

# **St Patrick's RC High School**

## **A National Teaching School**



## **Safeguarding and Child Protection Policy**

**Date of Review by Full Governing Board: 11/05/2017**

**Date of Next Review:** Summer Term 2018

**Prepared By:** Mrs S McGreal

**Signed:** ..... (Chair)

# **St Patrick's RC High School**

## **SAFEGUARDING AND CHILD PROTECTION POLICY**

### **School Mission Statement**

Our outstanding school community is guided by the gospel values of: love, forgiveness, reconciliation, justice, integrity, humility and truth. Faith and worship are lived, taught and celebrated. We recognise the importance of service to others and the opportunity to be witnesses to Christ in our community.

All are unique and strive for personal growth. We celebrate the pursuit of academic excellence, applaud ambition and value the achievements of all. Our pupils are expected to achieve their best and use their learning to make a difference in the world they live in.

### **School British Values Statement**

St Patrick's teachers uphold public trust in the profession and maintain high standards of ethics and behaviour. Teachers do this by not undermining fundamental British values and ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

### **Status**

Statutory

### **Rationale**

This policy in accordance with the school mission statement reflects our active commitment to promote and safeguard the welfare of pupils at our school. We believe that children have a fundamental right to feel safe and protected from any form of abuse. Therefore we aim to provide a secure, caring environment and a curriculum which nurtures self-esteem and empowers children to protect themselves.

Our aim is to work with parents/carers, but in the knowledge that children and young people have rights of their own, independent of their parents. Where there is conflict of interests between the parent/carer and the child, the school will operate in a professional manner, which serves the child's interests. The rights of parents will be respected and the school will strive to ensure parents are informed of concerns raised by its staff with regard to child protection issues affecting their child/children.

We aim to ensure that children who are vulnerable, at risk and have suffered or are likely to suffer significant harm are identified, and appropriate action is taken to keep them safe. The school has and will continue to develop a systematic approach towards identification and referral of suspected child abuse to an appropriate agency. We recognise that abuse may be emotional, physical, sexual or through neglect.

This policy should be considered alongside school child protection guidance on procedures (Appendix 1 & 2) and other related policies in school. These are:

- Peer on Peer Abuse
- On-line Safety
- Anti-Sexting
- E-safety
- Cyberbullying
- Photographs and Filmed Images of Children
- Prevent
- Equality
- Supporting Pupils with Medical Needs

- School Security
- Staff Codes of Conduct
- Behaviour for Learning and Anti-Bullying
- Special Educational Needs and Disabilities
- Health and Safety
- Safer Working Practice
- Acceptable use of Technology
- Educational Visits
- Staff Code of Conduct
- Whistleblowing
- Safer Recruitment
- PSHE
- Children Missing in Education

**NB This list is not exhaustive**

This policy applies to all adults in school, including temporary staff, volunteers and governors. The policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need, and their Families' 2000, Information sharing advice for safeguarding practitioners (2015) and 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, 'Keeping Children Safe in Education' July 2015.

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

**School Commitment**

We recognise that high self- esteem, confidence, peer support and clear line of communication with trusted adults helps all children, and especially those at risk of or suffering harm from abuse or neglect.

Our school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to, by creating a safe, nurturing and positive school atmosphere, providing excellence in teaching and pastoral support to pupils.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty, by means of assemblies, vertical tutoring activities and the promotion of the Pupil Services Department and its function, to pupils.
- Ensure staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
- Include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe and/or communicate their fears or concerns about abuse, via transition activities, assemblies and the vertical tutoring programme. Young people to be given the respect and dignity of being able to share personal information and experiences in a safe and private environment with a trusted adult without feeling rushed or pressured

- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills, through case studies and positive role models researched by relevant staff in the form of video and written materials
- Ensure that every effort will be made to establish effective working relationships with parents and practitioners from other agencies.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. Schools work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

In accordance with the Education and Inspections Act 2006 St Patrick's has measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. This includes the right of the Headteacher to ensure that appropriate action is taken if pupils are suspected of involvement in bullying/intimidation incidents whilst not on school premises or under the lawful control of school staff.

Safeguarding is the responsibility of *all* adults and especially those working with children. The development of appropriate multi-agency procedures and the monitoring of good practice are the responsibilities of the Salford Safeguarding Children Board (SSCB).

## **Training**

All school staff who do not have designated lead responsibility for child protection will undertake SSCB approved training to promote and safeguard the welfare of children and young people every three years, by arrangement with Salford Local Authority.

After attending the Foundation Course (or equivalent) the Designated Person/Lead and Deputies should also consider accessing the following courses as relevant to the circumstances of the school, in line with SSCB annual priorities and national priorities.

- Attachment
- CAF (Common Assessment Framework) and Early Help
- Child Sexual Exploitation
- Communicating with children
- Core group
- On-line Safety
- Domestic abuse
- Self Harm
- Female Genital Mutilation
- Neglect
- Parental mental health
- Parental substance use
- Rapid response to a child death
- Sexual abuse
- Child Sexual Exploitation
- Preventing radicalisation/WRAP workshop

- Equality and Diversity
- Forced Marriage
- Gangs and Youth Violence
- Witchcraft and Spiritual Possession
- Trafficking and Modern Slavery
- Safeguarding healthy relationships
- Any additional training or events relating to serious case reviews\*

SSCB recommend that the Named Governor for Safeguarding at least accesses basic awareness training and additional training relevant to their role.

For the latest SSCB courses, seminars and e-learning courses please visit:  
<http://www.partnersinsalford.org/sscb/sscbtraining.htm.+>

Staff will be provided with procedural guidance and updates; advising them of who to contact if they have concerns about the safety and/or well-being of a child or young person via INSET training sessions, at briefings and Induction sessions.

Staff training will also be provided staff to advise, guide and build knowledge and confidence in staff to identify children who may be at risk of being drawn into terrorism, or develop extremist views.

The Headteacher, Designated Child Protection Lead and the Nominated Governors for Child Protection will attend training relevant to their roles/responsibilities every two years which also includes Multi-Agency Child Protection training within this timescale.'

## **Roles and Responsibilities**

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within school who have specific responsibilities under Safeguarding and Child Protection procedures. The names of those carrying these responsibilities in school are:

- Executive Headteacher – Mrs B Rogers
- Designated Child Protection Person (DCPP) – Mrs S McGreal
- Named Governors for Child Protection – Mrs L Lane and Councillor C Hudson

**The Bridge Partnership for child protection referrals – tel: 0161 603 4500 or e mail [worriedaboutachild@salford.gov.uk](mailto:worriedaboutachild@salford.gov.uk)**

**GMP Public Protection Investigation Unit (PPIU) – for referrals/consultation about crime-related safeguarding concerns – tel: 0161 856 5171 or e mail [parklane.ppiu@gmp.police.uk](mailto:parklane.ppiu@gmp.police.uk)**

**Managing allegations against an employee (or volunteer) - Local Authority Designated Officer (LADO) tel: 0161 603 4350 / 4445**

Worried About a Child?

All reports or enquiries concerning the welfare or safety of a child must go straight to The Bridge Partnership on 0161 603 4500 as the first port of call. This applies to reports from council staff, the public, partners and outside agencies. The email address is [worriedaboutachild@salford.gov.uk](mailto:worriedaboutachild@salford.gov.uk)

If a child is in immediate danger of being harmed, or if a child is home alone, the police should be called on 999.

### **Role of the Governing Board:**

- To appoint a member of staff of the school's Senior Leadership Team, with proven and documented competency, to the role of Designated Safeguarding Lead, and to make this explicit in the role-holder's job description.
- To ensure that this policy is reviewed annually via delegation to an appropriate committee.

### **Role of the Headteacher**

The Headteacher has prime responsibility for leading the school in fulfilling the ethos and policies set down by the Governing Board, including those set out above in the responsibilities for the Named Governor. In such a role the Headteacher will ensure that safeguarding is central to whole school policy and practice, embedded in the delivery of the curriculum and in all systems for managing the school. Part of the means of demonstrating such leadership is in attending SSCB training at least once every 3 years. Such leadership is also demonstrated by embedding safeguarding awareness into the school's organisational development and training programmes. To ensure that practice and policy is applied lawfully, consistently and with competence in school the Headteacher must:

- Ensure that the policies relating to safeguarding will be implemented and monitored on an on-going basis with annual evaluation of effectiveness and review. The Review will be presented as an annual item to the governing body.
- Inform all staff and governors about child protection procedures using a variety of means such as staff meetings, Inset Days, one-to-one meetings and briefings in various forms.
- Ensure that new and/or temporary staff will be made aware of the policy and procedures at induction within school with clarity about how safeguarding fits into whole school policy.
- Ensure core training is delivered to teachers all staff in school on safeguarding and that induction that is specific to their role including knowing what to do if there are child protection concerns.
- Inform parents/carers of the school's duties and responsibilities under the policy and procedures in a range of ways that reflects diverse ability to use methods of communication.
- Give the Designated Child Protection Lead the appropriate authority time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- Make robust arrangements for the Designated Child Protection Lead to liaise directly with the Headteacher about child protection and safeguarding issues, including one to one meetings on a regular basis.
- Provide sufficient direction and support to the Designated Child Protection Lead so that they are recognised within the school community as fulfilling this role with confidence and competence

- Provide a clear school safeguarding policy that sets out for all stakeholders the respective roles and other arrangements for safeguarding in the school.

### **The role of the Designated Child Protection Lead**

- To ensure that he/she attends SSCB refresher training at two yearly intervals to keep knowledge and skills up to date.
- To liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children 2015*. There should always be cover for this role.
- To ensure that he/she attends all Designated Lead Seminars on behalf of the school (or arranges Linda Gardiner to attend if exceptionally unable to do so themselves).
- To ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training at three yearly intervals
- To ensure that new staff receive a school-based safeguarding children induction within 15 working days of commencement of their contract.
- To ensure that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children within 7 working days of their commencement of work.
- To ensure that the school operates within the legislative framework and recommended guidance.
- To ensure that all staff and volunteers are aware of the Greater Manchester and Salford Safeguarding Children Procedures.
- To ensure that the Headteacher is kept fully informed of any concerns. Develop effective working relationships with other agencies and services.
- To decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, or refer to the Bridge Partnership.
- To liaise and work with Salford's the Bridge Partnership over suspected cases of child abuse.
- To ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision. The originating school should consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded.
- To submit reports to, and ensure the school's attendance at, child protection conferences contributing to decision making.
- To ensure the school's delivery of actions planned to safeguard the child (e.g. through core group participation).

- To ensure that the school effectively monitors children about whom there are concerns, including notifying Salford's Referral, Investigation and Assessment Team when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
- To provide guidance to parents, children and staff about obtaining suitable support and advice in respect of concerns about the child's welfare.

### **The role of the Named Governor for Child Protection**

The role of the Named Governor is key to ensuring that the Governing Board fulfils its Responsibilities in respect of safeguarding children.

The Named Governor should therefore ensure that the school:

- Has an effective safeguarding children policy in place and follows local procedures. Policies should be reviewed annually.
- Recruits staff and volunteers in line with safer recruitment processes.
- Has procedures for dealing with allegations of abuse made against staff and volunteers.
- Has a designated senior member of staff for dealing with safeguarding children issues.
- Accesses appropriate safeguarding children training for **all** staff.
- Liaises with the Headteacher to ensure that deficiencies in safeguarding arrangements are remedied without delay.

### **Procedures**

Where it is identified that a child is suffering from, or is at risk of significant harm, we will follow the child protection procedures set out by the Salford Safeguarding Children Board.'

All school staff who do not have Designated Lead responsibility for child protection are required to undertake SSCB approved training to promote and safeguard the welfare of children and young people every three years.

### **Records and monitoring**

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies.' All records relating to individual Child Protection and Safeguarding concerns are held securely with limited access which includes the Headteacher, and Designated Child Protection Lead. These records are kept separately from the child/young person's academic file.

Past concerns for children, and what happened in response to the concerns can be very important information for staff members who may have concerns for the child at a later time therefore, Child Protection records are retained by the school until the child's 25<sup>th</sup> birthday, unless the records are transferred to a new establishment when the child transfers to a new provision. If the child transfers to another educational establishment, all formal records are sent within 15 working days. It may be necessary to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this is recorded.

## **Information Sharing and Confidentiality**

Practitioners work together best to safeguard children where there is an exchange of relevant information between them. Normally, personal information is only to be disclosed to third parties (including other agencies) with the consent of the subject of that information

Wherever possible, the school will ensure that consent is obtained before sharing personal information with third parties. However, this may be waived in the circumstances set out below:

- The safety and welfare of a child dictate that the information should be shared, where the potential risks to the child/children mean that the disclosure is justified (legal advice should be sought).
- Where consent cannot be obtained to share information or consent is refused when to not share the information may undermine the prevention, detection, or prosecution of a crime.
- The Public Interest - practitioners must decide whether sharing information is a necessary and proportionate response to the need to protect the child in question. Every practitioner has a professional responsibility to share information without delay when there are concerns about harm to a child.

## **Appendix 1 – What is abuse and neglect?**

Abuse and neglect are forms 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 in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

### **Definitions of child abuse**

There are four types of child abuse.

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of 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 interactions that are beyond the 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 types of maltreatment of a child, though it may occur alone.

### **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, sexual images, watching sexual activities, encouraging children to behave in sexually 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.

## **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

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 care-givers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Signs of abuse**

Recognising child abuse is not easy. Sometimes the signs are not obvious and sometimes signs that appear to be indicative of abuse can be due to other causes. Therefore it is very important that you use these signs to help you think about the concerns you have and how you will describe these when making a referral or consulting with the Bridge Partnership team.

These definitions and indicators only serve as a guide to assist you. Remember that children may exhibit some of these indicators at some time, and that the presence of one or more is not necessarily proof that abuse is occurring. There may be other reasons for changes in behaviour such as bereavement, significant changes in family relationships, including the birth of a new baby in the family or problems between parents/carers.

It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do, however, have a responsibility and duty to act in order that the appropriate agencies can investigate and take any necessary action to protect a child. The social worker or police officer will always want to understand your concerns about the child in the context of the child's development and relationships.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect of children with SEND/Disabilities.

The following information should help you to be more alert to the signs of possible abuse and to provide the necessary information when reporting your concerns.

## **Physical Abuse**

Most children in daily life will collect cuts and bruises. But each child is different and any perceived injuries should be interpreted in light of:

- the child's medical and social history
- the child's developmental stage
- the explanation given for the injury

Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and often on the front of the body.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks.

## **The physical signs of abuse may include:**

- Bruising, marks or injuries on any part of the body that are unexplained or not consistent with the explanation given for them
- Injuries which occur to the body especially in clusters and in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention or there has been a delay in getting medical attention (although note that burn injuries are often delayed in presentation due to blistering taking place a while later)
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds
- Multiple burns

## **Changes in behaviour that can also indicate physical abuse:**

- fear of parents being approached for an explanation
- fear of further enquiries being made
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather, or to participate in games or swimming
- depression
- withdrawn behaviour
- running away from home or school

## **Emotional Abuse**

Emotional abuse can be difficult to identify, as there may be no outward physical signs.

There may be a developmental delay due to a failure to thrive and grow – but this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care.

Children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers.

Emotional abuse can also take the form of children not being allowed to mix or play with other children.

## **Changes in behaviour or presentation which can indicate emotional abuse include:**

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Extreme shyness or passivity
- Running away, stealing and lying
- Being unable to play

- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress
- Reporting parental violence or discord (i.e. exposure to domestic violence)

## **Sexual Abuse**

Sexual abuse is known to take place against children and young people of all ages, including infants and toddlers.

Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present.

Children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

It is not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

### **The physical signs of sexual abuse may include:**

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- repeated urinary infections
- stomach pains
- discomfort when walking or sitting down
- pregnancy

### **Changes in behaviour or presentation which can also indicate sexual abuse include:**

- any allegation by the child of sexual abuse
- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares and severe or persistent sleep disturbance
- running away from home
- sexual knowledge beyond their age or developmental level; preoccupation with sexual matters
- sexual activity through drawings, language or play
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

## **Neglect**

Neglect can be a difficult form of abuse to recognise but it has some of the most lasting and damaging effects on children.

### **The physical signs of neglect may include:**

- constant or frequent hunger, sometimes stealing food
- constantly dirty or ‘smelly’
- loss of weight, or constantly underweight
- Inappropriate clothing for the conditions.
- Frequent diarrhoea
- Untreated illnesses, injuries or physical complaints

### **Changes in behaviour or presentation which can also indicate neglect may include:**

- frequent tiredness
- overeating
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

## **Female Genital Mutilation**

- 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 (either through disclosure by the victim or visual evidence) 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. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.
- Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out and discuss any such case with the school or college’s designated safeguarding person/lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures

## **Appendix2 – Checklist for Staff**

**Designated Child Protection Lead is:  
Mrs McGreal**

In the absence of Mrs McGreal contact Mrs Wall Headteacher or Mrs Rogers (Executive Principal).

- When a child comes into school with observable injuries it is reasonable for a member of staff to request an explanation. If the explanation raises cause for concern:

**ASK NO FURTHER QUESTIONS AND REPORT THE MATTER TO MRS MCGREAL WITHOUT DELAY**

- Where a teacher is informed by a child that he/she has been abused, or the teacher suspects that a child has been abused,

**ASK NO FURTHER QUESTIONS AND REPORT THE MATTER TO MRS MCGREAL WITHOUT DELAY**

- Where a teacher is concerned that a child may have been abused but has no direct evidence they should discuss their concerns with Mrs McGreal.

It is better that something is reported and it proves to be unfounded rather than not reported and puts a child at risk.

**CONCERNS SHOULD NOT BE DISCUSSED WITH COLLEAGUES.**

## **Appendix 3 – Allegations against Staff**

### **CHILD PROTECTION WITHIN SCHOOL**

The school is legally obliged to investigate all allegations of inappropriate actions by staff.

- Any allegations MUST BE taken seriously.
- The Headteacher will take reasonable steps to protect staff by ensuring they are not vulnerable to false allegations.
- The Chairman of Governors will be informed of all allegations.
- Consultation will take place between the Headteacher and the Principal Officer – Education Welfare Service.
- It may be the response of the Principal Officer – Education Welfare Service to establish contact with the Child Protection Unit, Police, Social Services, Health and other external agencies.
- A member of staff receiving any allegation against another member of staff should report this immediately to the Headteacher.

If a child makes a disclosure to a member of staff s/he will be asked by the Headteacher to write a record of the conversation as soon as possible, distinguishing clearly between fact, observation, allegation and opinion, noting any action taken in cases of possible abuse, and signing and dating the note.

## **Appendix 4 - Safeguarding Guidance For Staff**

All adults in the school are expected to recognise the importance of safeguarding and follow our policies and procedures.

Adults working in any capacity in our school environment must have CRB disclosure and everyone has responsibility for promoting and safeguarding the welfare of pupils at the school

### **Do**

1. Recognise that any abuse is harmful
2. Seek support if you are unable to manage conflict or cope with challenging behaviour
3. Use the schools Behaviour for Learning Policy

### **Don't**

1. Make physical contact
2. Adopt an inflexible authoritarian approach to discipline
3. Make a verbal threat of violence
4. Be aggressive
5. Try to relate to pupils - usually older children - by adopting their mannerisms and slang, or treating them as peers and sharing inappropriate comments and humour. This behaviour erodes the basis of a professional relationship in which the adult is expected to act objectively in the best interest of the child, and blurs the boundary between appropriate and inappropriate behaviour.

This kind of behaviour will leave the member of staff in a very vulnerable and difficult position if an allegation of abuse is made against him/her. Befriending behaviour, can be the start of a grooming process with older pupils.

6. Emotionally abuse children. Emotional abuse occurs in cases where a child is consistently singled out for negative attention by a staff member or whose need for protection and/or assistance is consistently ignored.  
Bullying, harassment, ridicule, and discrimination all can amount to emotional abuse all such behaviour is unacceptable particularly on the part of members of staff.
7. Make sexual references or comments about pupils at any time

### **Finally**

Sometimes, in trying genuinely to protect or support a pupil, a member of staff may display behaviour that seems abusive or inappropriate to an observer. For example, a male teacher putting his arm around the shoulders of a distressed older girl. Staff need to be able to assess their behaviour in a given situation from the point of view of an outsider - a parent or governor for example, and avoid traps they may naively create for themselves.

## **Appendix 5 - Internet and mobile phone safety**

There are some basic guidelines that should be followed in order to protect both you and your colleagues:

- Never add (or invite) pupils to your social networking account.
- Please ensure you have appropriate privacy setting on your social networking account to prevent any unwanted visitors viewing your photographs, videos or comments – please refer to your social networking website to find out how to set these to ensure you are protected and only “friends” can see your full profile. It is important to remember that it may not only be you that has their privacy invaded – friends and colleagues who may appear in photographs etc, which you have uploaded, can also be violated via your account.
- Please be mindful of the material you do decide to post on your accounts. A wise (if somewhat sedate) guideline would be, if you wouldn’t be happy for your granny, your boss or your child to see or read it, it’s probably best not to post it! Remember - once published online, a comment, photo or video clip can be freely copied and circulated and will potentially exist forever, even once your account is closed.

Some general guidelines that should be followed when engaging with technology are:

- Never send a personal text message to a pupil;
- Never send an email from your personal account to a pupil;
- Please report any instance of a pupil inviting you to their social networking account, to a member of SLT and we will speak to pupils on an individual basis.
- If you discover any inappropriate or offensive postings or comments relating to staff or pupils, please report these to a member of SLT.

Please use the school website to create blogs, forums, or online communities which will allow you to connect with our pupils in a more interesting, and engaging way, yet provide a safe, moderated and transparent environment.