



Safeguarding & Child Protection Policy

2018 -
2019

MISSION STATEMENT

Corpus Christi School exists to serve the Catholic communities of Brixton Hill and its neighbouring parishes.

We are here to educate the children to the highest possible standard in a community, which has the Gospel values, traditions and beliefs of the Catholic Faith at the centre of its ethos.

In all aspects of the school, Christian values will be upheld, with an emphasis on respect, helpfulness, unselfishness and co-operation.

POLICY STATEMENT:

At Corpus Christi School we believe safeguarding and promoting the welfare of children is **everybody's** responsibility and that our approach is always child-centred prioritising the best interests of the child. (Children includes everyone under the age of 18).

All staff principles embedded in this policy link into other policies relating to: Health and Safety, Attendance, Safer Recruitment, PHSE, Sex and Relationship Education, Anti-bullying, Equal Opportunities, Special Educational Needs and Disabilities, Confidentiality, Attendance, Substance Misuse (including drugs and alcohol), Racism and Homophobia, Educational visits, E-safety, Whistleblowing, Administering medication, 1st Aid, etc.

See also other policies relating to safeguarding: Combating Extremism and Promoting British Values, Children Missing Education, Child Sexual Exploitation, Female Genital Mutilation (FGM) etc.

We believe:

- Schools can contribute to the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs including those who may have experienced abuse.

INTRODUCTION

This policy sets out how the Governing Body of Corpus Christi School is carrying out its statutory responsibility to “safeguard and promote the welfare of children” in accordance with the Government guidance and related associated legislation:

- **London Child Protection Procedures (3rd edition 2007)**
- **Working Together to Safeguard Children**
- **Keeping Children Safe in Education: Information for schools and colleges (September 2018)**
- **Section 175/157 Education Act 2002**
- **Female Genital Mutilation Act 2003**

- **Sexual Offences Act 2003**
- **Safeguarding Vulnerable Groups Act 2006**
- **Children and Young Persons Act 2008**
- **Childcare Regulations 2009**
- **Police Act 1197 Regulations 2009**
- **Education Act 2010**
- **Equality Act 2010**
- **Protection of Freedoms Act 2012**
- **Counter Terrorism and Security Act 2015**
- **Serious Crime Act 2015**
- **Data Protection Act 2018**

The following documentation also relates to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Information Sharing 2015 (HM Government)
- What to do if you're worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (2018)
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)
- School Inspection Handbook (Ofsted)
- The Prevent Duty: Department advice for schools and childcare providers (DfE)
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)
- Guidance for safer working practices (Safer Recruitment Consortium 2015)
- Child Sexual Exploitation - definition and guide for practitioners (DfE 2017)
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2018)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Data Protection: a toolkit for schools (DfE)
- Preparing for the General Data Protection Regulation (GDPR) - Information Commissioner's Office
- Sexing in Schools and Colleges (UK Council for Child Internet Safety (UKCCIS))

Our school's Preventing Extremism and Radicalisation Safeguarding Policy draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education, 2018"

Safeguarding and promoting the welfare of children is best defined 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" (KCSIE 2018)

We therefore have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel. We teach all our children about safeguarding and adopt training from the NSPCC with staff and pupils.

This policy applies to **all** staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It will be reviewed annually by the Governing Body, and is in line with the expectations of Ofsted/ISI which inspects safeguarding arrangements as part of the school's Leadership and Management and the requirements of the (Local) Safeguarding Children Board (LSCB).

Aims:

- To ensure that all necessary internal and inter-agency child protection procedures are in place as required when children may be suffering or are at risk of "significant harm"
- To give guidance to staff to ensure best practice
- To demonstrate the links with other relevant policies to safeguard the welfare of children
- To provide a clear statement of the school's responsibilities in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific roles

Principles:

This school recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of this school.

All staff and Governing Body of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.

We recognise that because of the day to day contact with children, staff in school are well placed to observe the signs of possible abuse and therefore need to be constantly vigilant.

We want our children to achieve their full potential by:

- Being as physically and mentally healthy as possible
- Experiencing good quality education opportunities
- Living in a safe environment
- Learning and working in a safe environment
- Being safe online
- Experiencing emotional wellbeing (RULER/Safe Space)
- Feeling loved and valued
- Receiving support from a network of reliable and affectionate relationships
- Learning to look after themselves
- Coping with everyday living (Values and Ethos)
- Having a sense of identity and a positive image of themselves (British Values)
- Developing their self-confidence and their interpersonal skills

We contribute to the prevention of abusive experiences in the following ways:

Clarifying standards of behaviour for staff and pupils (included in our Behaviour Policy and Staff Code of Conduct)

Introducing appropriate work within the curriculum

Developing staff awareness of the causes of abuse

Encouraging pupils and parental participation in practice

Addressing concerns at the earliest possible stage

We contribute to the protection of our pupils in the following ways:

Including appropriate work within the curriculum

Implementing child protection policies and procedures

Working in partnership with pupils, parents and agencies

To contribute to supporting our pupils in the following ways:

Identifying individual needs where possible

Identifying children who may benefit from early help

Designing plans to meet needs

IN-SCHOOL PROCEDURES FOR PROTECTING CHILDREN

1. All staff should:

- have read and understood the school's child protection and Annex A, Behaviour Policy, professional conduct, and Child Missing in Education and e-safety policies and procedures including issues of confidentiality. Staff need to know the role of the Safeguarding Lead and Designated staff for safeguarding across the school.
- be alert to signs and indicators of possible abuse; **any concerns** about a child's welfare should be acted on **immediately**
- understand the importance and impact of the early help process
- share concerns with the designated person.
- deal with disclosure of abuse from a child in line with the school's policy and procedures
- be involved with ongoing monitoring and recording to support the implementation of individual education programmes and inter-agency child protection and child support plans (Mental Health, Education Welfare, Educational Psychology Services and other agencies supporting children in school)
 - Manage or support a child through the school's own pastoral care process (including Safe Space)
- be subject to Enhanced DBS vetting
- be expected to behave in accordance with the schools general Behaviour Policy
 - Provide a safe environment in which children can learn

2. The Safeguarding Lead and Designated Teachers

Safeguarding Lead DSL	Deputy Safeguarding Leads	Designated Teachers	Early Years/SEND Designated Teachers
Mrs. J Connery	Mr. R Coyle	Mrs. L Powell	Mrs. Z Bray
<i>Mrs. J Namussisi Riley</i> <i>Governor Link for Safeguarding</i>	Mrs. S. Cole	Mr. M Kelleher	Mr. S Dervan
	Mrs. S Smart	Mrs. N Graham	
	Ms. S Ruiz.	Mr. Calvey	

- Where the school has concerns about a child, the Designated Teacher, in consultation with appropriate staff, will decide on what should happen next.
- Child Protection information needs to be dealt with in a confidential manner. A record will be made of what information has been shared with whom, and when. Staff will be informed of relevant details

when the Designated Teacher feels their having knowledge of a situation will improve their ability to deal with an individual child and /or family.

- Child Protection records will be stored securely in a central place separate from academic records. They will be kept for the period during which the child is attending the school.
- Access to these by other staff, apart from the Safeguarding Lead and Deputy Leads will be restricted.
- The Safeguarding Lead and Deputy Leads must ensure that a chronology of events, communications and outcomes is kept electronically.
- Parents should be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff.
- If a pupil moves from our school, child protection records will be forwarded onto the new school, with due regard to their confidential nature.
- The school will ensure that the relevant social worker is notified if there is an unexplained absence of any pupil who is currently subject to a child protection plan. When discussing concerns in respect of a child who is Looked After by the Local Authority the child's named social worker must be informed.
- **All** staff must be aware of the local early help process and **everyone's** role in it (Working Together to Safeguard Children Chapter 1). This is particularly for children who are:
 - ✓ Disabled and has specific needs
 - ✓ Has SEN
 - ✓ A young carer
 - ✓ Showing signs of being withdrawn and leaning to anti-social or criminal behaviour
 - ✓ Frequently missing from home/care
 - ✓ Misusing drugs or alcohol
 - ✓ At risk of modern day slavery, trafficking or exploitation
 - ✓ In a family circumstance presenting challenges for the child (substance abuse, adult mental health problems or domestic abuse)
 - ✓ Returned to family home from care
 - ✓ Showing early signs of abuse and/or neglect
 - ✓ Is at risk of being radicalised or exploited
 - ✓ Is a privately fostered child

3. The Nominated Governor

- The Nominated Governor for child protection at the school is *Mrs. Josephine Namusisi-Riley*.

- She is responsible for liaising with the Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational - she will not be involved in concerns about individual pupils.

1. Involving parents

- The school will ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. The school's child protection policy is made available to parents on request and published on the school website.
- In general, we will discuss concerns with parents before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents after consultation with the Safeguarding Lead or her Deputy Lead staff. However, there may be occasions when the school will contact another agency **before** informing parents, if the school decides that contacting parents is inappropriate.

2. Multi-agency work

- We work in partnership with other agencies in the best interests of the children. Therefore, the school will, where necessary, liaise with the school nurse and doctor, and make referrals to social services. Referrals should be made, by the Designated Teacher to the local authority Referral and Assessment Duty Social Worker. Sharing information is necessary whereby the safety of the child is of utmost importance.

Contact numbers 020 7926 5555 After-hours 020 7926 1000

Local Authority Link Social Care Team Manager: Shola Emmanuel (IRH)
SEmanuel@lambeth.gov.uk 020 79261378 or 020 79263344

NSPCC Helpline (adult) 0808 800 5000 (child) 0800 1111

- We will co-operate with social services where they are conducting child protection enquiries. Furthermore, school will endeavour to attend appropriate inter-agency meetings such as initial and Review Child Protection Conferences, and Planning and Core Group meetings.
- We will provide written reports as required for these meetings. If the school is unable to attend, a written report will be sent.
- Where a child in school is subject to an inter-agency plan of protection, the school will contribute to the preparation implementation and review of the plan as appropriate.

OUR ROLE IN THE PREVENTION OF ABUSE

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

1. The Curriculum

- Relevant issues will be addressed through the PSHE curriculum. For example, self-esteem, emotional literacy, assertiveness, power, sex and relationship education, bullying.
- Relevant issues will be addressed through other areas of the curriculum.

For example, circle time, Drama, Art, PSHE, SRE, RE and via curriculum topics.

2. Other areas of work

- Our child protection policy cannot be separated from the Catholic ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.
- All our policies which address issues of power and potential harm, e.g. [Safer Recruitment](#), Health & Safety, Anti-Bullying, Sex and Relationship Education, Equal opportunities, Positive Handling, Behaviour, Special Educational Needs and Disabilities, Confidentiality, Attendance, Substance Misuse, Racism and Homophobia, Educational visits, E-Safety, need to be linked, to ensure a whole school approach.

OUR ROLE IN SUPPORTING CHILDREN

We will offer appropriate support to individual children who have experienced abuse or who have abused others. Staff are advised to maintain an attitude of **“it could happen here”** when safeguarding is concerned.

Staff training

- The Safeguarding and Deputy Lead staff will undertake annual Safeguarding Lead training
- The E-Safety Designated Teacher will undertake annual E-Safety training, disseminated to staff, children and parents
- Designated Teachers will undertake bi-annual advanced child protection training
- The school will aim to ensure that **all** staff receive annual updated INSET and induction appropriate to their roles and responsibilities, especially staff new to the school. They will be required to demonstrate they have read and understood Part 1 of “Keeping Children Safe in Education” (DFE) Non staff who have contact working with children will be required to read and understand safeguarding procedures outlined in the school’s induction leaflet
- **All** staff will be expected to read and understand regular e mail updates from the Safeguarding Lead, as appropriate, to keep their skills and knowledge up to date
- All staff must be aware of wider, specific safeguarding issues and behaviours that can put children at risk
 - All staff will update their knowledge of safeguarding issues through safeguarding bulletins in the termly staff news and through NSPCC materials and workshops to children
- The Nominated Governor (and invited governors) will attend specific training on their role

Procedures in the event of an allegation against a member of staff.

Staff should not assume a colleague or another professional will take action that might be critical in keeping children safe. Early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. In the event of an allegation against a member of the school staff we will follow the procedures laid out in **Appendix Three**.

APPENDIX ONE - DEFINITIONS AND INDICATORS OF ABUSE

Staff should be aware that abuse, neglect and safeguarding issues in most cases overlap with one another.

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

Neglect

Examples which **may** indicate neglect (this is not designed to be used as a check list):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour
- Affection or attention seeking behaviour

Physical Abuse

Examples which **may** indicate physical abuse (this is not designed to be used as a check list):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

Sexual Abuse

Examples which may indicate sexual abuse (this is not designed to be used as a check list);

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate, selective mutism
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

Emotional abuse

Examples which **may** indicate emotional abuse (this is not designed to be used as a check list):

- Over reaction to mistakes, continual self depreciation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self harming, drug or solvent abuse
- Fear of parents being contacted, running away, compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

Peer on Peer abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse including:

- ✓ Bullying (including cyber bullying);
- ✓ Physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm;
- ✓ Sexual violence and sexual harassment;
- ✓ Sexting (known as youth produced sexual imagery); and

- ✓ Initiation/hazing type violence and rituals.

All staff should be clear the school's policy and procedures with regards to peer on peer abuse. Bullying is defined as deliberately hurtful behaviour repeated over a period of time where it is difficult for those being bullied to defend themselves. Bullying may take the form of physical, verbal or indirect abuse (e.g. spreading unkind rumours about one child to another, making racist remarks or excluding someone from social groups.) Bullying may also be understood as child on child abuse. Bullying may also be perpetrated within digital or ICT based environments, sometimes known as Cyber-Bullying, and may include 'Sexting'; which must be treated as seriously as any other form of bullying and dealt with accordingly. Please, additionally, see our Acceptable Use Policy. At Corpus Christi we will not tolerate bullying in any form and recognise that we need to act promptly and firmly to combat it whenever it occurs. Children are aware that their concerns are taken seriously by members of staff in confidence and will be investigated and, if substantiated, acted upon. (For further information see the school's Anti-bullying, Behaviour and E Safety Policies). Sexual abuse may also be perpetrated by a child. All incidents of peer on peer abuse will be dealt with in accordance with the schools policies and procedures. Incidences are also recorded in our Child Protection and E Safety monitoring records, securely stored, so that patterns of potential abuse can be accessed.

At Corpus Christi we will be vigilant for the signs of child on child abuse and give all children the opportunity to be heard through the use of open questioning making referrals to Social Care as necessary.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside school and can occur between children outside school. All staff should be considering the context within which such incidents and/or behaviours occur. So when assessments of children are made a consideration should be given on 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 should consider such factors so it is important that we as a school provide as much information as part of the referral process. This will allow any assessments to consider all the available evidence and the full context of any abuse. Additional information is to be recorded on the schools own referral "cause for concern" form when discussing individual concerns with the DSL. We also need to be aware of local community issues which may have an impact on the welfare of our children; we maintain close contact with our local police and Local Authority to address these issues as a school and through workshops provided to the children. We provide support to our parents to address challenges that parenting brings through a trained parent therapist.

Context of our school

Corpus Christi School is primarily a Catholic two form entry school with 430 pupils (October Census 2018) on roll from ages 3 to 11. Attendance rate is high at 97.9% with 1.9% authorised absence. The majority of pupils are from a wide range of minority ethnic and demographic groups. 38.1% of pupils have English as an Additional Language. 8.4% of pupils have SEN support with 1.4% on an EHC Plan. 11.2% of pupils are pupil premium and 5.3% are Free School Meals. Families dwell within the Brixton, Herne Hill and Streatham areas living in social housing, privately rented and owner occupied properties. More recently, the cost of housing within the areas has caused a slight raise with inward mobility across the school.

ANNEX A contains important additional information about specific forms of abuse and safeguarding issues.

Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to his/her age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol/drug/substance misuse
- Parents request removal of child from home
- Violence between adults in the household

Early Help

The DSL will liaise with other agencies and be involved in inter-agency assessment if early help is appropriate. Staff may be required to support such agencies and professionals, acting in some cases as the lead professional. Such cases are to be kept under review and consideration for referral to children's social care for assessment for statutory services, where the child's situation does not appear to be improving or getting worse.

Statutory Assessments

Where a child is suffering, or is likely to suffer from harm, it is important that a referral is made to children's social care (and if appropriate police) is made immediately.

Children In Need

A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled (Children Act 1089). Children in need may be assessed under **Section 17** of the Children Act 1989.

Children Suffering or Likely to Suffer Significant Harm

Under **Section 47** of the Children Act 1989, Local Authorities with the help of other organisations have a duty to make enquiries if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such action enables them to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threat like radicalisation and sexual exploitation.

Female Genital Mutilation

We are aware the female genital mutilation (FGM) is a form of child abuse and violence against women affects girls particularly from North African countries. It is illegal in England and Wales to allow girls to undergo this practice. It is accepted that some female pupils in our school may be at risk of being subject to Female Genital Mutilation (FGM). FGM is defined by the World Health Organisation as: all procedures, but not therapeutic or essential surgical operations, which involve partial or total removal of the external female genitalia or injury to female genital organs for non-therapeutic reasons. FGM is considered as a cultural norm by some communities and some also consider FGM necessary for religious reasons.

We will always challenge such abusive cultural norms as the welfare and safety of the child is always paramount, equally we also recognise that FGM is not endorsed as a religious practice. In any event it is illegal in the UK to subject any child to FGM or to take a child abroad to undergo FGM. Corpus Christi will follow the procedures for dealing with cases of FGM as set out in the London Child Protection Procedures. [Under](#) Section 5b of the FGM Act 2003 there is a specific **legal** duty on **teachers**

(persons employed or engaged to carry out teaching work at schools and other institutions in England) which requires health and social care professionals and teachers in England and Wales that they **must** report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out. School personnel who fail to comply with the mandatory duty face disciplinary procedures.

From a Child Protection perspective a child for whom FGM is planned is at risk of significant harm through physical and emotional abuse, it may also be considered as sexual abuse.

Typical identifiers are:

- Family comes from a community known to practice FGM
- Family / child talks about a long holiday
- Family / child may be asked to be excused PE / swimming on return
- Family / child may confide that she is going to a 'special ceremony' when on holiday
- Female child is known to have a mother that has been subject to FGM
- Female child is known to have a sister that has already undergone FGM

The signs to look out for are:

- Difficulty walking, standing or sitting.
- Spending longer in the bathroom or toilet.
- Appearing withdrawn, anxious or depressed.
- Displaying unusual behaviour after an absence from school or college.
- Being particularly reluctant to undergo normal medical examinations.
- Asking for help, but may not be explicit about the problem due to embarrassment or fear.

Equally the child may be aware of what is going to happen and make disclosure or seek help.

If any member of staff receives a disclosure or is aware that a FGM is about to happen this must be disclosed to the Designated Senior Person for Child Protection without delay so that the appropriate referrals may be made and/or protective measures may be put in place, especially as the child/ren may be taken out of the country.

We are also aware that 'so-called 'honour-based' violence (HBV) encompasses incidents or 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'.

School personnel who have a concern regarding a child that might be at risk of HBV or who has suffered from HBV will report their concern to the DSL or deputy DSL.

Extremism and Radicalisation

Please refer to our Extremism and Radicalisation Safeguarding Policy for the full procedural framework on our safeguarding duties in protecting our pupils from extremism and radicalisation.

We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in an activity in support of terrorism.

We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly influenced by extremist materials or influences we will ensure that pupil is offered mentoring. In such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

However, staff at Corpus Christi will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

Therefore all adults working in Corpus Christi Catholic Primary School (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher, including any harm through extremism or radicalisation.

We are aware that under the Counter Terrorism and Security Act 2015 we have the duty to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty and we believe it is essential that's school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British Values and for everyone to understand the risks associated with terrorism.

Child Sexual Exploitation

We are aware that 'Child **sexual exploitation** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

If any member of staff receives a disclosure or is aware that a CSE is happening this must be disclosed to the Designated Senior Person for Child Protection without delay so that the appropriate referrals may be made and/or protective measures may be put in place, especially as the child/ren may be taken out of the country.

Children Missing From Education

Our school attendance officer monitors the attendance of children on a daily basis. There is a clear procedure in place when a child is absent without notification from a parent/carer (via the school directly or schools coms). Staff need to be vigilant when taking registers during morning and afternoon sessions as a missing child could be a safeguarding issue. The school has a system for notifying parents/carers when attendance and punctuality is close to/is falling below the school/Local Authority expected standard and the Education Welfare Officer closely audits our attendance records (see Attendance Policy). All parents/carers are expected to update the school annually with at least two emergency contact numbers which is stored in their child's records on SIMS, which can be accessed by **all** staff (via individual SIMS Login).

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. 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 such as travelling to conflict zones, FGM and forced marriage.

Corpus Christi will inform the local authority of any pupil who is going to be deleted from the admission register where they:

1. have been taken out of school by their parents and are being educated outside the school system e.g. home education;
2. have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
3. have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
4. are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
5. have been permanently excluded.

The local authority will be notified when we as a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

Please see Keeping Children Safe in Education 2015 for further guidance on extremism and radicalisation, female genital mutilation, child sex exploitation and children missing from education



APPENDIX TWO – RESPONDING AND REFERRING

Any member of staff who has concerns about the safety or potential abuse of a child must report their concerns to the Safeguarding Lead without delay.

In accordance with local inter-agency procedures, the agreement of the child's parent for an external referral should normally be sought where possible. **However, if it is felt that seeking any such agreement would increase the level of risk of harm to the child, the matter will be discussed with Social Care/Social Services and their advice sought first.** This must not contribute to a delay in making a referral.

The school will ensure that the relevant social worker is notified if there is an unexplained absence of any pupil who is currently subject to a child protection plan. When discussing concerns in respect of a child who is Looked After by the Local Authority the child's named social worker must be informed.

Step 1 - When a child tells me about abuse s/he has suffered, what must I remember?

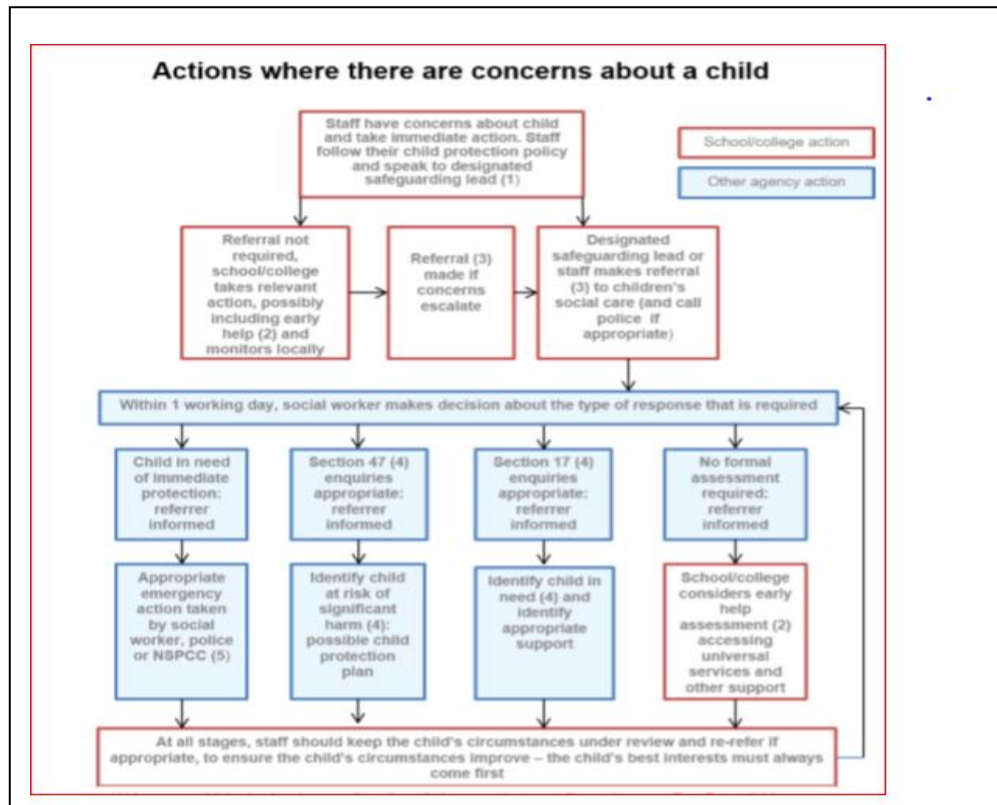
- Stay calm
- Do not transmit shock, anger or embarrassment
- Reassure the child. Tell him/her you are pleased that s/he is speaking to you
- Never enter into a pact of secrecy with the child. Assure him/her that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Take him/her seriously.
- Tell the child that it is not her/his fault
- Encourage the child to talk but do not ask 'leading questions' or press for information
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected
- Do not tell the child that what s/he experienced is dirty, naughty or bad
- It is inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what s/he has told you. It is essential to record all that you have heard
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record on the Case For Concern Form of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not the staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Step 2 - Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to social services without delay, by the Head Teacher / Designated Teacher using the correct procedures as stated in the guidelines.

Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Teacher or Head Teacher or other external agencies.



NSPCC Advice

0808 800 5000

ChildLine: 0800 1111

Record Keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Staff are required to fill in the schools "cause for concern" form and should discuss with the DSL or deputies/designated staff. This form will be used to share information and will be securely stored. The DSL or deputies will be required to complete the local authority MAT form when referring to social care, which can be located on staff drive/safeguarding/referrals.

Poor Practice

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have shown the dangers of failing to take effective action such as:

- ✓ failing to act on and refer the early signs of abuse and neglect;
- ✓ poor record keeping;
- ✓ failing to listen to the views of the child;
- ✓ not sharing information;
- ✓ sharing information too slowly; and
- ✓ a lack of challenge to those who appear

Additional information about specific forms of abuse and safeguarding issues is outlined in Annex A.

APPENDIX THREE – CONCERNS RELATING TO A MEMBER OF THE SCHOOL STAFF OR OTHER PERSON IN A “POSITION OF TRUST”

We take our responsibility for the welfare of children in our care extremely seriously. All schools and colleges are now required by Government guidance to have a Staff Behaviour Policy or Code of Conduct. This sets out the standards of personal and professional behaviour that are expected of all staff and volunteers. A copy is available for parents on request. Any concern about staff conduct that may suggest a risk of harm to anyone under 18 should be reported to the headteacher (Safeguarding Lead), Chair of Governors, Social Care or the Police as appropriate without delay.

The Sexual Offences Act 2003 established a criminal offence of ‘abuse of trust’ affecting teachers and others who work with children and young people. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken. **Any sexual relationship with a pupil under 18 in the same school is an offence.** This legislation is intended to protect all young people in education who are under 18 years of age. ‘Grooming’ a child with a view to a future sexual relationship may also be an offence in this context, including inappropriate on-line contact.

The principle of equality embedded in the legislation applies irrespective of gender or sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.

The headteacher and Chair of Governors will act in accordance with procedures issued to all schools by the Local Authority ‘Designated Officer’ (LADO) and the Department for Education. If the suspicion involves the headteacher, advice should be sought from the LADO and the Chair of Governors is to be informed immediately. Other school staff should assist parents to do this if required and anyone can contact the LADO directly.

- **The LADO (Local Authority Designated Officer) for Corpus Christi School is** Sumayyah Hart (SHart@lambeth.gov.uk)
- **The Chair of Governors is** Josephine Namusisi-Riley (vozefinariley@gmail.com)

The headteacher, designated deputy headteacher or Chair of Governors will attend any inter-agency meetings relating to allegations against staff. This is the forum for deciding what action may be necessary.

Parents and students are advised that it is now an offence to publish any details (including on social media) that may identify any teacher under investigation for alleged abuse until they are either charged with an offence or subject to formal disciplinary proceedings.

Inappropriate behaviour by staff could take the following forms;

- **Physical** includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional** includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual** includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault.
- If a child makes an allegation against a member of school staff the Headteacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation itself or interview pupils. As part of this initial consideration, the Headteacher should consult with the Referral and Assessment Duty Social Worker.
- The consultation between school and social services will determine the need for further investigation. Only if the allegation is demonstrably false or trivial would further investigation not be warranted.
- Where the allegation has been made against the Headteacher, then the Chair of

Governors takes on the role of liaising with the social services in determining the appropriate way forward.

Additional Guidance: *(Please refer to additional policies as mentioned)*

Use of physical interventions:

There is an absolute ban on the use by any member of staff of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or any action which is primarily intended to cause pain, injury or humiliation. Use of "reasonable" force means "using no more force than is needed".

It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact to take place; (e.g. a child who is hurt, [has lost control](#), who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.).

Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

- a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b. causing personal injury to , or damage to the property of, any person (including the pupil themselves); or
- c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents will be informed the same day.

Individual plans will be in place for vulnerable children and children with SEN and/or disabilities to reduce the need for using force.

(There is separate guidance on the use of force by staff in Further Education colleges. This also applies to school pupils who receive some of their education in a FE college. School staff must be satisfied that children are safe when undertaking alternative programmes and work experience).

E-safety

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate, or possibly illegal through social networking sites etc. including 'cyber-bullying' and 'sexting'.

We acknowledge that the increased provision of the Internet in and out of school brings with it the need to ensure that learners are safe. We need to teach pupils how to evaluate Internet information and to take care of their own safety and security.

Staff at this school have a legal responsibility to educate our students in the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. It is also important to include parents as much as possible in this process given that most children have access to computers at home.

It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff **must not** however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.

Staff should not communicate with pupils through private email accounts, social networking sites, even on educational matters, but should use official email and networking sites sanctioned by the school. Staff should be circumspect in their private use of social networking sites and must not discuss school business or school issues on their personal social networking site or risk breaching confidentiality about the pupils.

E-Safety, which encompasses Internet technologies and electronic communications, will educate pupils about the benefits and risks of using technology and provides safeguards and awareness to enable them to control their online experiences. We have a duty to ensure the **online safety** of all pupils and school personnel. We also have a duty to provide pupils with quality Internet access as part of their learning experience across all curricular areas. The use of the Internet is an invaluable tool in the development of lifelong learning skills.

The school has in place filtering and monitoring (via LGFL) to reduce potential safeguarding issues when children use the internet. We recognise that children may have unlimited and unrestricted access to the internet via 3G and 4G, so there is a clear policy on the use of mobile technology in the school (See E Safety Policy). Incidences which occur within/outside school are logged and dealt with in line with the schools policy and procedures. The school provides regular training to staff, pupils and parents/carers using primarily the schools E Safety Coordinator and Digital Leaders, NSPCC and London Connected Learning for training needs.

Record keeping

We have a duty not to 'prevent, or limit, the sharing of information for the purposes of keeping children safe'. We are aware that legal and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children.'

We have a duty to retain all data on the safeguarding file for a long period as it 'forms part of an important story that may be needed retrospectively for many years.'

Any member of staff receiving a possible disclosure of abuse from a child or young person, or noticing signs or indicators of potential abuse, will make notes as soon as possible (within the hour), writing down as exactly as possible using the child's own words, what was said or seen, putting the scene into

context, and giving the time and location. This is to be recorded on the school's "cause for concern" form. Dates and times of events should be recorded as accurately as possible, including contextual information, together with a note of when the record was made. All records must be signed and dated clearly. Children will not be asked to make a written statement themselves or to sign any records.

All records of a child protection nature (handwritten, typed or by electronic means will be given to the Safeguarding Lead or printed for safekeeping). This includes child protection conference minutes and written records of any concerns. Access to any records will be on a 'need to know' basis. All records must be held separately from the main pupil file, and in a secure place.

When a child who has had a child protection plan leaves the school and/or transfers to another school, the SL will inform the child's new school immediately and discuss with the child's social worker the transfer of any confidential information the school may hold.

When pupils transfer between schools/colleges or move school part way through an academic year, all information about any past or current child protection concerns will, if possible, be sent confidentially to the SL of the receiving school/college. Any records that cannot be passed on will be retained confidentially until at least the child's 25th birthday or as required.

Supporting the Pupil

The school will support pupils in accordance with his/her agreed child protection plan as required. The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team.

We recognise that children who are abused or who witness violence may experience difficulties which impact on their sense of self-worth. They may feel helplessness, humiliation and some 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 pupil through the content of the curriculum and the school ethos of valuing the pupil.

SEND

We are aware that children with SEND may be at greater risk than their non-SEND peers. Staff need to be aware that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability. This is due to:

- communication barriers
- increased risk of peer group isolation
- disproportionate impact of bullying
- dependency on others
- confusion over signs of abuse
- lack of education on staying safe

All of our high need SEN children (with an EHCP plan) have a designated 1:1 adult working with them. These adults know the children extremely well, can communicate effectively with them and monitor any differences in behaviour and presentation. These children take part in regular social skills groups where they are confident speaking out and sharing information. Additional pastoral will be provided for children with SEN and/or disabilities.

They take part in weekly Life Skills groups aimed at addressing specific dangers such as how to problem solve and stay safe in the local community. The children are taken on regular life skills visits in the local community to experience real life situations such as Lambeth Bus Day training.

We are committed to working in partnership with parents/carers and outside agencies to ensure that information and training relating to Safeguarding for the children is shared with all professionals involved with the child.

The curriculum

Through the curriculum, staff will raise pupils' awareness and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others, recognising that pupils need opportunities to develop the skills they need to stay safe.

The Role of Parents

Parents are:

- asked to work hard with the school to establish excellent home-school relationships;
- aware that we have a responsibility for the welfare of all our pupils;
- aware that we have a duty to involve Social Services or any other agency if we have any concerns about a child;
- aware that under certain circumstances we will involve an agency without informing them if we think that by so doing we will place the child at even greater risk;
- aware that they will be kept up to date with all our actions.

Annually we will ask parents if:

- they have any concerns about the safety of their child when in school;
- they feel enough time is given for children to learn how to keep safe;
- they know who to talk to if they have any concerns;
- they feel their views are listened to and acted upon.

Parents will be invited to attend safeguarding awareness workshops when their children when the need arises. In regard to sexual abuse parents will be advised to:

- be aware that the most common form of abuse comes from within the family and it can come from someone who is well-known and trusted in the community;
- talk to their children about sexual abuse in the same way they teach their children about bad behaviour;
- Introduce the subject by saying, "I need to talk to you about something which is very important to me."
- approach conversation in the same way they would teach their children how to play with others and explain where it is correct to touch people;
- not leave it up to teachers to speak to their children about it;
- have simple conversations with their children from the age of five right through to adulthood;
- use opportunities such as at bath-time, walking home from school or in the car to have the first talk;
- avoid scary words so as not to frighten them but to tell them that their body belongs to them, and that they can say no if someone tries to touch them;
- talk to their children about the difference between good and bad secrets;
- introduce their children to the NSPCC's Talk Pants campaign which does not mention sex or abuse but makes a scary message easier to talk about;
- access Talk Pants online and to use bed-time stories to tackle this delicate and very important topic.
- Engage with their child when the school undertakes SRE topics

Working with Agencies

We work in close partnership with all school agencies as the safety and protection of children is of paramount importance to everyone in this school.

Training

The Governing Body will ensure that all staff, both teaching and non-teaching, receive appropriate induction and regularly updated training to equip them to carry out their responsibilities for child protection effectively, as prescribed in government guidance and in accordance with the expectations of the LSCB. The Governing Body will ensure that the Safeguarding Lead attends appropriate training as required under national and local procedures.

Safer Recruitment of staff, governors and volunteers and maintaining appropriate background checks:

The relevant current Guidance will always be followed in respect of creating a safer working environment in school. (It is a requirement in maintained schools to have at least one person specifically trained in Safer Recruitment on every appointment panel). This is intended to deter and identify anyone who may be unsuitable or pose a risk of harm. (Additional guidance in Safer Recruitment Policy)

These procedures may now allow for different levels of background checks according to whether or not the individual is primarily in an unsupervised setting or has only occasional contact with children. Volunteers will be risked assessed before contact with children. S/128 checks will be completed in addition to enhanced DBS checks for headteachers, SLT, academy trustees and local governors in academies that have been given management responsibilities (finance or staffing). Evidence of all these checks (the Single Central Record or Register) will be maintained as required by the current Guidance.

Confirmation of policy:

Corpus Christi School

Date policy ratified by Governing Body: September 2018

Date to be reviewed: September 2019