA)
- Parent Support Coordinator

Other Relevant Policies

Learning

Our learning policy includes contexts for learning that facilitate the development of resilience in our children, so that they understand the risks they may face in life and have strategies to deploy to help them overcome them. Some of its protocols relevant to safeguarding include: acceptable use of ICT; Early Help Assessment . . .

Children with Education, Health and Care Plans (EHCP)

We recognise that statistically children with learning difficulties and disabilities and/or behavioural, emotional and social difficulties are most vulnerable to abuse. Members of staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems are particularly sensitive to signs of abuse.

Physical Intervention

Our policy on physical intervention by staff is set out in our Statement of Policy: *Good Behaviour*. We acknowledge that only authorised members of staff ever use physical intervention, and only then as a last resort, and that at all times it must be the minimal force necessary to prevent injury to the pupil or to another person. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Bullying

Our policy on anti-bullying is set out in our Statement of Policy: *Good Behaviour*. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. We also recognise that perpetrators of bullying can be abusers or abused, so careful consideration needs to be given to our response.

Racist Incidents

Our policy on racist incidents is set out in our Statement of Policy: *Good Behaviour*. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Health & Safety

Our Statement of Policy: *Health & Safety* reflects the consideration we give to the protection of our children both within the environs of St. John Vianney School & Children's Centre and when away from the setting, undertaking educational visits. Some of its protocols relevant to safeguarding include: site security; children lost or missing within the setting and those who run-away; accidents and first aid; administration of medicines. . .

Complaints

Our complaints policy enables parents and other service users ready access to raise concerns about any aspect of our provision. If a complaint contains an allegation of abuse against a

member of staff that will immediately be considered under the *dealing with allegations of abuse against staff, volunteers & agency workers procedure* (Appendix E) and the person making the allegation will be informed. If the complaint arises because the sharing of information in referral is felt to be in breach of a child's or parent's right to confidentiality then the complaint will be immediately considered formally by a panel of the governing body.

Whistle blowing

Our policy on whistle blowing is set out in our HR Policy Suite: Corporate Whistle Blowing Procedure. We recognise the importance of ensuring that all members of staff feel able to voice concerns and know that these concerns will be taken seriously and acted upon.

Safer Recruitment

Our policy on staff recruitment in line with statutory guidance is available in our staff policy.

Implementation & Review

This policy was ratified by the Governors and Staff of St. John Vianney School & Children's Centre in March, and will come into effect on 1st September, 2019.

The implementation of this policy is the responsibility of all the staff of St. John Vianney School & Children's Centre.

Following the procedures of St. John Vianney School & Children's Centre, this policy is reviewed and evaluated, in order to:-

- Identify that practice is consistent;
- Ensure that the aims of St. John Vianney School & Children's Centre are met consistently.

The policy will be reviewed annually under the review-cycle plan.