



St. Mary's  
Catholic Federation

St Mary's Catholic Federation, Carshalton



*"St Mary's is committed to being a Rights Respecting School to inspire and support the children, parents and school governors in school and the wider community."*

## Safeguarding and Child Protection Policy (Statutory) (Annual)

This policy is to be read in conjunction with the following policies: Teaching and Learning, Special Educational Needs, Equal Opportunities, Inclusion, Assessment, Teaching and Learning and Clubs.

Addendum included for the period covering the Covid-19 outbreak

**This policy is adopted from the London Borough of Sutton. No changes should be made to this policy without consulting the Headteacher.**

**Author: SLT**

**Committee: Inclusion**

**Date Prepared: December 2021**

**Date Approved: December 2021**

**Date of Review: December 2022**

**Approved by Full Governing Body Date:**

**Chair of Governors.....**

**Print Name.....**

### **Safeguarding Statement**

This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.

**Lead Safeguarding Person Junior School: Miss M Kenny**

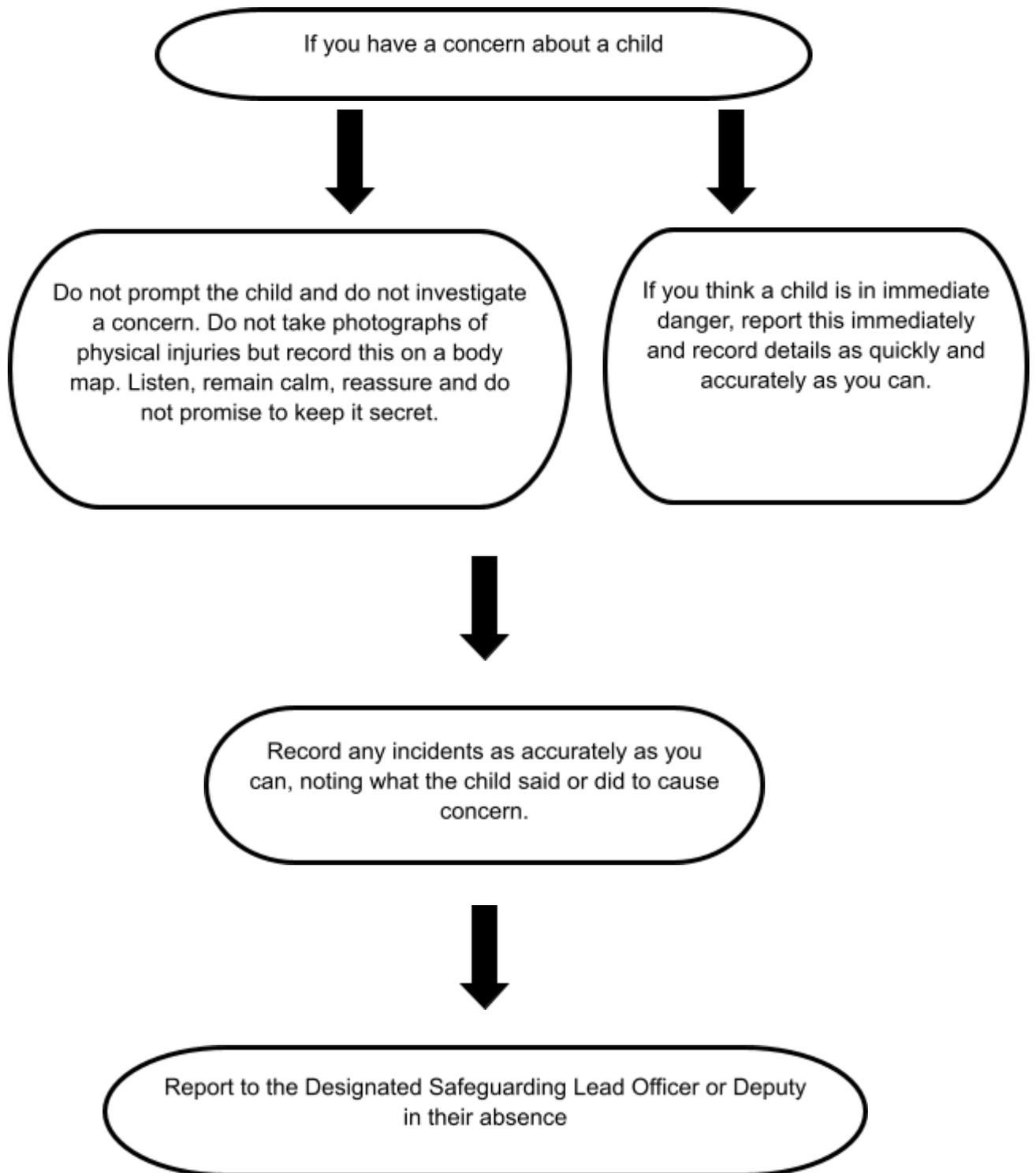
**Lead Safeguarding Person Nursery & Infant School: Mrs M Quinn**

**Safeguarding Deputies: Junior School: Mrs Hulme and Miss Sullivan, Infant School: Mrs Hulme and Miss Bryant**

**Governor designated safeguarding officer: Mr T Richmond**



FLOWCHART FOR ALL STAFF WHEN CONCERNED ABOUT A CHILD SAFEGUARDING



The Designated Person for Safeguarding at St Mary's Nursery & Infants' School is Mrs Marcelle Quinn. Mrs Shirley Hulme and Miss E Bryant are the deputies.

The Designated Person for Safeguarding at St Mary's Junior School is Miss Maeve Kenny. Mrs Shirley Hulme and Miss Francesca Sullivan are the deputies.

The Designated Safeguarding Officer for the Governing Body is Mr Tim Richmond.

## MISSION STATEMENT

### Learning, playing, and growing together in the love of Jesus

"Love one another "John 1.

St Mary's is a welcoming school based on our shared Gospel values where we give witness to God's love, knowing that every child is embraced with the **love of Jesus** as they pray, **play** and grow **together** as friends.

Every child is unique and we are proud of our inclusive and supportive **learning** environment, where we celebrate each other's achievements. Children have the opportunity to reach their full potential as we guide them to become lifelong learners.

We all aspire to do the best we can within God's family, living Christian values and sharing spiritual links with those in our home, parish and wider community.

At St Mary's Nursery & Infant School and St Mary's Junior School, the safety and welfare of our pupils/students is of the utmost importance. Because of the day-to-day contact with children/young people, our staff are well placed to observe the outward signs of abuse.

All adults working in the school must protect children/young people from harm and abuse, including Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), Breast Ironing, Upskirting, Radicalisation/Extremism (Prevent Duty) and so-called 'Honour-based Violence' (see 'Keeping Children Safe in Education' (DfE, September 2019, Part 1). and be aware that any pupil/student may be at risk. (see appendix 1)

We have a duty to safeguard and promote the welfare of our pupils/students under the Education Act 2002 and Children Act 1989 through identifying any child/young person welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

In addition to our child protection policy and procedures, we have policies and procedures to cover the roles of staff, pupils/students and parents in respect of health and safety, anti-bullying, e-safety, positive handling, racism and discrimination, FGM, Radicalisation/Extremism (Prevent Duty) and so-called 'Honour-based Violence' (see 'Keeping Children Safe in Education' (DfE, September 2019, Part 1).

We also ensure that issues of safeguarding are raised with pupils/students through the Personal, Social and Health Education (PSHE) curriculum. Our policy applies to all staff, governors and volunteers working in the school and pupils/students and parents are informed about this and our other policies in the school prospectus and on our website.

There are a number of elements to our policy:

- Ensuring safe recruitment practice in checking the suitability of all our staff and volunteers to work with children;
- Raising awareness of child protection/safeguarding issues amongst all staff and volunteers and of what to do if they have concerns;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Contextual safeguarding includes being aware of what is going on around children in their home and everyday lives and risks that may be particular to our school and / or local area.
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences and core group meetings;
- Establishing and maintaining a safe environment in which children feel secure and are encouraged to talk freely about anything that concerns them;

- Ensuring children/young people know there are adults in the school who they can approach if they are worried about anything;
- Including opportunities in the PSHE curriculum to develop and equip pupils/students with the skills needed to recognise risks and stay safe from abuse;
- Supporting pupils/students who have been abused or may be at risk of harm in accordance with any agreed child protection plan;
- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer; and
- Ensuring staff follow accepted "safe practice" principles when working with pupils/students.

If there are Child Protection concerns the **London Child Protection Child Protection Procedures** (*London Safeguarding Children Board, 5<sup>th</sup> edition, 2017*) must be followed (available on the staff shared area, and also available from the designated safeguarding person. It can also be found at [www.londonscb.gov.uk/procedures](http://www.londonscb.gov.uk/procedures)). The Sutton Local Safeguarding Children Board (LSCB) has adopted these procedures. This policy and procedure also accords with:

- "Working Together to Safeguard Children" (HM Government, July 2018). [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/729914/Working\\_Together\\_to\\_Safeguard\\_Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)
- 'Keeping Children Safe in Education' DfE [Keeping children safe in education - GOV.UK](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626212/Keeping_Children_Safe_in_Education.pdf)
- 'What to do if you're worried a child is being abused' (HM Government, March 2015) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

If lower level concerns or needs (i.e. not child protection) are not identified about a particular pupil a referral to the Families Matter service may be recommended for further support and advice.

#### DEFINITION

**Safeguarding** is the action that is taken to promote the welfare of all children and protect them from harm.

**Safeguarding means:** protecting children from abuse and maltreatment, preventing harm to children's health or development, ensuring children grow up with the provision of safe and effective care.

**Child Protection** - is the protection of a specified child at St. Mary's Catholic Federation, Carshalton.

**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 by an adult or adults or another child or children. Safeguarding and promoting the welfare of pupils relates to any child or young persons who has suffered from, or **may be at risk of**, physical injury, neglect, emotional abuse, sexual abuse, spiritual or ritual.

**Types of abuse include:**

**Physical Abuse** - a form of abuse which involves 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.

**Neglect** - the persistent failure to meet a child's basic physical, emotional and /or psychological needs likely to result in the serious impairment of the child's health or development. Neglect may include inadequate supervision or failure to ensure that other adults are giving adequate care and supervision. Neglect may occur during pregnancy as a result of maternal substance abuse.

**Emotional Abuse** - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**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. This may include non-contact activities such as allowing children to see sexual images, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for sexual abuse including via the internet.

### **Peer on peer abuse**

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; • sexual violence,<sup>8</sup> such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; which
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

### **Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance<sup>11</sup>.

### **Female Genital Mutilation**

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See Annex A for further details.

### **Contextual safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which

such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

### **What school staff should do if they have concerns about a child**

Staff working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

If staff have **any concerns** about a child's welfare, they should take action immediately.

If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment;<sup>13</sup> or

13 Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of [Working Together to Safeguard Children](#). **Safeguarding is about every child and child protection is about significant harm.**

Safeguarding and promoting the welfare of student relates to any child or young person (i.e. under 18 years of age) who has suffered from, or **may be at risk of** physical injury, neglect, emotional and/or sexual abuse and CSE, FGM and Radicalisation/Extremism and so-called 'Honour-based Violence'.

### **What school and college staff should know and do A child centred and coordinated approach to safeguarding**

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children](#).

2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.

5. Children includes everyone under the age of 18

#### INDICATIONS OF CONCERN

The first indication of concern about a pupil's/student's welfare is not necessarily the presence of a serious injury. Concerns may be because of:

- bruises or marks on a pupil's/student's body;
- remarks made by the pupil/student, another pupil/student, a parent or another adult;
- observations of the pupil's/student's behaviour;
- unexplained changes in the pupil's/student's behaviour or personality;
- evidence of disturbance or explicit detail about abuse or possible abuse in a pupil's/student's play, drawing or writing;
- evidence of neglect, failure to thrive or exposure to unnecessary risks;
- unauthorised absence from school; and / or
- information about the parent(s) / carer(s) of the child/young person or their home background.

#### DESIGNATED SAFEGUARDING LEAD FOR CHILD PROTECTION

Our Designated Safeguarding Lead for children is Miss Maeve Kenny at the Junior School and Mrs Marcelle Quinn at the Nursery & Infant School and other staff available to provide significant cover when absent are Mrs Shirley Hulme, Miss Francesca Sullivan and Miss Emma Bryant. They are responsible for child protection issues. Any member of staff concerned about a pupil/student should tell the Designated Safeguarding Lead or, in his/her absence, the other designated staff, immediately. If they are unavailable, a senior member of staff should be advised. We also have a nominated governor for child protection who is Mr Tim Richmond.

The Designated Safeguarding Lead has a responsibility to:

- Liaise with the nominated governor, the Multi Agency Safeguarding Hub (MASH) local authority Education and Children and Family Services, Police and other agencies on individual child protection cases;
- Act as the contact person within the school, providing advice and support and ensuring that all staff (including temporary, supply staff and volunteers and members of the governing body) are aware of their role;
- Be responsible for coordinating action within the school on child protection issues;
- Discuss individual cases with staff on a "need to know basis" to protect children's right to confidentiality;
- Oversee the planning of any curricular or other provision in relation to child protection/safeguarding matters;
- Ensure staff are familiar with this Policy and Procedure, the London Child Protection Procedures, and any other relevant guidance;
- With any other relevant staff (e.g. tutor, year head), represent the school at child protection meetings and be a member of a core group if required;
- Raise awareness about child protection on an ongoing basis;
- Together with the head teacher and local authority safeguarding children training officer, arrange regular training for **all according to their roles and responsibilities** and that all training undertaken is recorded on the schools' Single Central Record (SCR);
- Ensure that the Designated Safeguarding Lead and other staff who provide significant cover receive update training at least every 2 years and recorded on the SCR

## THE ROLE OF INDIVIDUAL STAFF

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

All staff have a responsibility to provide a safe environment in which children can learn.

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.

Staff should expect to support social workers and other agencies following any referral.

Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

The Teachers' Standards 2011 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Everyone in the school must be alert to the possibility that any pupil/student, regardless of race, religion, culture, class or family background, could be the victim of abuse or neglect, exploitation, FGM and Radicalisation/Extremism and must be familiar with all of these procedures as set out in KCSIE September 2016. All staff must read and understand section 1 of KCSIE and a record is logged on the school's Single Central Record. Concern about a pupil/student must be discussed with the Designated Safeguarding Lead immediately so that if necessary, a referral can be made without delay.

Members of staff should not investigate child protection/safeguarding concerns, but gather information including any witnesses of an incident. An investigation is done by Children's Social Services and or the Police. However, if a pupil/student says something, it is vital to listen carefully, so you can record and report it accurately and pass onto the Designated Safeguarding Lead as soon as possible. If these persons are not available, it is the responsibility of the individual member of staff to seek advice from another member of school staff or call one of the following:

Children's First Contact Service - 0208 770 6001 - Children's first contact [service@sutton.gov.uk](mailto:service@sutton.gov.uk).

If a child confides in a member of staff, they should not promise to keep it a secret.

## CONFIDENTIALITY OF RECORDS

Our pupils/students and their parents/carers have the right to expect all staff to deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents/carers and, where appropriate, pupils/students should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a child or young person. Child protection issues relating to individual cases **must not** be subject to open discussion in the staff room or elsewhere in the school.

Members of staff should also remember not to promise to pupils/students to keep "secrets"

## WORKING WITH CHILDREN

We recognise that children and young people who are abused, neglected, or who witness abuse or neglect may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and have a sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- the content of the curriculum;
- teaching children to keep safe and to recognise if they are at risk and how to get help.
- the school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable pupils/students in the school; we will ensure that pupils/students know that some behaviour are unacceptable and that they are valued and not blamed for any abuse which has occurred;
- liaison with other agencies that support pupils/students such as social services, the child and adolescent mental health service, the borough school attendance service and the educational psychology service; and
- ensuring that, when a pupil/student with a child protection plan leaves the school, their information is transferred to any new school immediately and that their social worker is informed.

## **RECRUITMENT, SELECTION, TRAINING AND SUPERVISION OF ALL STAFF AND VOLUNTEERS**

In our recruitment and selection of staff and volunteers we will at all times adhere to the Government guidance contained within "*Working Together to Safeguard Children*" (HM Government 2018), '*Keeping Children Safe in Education* (DfE September 2019).

In particular, we will ensure that:

- For good practice, our interview panel includes at least one member who has completed safer recruitment training,
- that we always follow up gaps in previous employment,
- that we always require specific references from employers for the last five years and
- that for all posts, paid and voluntary, the appropriate Disclosure and Barring Service (DBS) information has been received

We keep a single central record (SCR) of all staff with the date and outcome of their DBS check so at all times staff, pupils/students and parents can be assured this has been done.

The school is aware of and takes notice of 'Disqualification by Association' Guidance 2019 where relevant to the school community and responds in a timely manner. Appendix A

## **CONTRACTORS AND OUTSIDE SERVICES**

We expect all contractors providing services within the school whose staff have access to school premises to comply with this policy and the attached procedure. The contractor or individual must agree to this in writing.

In particular, we require any contractor or organisation delivering a service on behalf of the school or using our premises to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS information. Checks are usually only required if a contractor's member of staff will be left unsupervised. All contractors must either be supervised on site or undertake work outside of school hours.

This policy and procedure will also apply to any organisation using school facilities. They must agree to this in writing.

## CHILD PROTECTION PROCEDURE

Concern may arise from observations of the pupil (e.g. injury, behaviour, appearance, nature of play or work produced) or as a result of something said by the child, another child or an adult. If concern arises regarding the welfare of a pupil the following procedures must be followed.

### DO NOT DELAY

- Tell the Designated Safeguarding Lead as soon as you can - it may be necessary to interrupt a lesson to do this - do not leave notes in the Designated Safeguarding Lead's pigeonhole or desk as they may not get back to check their post until the end of the day once the pupil/student has gone home;
- Report concerns as soon as possible as it gives more time to offer help to the pupil/student and family before the situation becomes severe or serious;
- When the matter is already severe or serious, early referral gives more time for others to protect the pupil/student;
- The Designated Safeguarding Lead may consult the Children's Access Team which is part of the Multi-Agency Safeguarding Hub.

### MAKE WRITTEN NOTES

- The Safeguarding concern form is available online, in the staff room or from the DSL.
- At the earliest opportunity make a written record of your concerns - record facts accurately and be clear when you are expressing an opinion and the basis for this - these notes will help to ensure accuracy in recalling events later - notes should be legible, signed and dated;
- These notes must be given to the Designated Safeguarding Lead as soon as possible and not placed in the pigeon hole or on a desk.
- Do not take photographs of any physical injuries, record on a body map and also do not use audio to record disclosures.

### CONCERN FROM SOMETHING THE CHILD SAYS

- **Listen** - do not ask questions or interrogate. Consider interpreting services if English is a second language.
- **Remain calm** - if you are shocked, upset or angry the pupil/student will sense this and this could stop them from saying more.
- **Reassure** - the pupil/student that s/he has done nothing wrong - tell them it is alright to talk.
- **Do not promise to keep it secret** - tell the pupil/student you cannot keep the matter secret and will need to take advice from someone who can help.

### REFERRAL PROCESS

If a member of staff wishes to make a referral to Social Services or to the Police, they should consult the Designated Safeguarding Lead about how to do this. However, referral must not be delayed - if the Designated Safeguarding Lead is not available a senior member of staff should be advised and the referral made to the Children's First Contact Service. Guidance on how to make a referral can be found at <https://www.sutton.gov.uk/cfcs>.

(Additional information is also available in the *London Child Protection Procedures for details*).

The Children's First Contact Service will be happy to discuss concerns even if you are not sure at that stage that a referral needs to be made. They can be contacted on 0208 770 6001.

### **REMEMBER**

- If in doubt, consult;
- do not ignore concerns, even if these are vague;
- your first responsibility is to the pupil/student; and
- if you need help or support to manage your own feelings, this can usually be provided.

### **CONTACT WITH THE FAMILY**

Contact with the family should be discussed with the Designated Safeguarding Lead, who may consult the Children's First Contact Service.

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the pupil/ student from harm), the pupil/student (as appropriate), parent or carer should be informed that the matter must be referred to the Children's First Contact Service.

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between school staff and the family about sources of help (e.g. the Children's First Contact Service), but if concerns persist, the Designated Safeguarding Lead will need to refer to the Children's First Contact Service.

**In cases where there are suspicions of sexual abuse, the Designated Safeguarding Lead will seek immediate advice from the Children's First Contact Service before discussing this with the family.**

### **RECORDING**

- All records relating to child welfare concerns will be kept on the pupil's/student's file and the file will be kept secure - a chronology of concern should be kept;
- Where there are concerns about a pupil/student, the pupil's/student's file indicates this with a red sticker, making the files easily distinguishable from others where there are no concerns and our electronic files have an appropriate "flag" to indicate there are concerns about the pupil/student;
- We will keep written records of any concerns about pupils/students, even where there is no need to refer the matter immediately;
- Information from records will only be accessed by staff on a "need to know" basis;
- Key staff will need to know when a pupil/student is subject to a Child Protection Plan so they can monitor the pupil's/student's welfare;
- Records relating to the pupil's/student's welfare will remain on the pupil's/student's file as long as the pupil/student is at the school;
- When the pupil/student leaves the school, the new school will be advised in writing that our records contain information about child protection concerns even where these are no longer current. Records should be sent in a way that is lawful in terms of the requirements of the Data Protection Act.
- GDPR

### **CONCERN ABOUT A STAFF MEMBER, CARER OR VOLUNTEER**

- Allegations or concerns about a member of staff, worker or volunteer must immediately be notified to the head teacher (or the chair of governors if the concern is about the head

teacher);

- The head teacher (or chair of governors) will always consult the Local Authority Designated Officer (LADO).
- Following consultation, the head teacher (or chair of governors) in agreement with the LADO will decide on appropriate action:
  - ❖ consider a Senior Strategy meeting
  - ❖ consideration of disciplinary proceedings
- It is important to bear in mind that although the concern may relate to an individual pupil/student, other pupils/students may also be at risk;
- The procedures are in Sutton LSCB Procedure, Working Together to Safeguard Children 2018 Chapter 2, Para 11, "Dealing with allegations of abuse against teachers and other staff and 'Keeping Children safe in Education (DfE September 2019).
- When appropriate with guidance from the LADO, consideration will be given to referral of a member of staff to the DBS for consideration of the case.
- If a member of staff believes a reported allegation or concern is not being dealt with appropriately, they should report the matter to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed.
- Further guidance can also be sought from the MASH.

#### **HARM, FROM OR TO, OTHER CHILDREN**

- Abuse or concerns about a risk of abuse or harm by other children/young people is subject to the same safeguarding procedures as in respect of children or young people being abused by an adult;
- Professionals responding should be alert to the risk a child/young person may pose to children/young people other than any "current" victim; and
- Children or young people who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or committed criminal offences).

In such cases there will usually be a need to refer the alleged perpetrator of harm to the Children and Families Service.

#### **FOREIGN EXCHANGE VISITS**

We will seek the consent of our host families to carry out checks with the appropriate local authority to ensure suitability. In the event that a host family has been subject to some kind of concern, unless there is a satisfactory resolution, the family will be regarded as unsuitable to receive or continue to host a student from overseas.

We will take reasonable steps to ensure that a comparable approach is taken with our or by our companion schools abroad.

#### **REQUESTS FOR ASSISTANCE BY OTHER AGENCIES**

- All school staff have a legal duty to assist local authority Children's First Contact Services or the Police when they are making enquiries about the welfare of pupils/students;
- Information about a pupil/student must therefore be shared on a "need to know" basis with other agencies;
- When telephone requests for information are received, **always** maintain security by checking the telephone number listing for the caller and calling back to a switchboard number **before** giving information or confirming the student is on the school roll;

- Always advise the designated person about such requests for information;
- Requests for attendance at meetings about individual pupils/students (e.g. child protection conferences) should be notified to the designated person, who will arrange preparation of a report and attendance at the meeting;
- Reports should contain information about the child's/young person's:
  - ❖ academic progress, attendance, behaviour, relationships with children/young people and adults, family and any other relevant matters;
- Reports should be objective, distinguishing between fact, observation, allegation and opinion;
- Unless you specify otherwise, reports will normally be made available to the student's family.
- GDPR

#### ***PUPILS/STUDENTS SUBJECT TO A CHILD PROTECTION PLAN OR CHILD IN NEED PLAN***

- The school will be told by the relevant local authority Children's First Contact Service when a pupil/student is subject to a Child Protection Plan or Child In Need Plan (previously the Child Protection Register) whether the London Borough of Sutton or another local authority;
- The name of the key social worker must be clearly recorded on the pupil's/student's record;
- The school will participate fully in the work of Core Groups for these pupils/students to assist with the objectives of the Child Protection Plan for the pupil/student;
- When a pupil/student is subject to a Child Protection Plan or CIN Plan, the school will report all unexplained absences even if only of a day;
- When a pupil/student is subject to a Child Protection Plan or CIN Plan, the school will report all behavioural changes or other concerns to the key social worker; and
- When a pupil/student who is subject to a Child Protection Plan or CIN Plan leaves the school, all the child protection information will be transferred to any new school.

#### ***GENERAL ISSUES***

All staff must observe the above policy and procedure at all times. They will be reviewed annually and as required in line with changes in local (LSCB) or national guidance.

#### ***SUTTON CONTACT DETAILS***

- Children's First Contact Service - 0208 770 6001
- Local Authority Designated Officer (LADO) - 0208 770 4022. If there is a need to make a referral outside of these times call the Out of Hours service on: 0208 770 4322.

## **LIST OF CONTACTS**

### **Designated Leads for Safeguarding:**

#### **Infant School**

Mrs M Quinn - Deputy Headteacher / DSL

Mrs S Hulme - Executive Headteacher / DSL Deputy

Miss E Bryant - Assistant Headteacher/Early Years Lead / DSL Deputy

#### **Junior School**

Miss M Kenny - Deputy Headteacher / DSL

Mrs S Hulme - Executive Headteacher / DSL Deputy

Miss F Sullivan - Assistant Headteacher / DSL Deputy

#### **Other main contacts are:**

Mrs S Hulme - Executive Headteacher

Mrs M Kenny - Deputy Headteacher

Miss F Sullivan - Assistant Headteacher

Miss E Bryant - Assistant Headteacher / Early Years Lead

Mr Tim Richmond - Safeguarding Governor

#### **Sutton contact Details**

Children's First Contact Service - 0208 770 6001 - [Childrensfirstcontactservice@sutton.gov.uk](mailto:Childrensfirstcontactservice@sutton.gov.uk)

For children who do not live in the London Borough of Sutton, appropriate contact details for local Children's Services can be accessed through 'Report Abuse to Your Local Council' <https://www.gov.uk/report-child-abuse-to-local-council>. This link will enable the correct contact details to be accessed by typing in the child's postcode.

#### **Other Contact Details**

Childline 0800 1111

NSPCC 0808 800 5000 [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Ofsted 0300 1231231

Police 999 or 112 (emergency) or 101 (non-emergency) or Safer Neighbourhood Team 0208 721 2773

#### **KEY SAFEGUARDING DOCUMENTS**

Working Together to Safeguard Children - July 2018

Keeping Children Safe in Education - September 2021

What to do if you think a child is being abused - DfE March 2015

Advice for Schools on the Prevent Duty - DfE 2015

Section 26 of the Counter - Terrorism and Security Act 2015

Female Genital Mutilation: Guidance for school - DfE June 2019

Teaching Online Safety in School - DfE June 2019

Relationships Education (Primary), Relationships and Sex Education (RSE, Secondary) and Health Education - DfE 2019

Sexual violence and sexual harassment between children in schools and colleges - DfE May 2018

APPENDIX A: key information on CME, CSE, FGM, Prevent and so-called Honour based Violence from KCSIE September 2016

#### **Pupils with SEND**

As a school we recognise that children with SEND may face additional safeguarding challenges and, therefore, additional barriers include the following:

Assumptions that indicators of possible abuse are simply related to the child's SEND.

Children with SEND being disproportionately impacted by bullying.

Communication barriers that hinder the child in reporting that they have been abused.

### **Further information on a child missing from education (CME)**

The government recently updated and amended regulations on CME from September 2016, to improve information sharing between schools and LAs to help identify children missing education and help protect children from potential harm.

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns

### **Further information on Child Sexual Exploitation**

Child sexual exploitation 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. Some of the following signs may be indicators of sexual exploitation:

Children who appear with unexplained gifts or new possessions;

Children who associate with other young people involved in exploitation;

Children who have older boyfriends or girlfriends;

Children who suffer from sexually transmitted infections or become pregnant;

Children who suffer from changes in emotional well-being;

Children who misuse drugs and alcohol;

Children who go missing for periods of time or regularly come home late; and

Children who regularly miss school or education or do not take part in education.

### **Further information on 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 doubt 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.

#### **Indicators**

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

#### **Actions**

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach

#### **FGM mandatory reporting duty**

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.

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. 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. 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.

#### **Breast Ironing**

Keeping Children Safe in Education (2019) mentions Breast Ironing, under so-called 'Honour-based Violence'. Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further.

#### **Private Fostering**

Private Fostering is when a child under 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private fostering arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether full blood, half blood or marriage / affinity).

#### **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.

#### **Further information on Preventing Radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability, which are often, combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

#### **Children with Family Members in Prison**

Children with family members in prison can be at risk of poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children. School will seek appropriate advice and support.

#### **Child Criminal Exploitation: County Lines**

This refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. Staff may notice children missing school in regular episodes, where they may have been trafficked for the purpose of transporting drugs - a referral to the National Referral Mechanism should be considered. Concerns should be subject to and reported immediately in the same way as any other CP concern.

#### **Domestic Abuse**

Exposure to domestic abuse can have long lasting emotional and psychological impact on children. The NSPCC, Refuge, and SafeLives all have advice on how children who are affected by domestic abuse can be identified and supported. Concerns should be subject to and reported in the same way as any other CP concern.

#### **Sexual Violence and Sexual Harassment between Children in Schools and Colleges**

Sexual violence and abuse can occur between two or more children of any age and sex. Some groups of children will be more at risk such as children with SEND and LGBT. This is never acceptable and should never be treated as a bit of 'fun' or 'teasing'. When referring to 'sexual violence offences' this is under the Sexual Offences Act 2003. Sexual harassment is 'unwanted conduct of a sexual nature' and can occur online or offline. Concerns should be subject to and reported immediately in the same way as any other CP concern.

#### **Homelessness**

Being, or being a risk of, becoming homeless presents a real risk to a child's welfare. The DSL and deputies will be aware of contact details and referral routes into the Local Housing Authority so they can raise and progress concerns at the earliest opportunity. EYFS / Primary age children could also be affected by older siblings, who, for a range of reasons, may be living independently from their parents or guardians (e.g. through exclusion from their home). Concerns should be reported to a DSL.

#### **Upskirting - Voyeurism (Offences) Act 2019**

"The Voyeurism (Offences) Act 2019 creates 2 new offences criminalising someone who operates equipment or records an image under another person's clothing (without that person's consent or a reasonable belief in their consent) with the intention of viewing, or enabling another person to view, their genitals or buttocks (with or without underwear), where the purpose is to obtain sexual gratification or to cause humiliation, "alarm or distress." The offences will be triable and carry a maximum 2-year prison sentence. If staff have a concern about a child or a child makes a report to them, they should follow the school's referral procedures.

#### **Peer on Peer Abuse**

Children can abuse other children. Peer on Peer abuse occurs where both victim/s and perpetrator/s are under 18 years of age. Abuse or concerns about abuse or harm by other children should be subject to and reported in the same way as any other CP concern and using school procedures. Abuse may take place physically, verbally or online. This can include, but is not limited to, bullying, including cyberbullying; sexual violence and sexual harassment; physical

abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Staff will be alert to the risk a child may pose to children other than any "current" victim; and be aware that children who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or witnessed, or have been part of, criminal activity).

The risk of Peer on Peer Abuse will be minimised through:

- Educating our pupils about how to keep safe and what they should do if they feel unsafe in any way. We update this regularly in class through our child friendly booklet.
- Reminding children to watch out for their peers and tell an adult if they are aware of anyone being bullied or upset by others.
- As a school deals with bullying quickly and effectively we create a culture where this is unacceptable.
- Offering support to victims and perpetrators.
- Regular teaching about online safety so that children are very aware of how to keep safe, how to report when others are unkind or abusive online and how they can block unwelcome contact online.

Peer on Peer Abuse will be recorded in the same way as all Child Protection issues using school procedure. Investigation will involve listening to the children, gaining an insight into what has happened, involving parents and dealing with the issue through our Behaviour Policy. We are aware that in some cases we may need to involve Children's Services and the police. We are aware of the need to act quickly and inform parents so that children are not going home to be abused by the perpetrators in person or online.

### **Prevent**

From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2019 ("the CTSA 2019"), in the exercise of their functions, to have "due regard Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). There is separate guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges. 76 to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2019. Paragraphs 57-76 of the

The statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes:

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

### **Channel**

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance. E-learning channel awareness programme for staff is available at: Channel General Awareness. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

## Addendum 1



# COVID-19 school closure arrangements for Safeguarding and Child Protection at St. Mary's Catholic Federation, Carshalton

School Name: St Mary's Catholic Federation, Carshalton  
Author: M.Quinn  
Date: 06.04.2020  
Date shared with staff: 07.04.2020

## 1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the St Mary's Federation Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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## 2. Key School Contacts

Role	Name	Contact Number	E-Mail
Designated Safeguarding Lead (DSL) Infant School	Mrs M Quinn	020 8647 5711	<a href="mailto:office@stmarysinfschool.org">office@stmarysinfschool.org</a>
DSL Junior School	Mrs S Hulme	020 86474342	<a href="mailto:office@stmarysjuniorschool.org">office@stmarysjuniorschool.org</a>

Deputy Safeguarding Lead Infant School	Mrs S Hulme	020 8647 5711	<a href="mailto:office@stmarysinfschool.org">office@stmarysinfschool.org</a>
DSL Infant School	Miss E Bryant	020 8647 5711	<a href="mailto:office@stmarysinfschool.org">office@stmarysinfschool.org</a>
Deputy DSL Junior School	Miss F Sullivan	020 86474342	<a href="mailto:office@stmarysjuniorschool.org">office@stmarysjuniorschool.org</a>
Chair of Governors	Mr B Tomkins	Via school office	<a href="mailto:governors@stmarysinfschool.org">governors@stmarysinfschool.org</a>
Safeguarding Governor	Mr T Richmond		<a href="mailto:governors@stmarysjuniorschool.org">governors@stmarysjuniorschool.org</a>

**Note: The Local Authority have the private mobile numbers of the Safeguarding Leads in case of out of hours urgent need.**

**Social Worker Duty Line: 0208 770 5199      Emergency duty out of hours: 0208 770 5000  
MASH 0208 770 6001**

### **3. Vulnerable children**

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

St Mary's Catholic Federation will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be the Headteacher.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and St Mary's will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, St Mary's or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. St Mary's will encourage our vulnerable children and young people to attend.

### **4. Attendance monitoring**

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

St Mary's Federation and social workers will agree with parents/carers whether children in need should be attending school - St Mary's will then follow up on any pupil that they were expecting to attend, who does not. St Mary's will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, St Mary's will, when communicating with parents/carers will confirm emergency contact numbers are correct. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, St. Mary's will as appropriate notify their social worker.

## **5. Designated Safeguarding Leads**

**St Mary's Nursery and Infant School** has a Designated Safeguarding Lead (DSL) and two Deputy DSLs.

The Designated Safeguarding Lead is: Mrs M Quinn (Executive Deputy Headteacher) The Deputy Designated Safeguarding Leads are: Mrs S Hulme (Executive Headteacher), Miss E Bryant (Assistant Headteacher)

**St Mary's Junior School** has a Designated Safeguarding Lead (DSL) and two Deputy DSLs.

The Designated Safeguarding Lead is: Miss M Kenny

The Deputy Designated Safeguarding Leads are: Mrs S Hulme (Executive Headteacher) and Miss F Sullivan (Assistant Headteacher)

*All DSLs work as a team to support children's needs across the Federation.*

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted - for example when working from home. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site. This might include updating and managing access to child protection files and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all St Mary's staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

## **6. Reporting a concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy. Staff are reminded of the need to report any concern immediately and without delay. Where staff are concerned about an adult working with children in the school, they must report the concern to the Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up in accordance with GDPR guidelines.

Concerns around the Headteacher should be directed to the Chair of Governors.

## **7. Safeguarding Training and induction**

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child. Where new staff are recruited, or new volunteers enter St Mary's Catholic Federation, they will continue to be provided with a safeguarding induction. If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding

children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

### **8. Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, St Mary's Federation will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. Where St Mary's Federation are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

St Mary's Federation will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE. St Mary's Federation will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, St Mary's Federation will continue to keep the single central (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

### **9. Online safety in school**

St Mary's Federation will continue to provide a safe environment, including online. This includes the use of an online filtering system (LGFL web filtering). Where students are using computers in school, appropriate supervision will be in place.

### **10. Children and online safety away from school**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

The online learning tool at St. Mary's is Google G suite for education, only online resources we subscribe to e.g. LGFL or those that have been already tried and tested by school and found to be secure and appropriate for child use may be used. St. Mary's does not currently deliver virtual lessons in line with St Mary's E-Safety Policy. Although the overall responsibility is taken by SLT, it is also the role of the Computer and E-Safety designated teachers. For these subjects the Lead advises and monitors the use of online actions and resources.

### **11. Supporting children not in school**

St Mary's Federation is committed to ensuring the safety and wellbeing of all its children.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded, as should a record of contact made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. St Mary's Federation and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will continue to share safeguarding updates through the usual channels of communication with parents and carers. St Mary's Federation recognises that school is a protective factor for children and young people, and the current circumstances can affect the mental health of pupils and their parents/carers. Teachers at St Mary's need to be aware of this in setting expectations of pupils' work where they are at home.

St Mary's will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

## **12. Supporting children in school**

St Mary's Federation is committed to ensuring the safety and wellbeing of all its students. St Mary's Federation will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

St Mary's Federation will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

St Mary's Federation will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Where St Mary's Federation has concerns about the impact of staff absence - such as our Designated Safeguarding Lead or first aiders - we will refer to the Action HR guidance.

## **13. Peer on Peer Abuse**

St Mary's Federation recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi agency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded and appropriate referrals made.

## **14. Working with Other Schools**

St. Mary's has a local collaboration arrangement between Headteachers with St. Philomena's High School for Girls and St. Elpheges.

Appendix A

<p><b>15. PRIMARY ONLY</b></p> <p>The school has ensured that all the staff they employ in specified early or later years childcare have had the appropriate checks.</p> <p>The DfE issued new statutory guidance in September 2018 in relation to the 'Disqualification by Association' of teachers and other school staff working in early or later years' provision, or those who are directly concerned with the management of such provision.</p>	<p>Keeping Children Safe in Education (DfE, 2019) "For staff who work in childcare provision or who are directly concerned with the management of such provision, the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009".</p> <p>Applying to waiver disqualification: early years and childcare providers. Ofsted October 2014</p>	<ul style="list-style-type: none"> <li>● Record the date that staff were informed of the changes.</li> <li>● Information is included in the Safeguarding and Child Protection Policy; and in the Safer Recruitment Policy</li> <li>● System for recording which staff are covered by Disqualification under the Childcare Act 2006 (including volunteers and people on work placements).</li> <li>● A system for relevant staff to self-declare that they are not Disqualified under the Childcare Act 2006. An Enhanced DBS Certificate will confirm this for new staff School has considered using the DBS Update Service to supplement any employee self-declaration for existing staff.</li> <li>● A system for reminding all staff about the expectation to inform the school where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school. Also if their circumstances change they must inform the school. (Clear process of recording: Staff Code of Conduct and/or in staff contracts.)</li> <li>● A robust recording system.</li> </ul>	
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|  |  | <ul style="list-style-type: none"><li>• Review process of any historic data collected and methodology for destroying any information which is no longer required. (GDPR compliant)</li></ul> |  |
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