



Safeguarding & Child Protection Policy

2020 -
2021

MISSION STATEMENT

Corpus Christi Catholic School is a welcoming, vibrant and diverse community with the Christian values of respect, equality and love for all at its core.

We aim to nurture, motivate, educate and to inspire all children to become lifelong learners and to achieve the best that they can.

Following the example of Jesus, we uphold our school motto:
To Learn, To Live, To Love.

Discere Vivere Amare



CORPUS CHRISTI CATHOLIC SCHOOL

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, RSE, 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.
 - All children's mental and physical health or development must be protected
- Children need support which matches their individual needs including those who may have experienced abuse.

INTRODUCTION

This policy sets out how the Governing board 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**
- **What to do if you are Worried a Child is Being Abused**
- **Keeping Children Safe in Education: Information for schools and colleges (September 2020)**
- **Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)**

- 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)
- Information Sharing 2015 (HM Government)
- Roles and Responsibilities of the Designated Teacher (DFE)
- 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
- 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)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Guidance for full opening: schools DfE July 2020
- COVID-19: safeguarding in schools, colleges and other providers
- Preventing youth violence and gang involvement
- Criminal exploitation of children and vulnerable adults: county lines
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents n Carers.
- Advise on Whistleblowing
- NSPCC *What you can do to report abuse dedicated helpline*
- Mental Health and Behaviour in Schools Guidance
- Link Programme (DFE training)
- Statutory guidance: relationships education
- Public Health England: Rise Above
- Safeguarding-in-schools-colleges-and-other-providers
- Safeguarding-and-remote-education
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges
- 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

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, 2020"

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)

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 board, 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 board 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
- 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

Work in collaboration with agencies of children with social workers so that care plans are met

IN-SCHOOL PROCEDURES FOR PROTECTING CHILDREN

1. All staff should:

- have read and understood the school's child protection and Annex A, behavior 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 in promoting the welfare of children. The school/college is committed to working in partnership with children, parents and other agencies to:
 - identify situations in which children and/or their families would benefit from early help
 - undertake an assessment of the need for early help
 - provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

All staff should consider the following factors which may initiate the requirement for Early Help. The young person:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour
- is in a family whose circumstances present challenges for the child, such as substance abuse, adult mental ill health, domestic abuse
- is showing early signs of abuse and/or neglect
- is particularly vulnerable in any of the ways identified in paragraph 6 above

Staff should discuss their concerns with the designated safeguarding leads.

If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help assessment being initiated, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral to Children's Social Care may be necessary.

- 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, Child In Need and Child Protection Plans 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 Designated Teachers
Mrs. J Connery	Mr. R Coyle	Mrs. L Powell	Mrs. Z Bray
<i>Ms. M Sawyer</i> <i>Governor Link for Safeguarding</i>	Mrs. S. Cole	Mr. M Kelleher	
	Mrs. S Smart	Mrs. N Graham Miss R Kriechbaum	
	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. On transition, information will be shared with Designated Safeguarding Lead at the child's new school or kept by the school of destination is unknown.

File description	Retention Period	Action at end of administrative life of record
Child protection files	Date of birth + 25 years	Secure disposal
Allegation of child protection nature against a member of staff, including where the allegation is unfounded	Until the person's normal retirement age, or 10 years from the date of the allegation whichever is the longer	Secure disposal

- 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 on CPOMS.

- 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
 - ✓ Experiencing mental health problems or at risk of developing one
 - ✓ Children who have had adverse childhood experiences which may impact on their mental health, behaviour and education
 - ✓ Has Special Educational Needs. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - being more prone to peer group isolation than other children
 - children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.

Awareness of these additional barriers is reflected in the training and support for staff.

- ✓ Looked After children. The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our (Governing board) (proprietor) will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. Previously looked after children remains vulnerable, therefore the school will ensure that it works together with other agencies to keep them safe.
- ✓ A young carer. Parents with care and support needs are those that have mental health problems, problem dependency on substances, a learning disability, a physical disability. Many parents with care needs are also economically deprived, which will have a negative impact on an individual's ability to parent successfully.
- ✓ Children assigned to a social worker. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. These children may require a social worker due to safeguarding and welfare needs. The designated safeguarding lead will hold information of pupils who have a plan so that decision can be made in the best interest of the child's safety, welfare and educational outcomes.
- ✓ Children requiring mental health support. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The

school will require all staff to receive training that being rolled out by the government to develop a whole school approach to mental health.

Our school will have clear systems and processes in place for unedifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where the school has children of critical workers and vulnerable children on site, and/or more children returning to school from 1 June onwards, the school will ensure appropriate support is in place for them. If a member of staff has a mental health concern about a pupil, he/she will speak to the designated safeguarding lead or a deputy.

- ✓ 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 *Ms. Miranda Sawyer*.
- 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. Where mental health support is required, a clear system of escalation, referral and accountability will be

in place. Referrals should be made, by the Designated Lead or Deputies 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

NSPCC Helpline (adult) [0808 800 5000](tel:08088005000) (child) [0800 1111](tel:08001111)

- 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.
 - We work with three safeguarding partners (the local authority, clinical commissioning group for the local area and chief officer for police in local area) to safeguard and promote the welfare of local children. The Governors and designated leads will ensure they follow new local arrangements and reflect the local criteria for action and local protocol for assessment in school polices and procedures.

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 and RSE 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, E Safety, RULER (Emotional Intelligence) and Safe Space, circle time, Drama, Art, PSHE, RSE, RE and via curriculum topics. Throughout the year there are specific assemblies, designated weeks and workshops around E Safety and the NSPCC's "Speak Out. Stay Safe" programme.

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, Mental Well Being, 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-school 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
 - Staff will not assume a colleague or another professional will take action and share information that might be critical in keeping a child safe. Staff will understand the importance of early information sharing (7 Golden Rules for sharing information) to prioritise the welfare and protection of the safety of our 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, volunteer or supply agency 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;
- ✓ upskirting, which 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;
- ✓ 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

The characteristics of Corpus Christi School (2020 Lambeth School Profile) relating to ethnic backgrounds includes significant numbers of children from White British (33%), BAME (43 %) and White Other (23%) backgrounds. 44% of children have English as an additional language, 11% are on free school meals and 13 % of children have special educational needs/EHCP. These factors are taken into consideration when assessing pupils when incidents occur and when organizing training for staff and workshops for pupils to protect them from future harm.

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.

Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. **Only appropriate trained professionals** should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or that they may be at risk of developing one. Where children have suffered abuse or neglect, or other potentially traumatic childhood e.g. domestic abuse in the home, this can have a lasting impact throughout childhood experiences and into adulthood. Key staff need to be aware of how these children's experiences can impact on their mental health, behaviour and education.

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.

Serious crime

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.

Honour-based violence (HBV)

This kind of abuse includes FGM and Forced Marriage. Honour Based Violence (HBV) is a term used to describe violence committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim. Most victims of HBV are women or girls, although men may also be at risk, and children younger than 10 have also been victims. Siblings may also directly witness such threats or abuse towards a family member.

It is likely that awareness that a child is the victim of an honour based crime will only come to light after an assault of some kind has taken place e.g. an allegation of domestic abuse or it may be that a child is reported as missing. There are inherent risks to the act of disclosure for the victim and possibly limited opportunities to ask for help for fear of retribution from their family or community.

There may be evidence of domestic abuse, including controlling, coercive and dominating behaviour towards the victim. Self-harming, family disputes, and unreasonable restrictions on the young person such as removal from education or virtual imprisonment within the home may occur.

Young people may be fearful of being forced into engagement/marriage.

Female Genital Mutilation (FGM)

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

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.

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 and Child Criminal Exploitation

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.

Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants and/or through violence or the threat of violence. CCE does not always involve physical contact but can occur through technology. Examples include children being forced to work in cannabis factories, being coerced to move drugs around the country, forced to shoplift, pick pocket or threaten other young people.

If any member of staff receives a disclosure or is aware that CSE or CCE 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.

Child on Child Sexual Violence and Sexual Harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training and effective policies will ensure we as a school apply a calm, considered and appropriate response to any reports. The designated safeguarding lead (or a deputy) will take a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. The school's initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. The same process for dealing with a disclosure should take place. Where the report given to the DSL includes an online element, being aware of searching, screening and confiscation advice and UKCCIS sexting advice is important. The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. If possible, managing reports with two members of staff present.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.

The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted). The DSL will liaise with and be guided by all appropriate agencies throughout any investigation.

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/carers (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 2020 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?

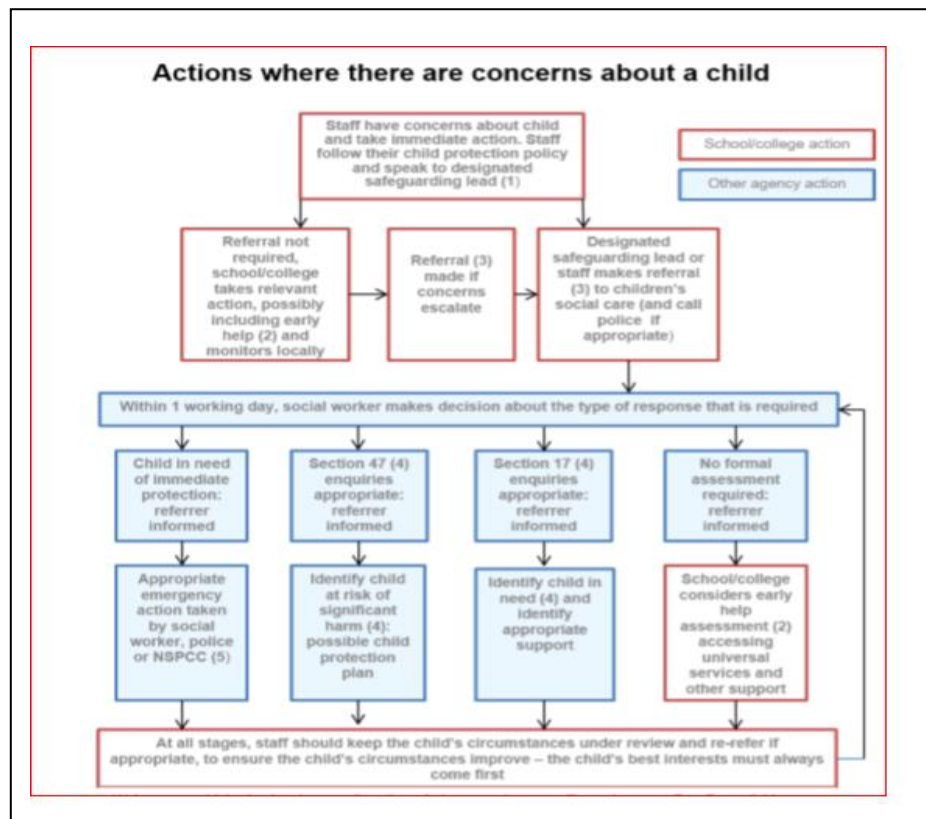
- Stay calm
- Do not transmit shock, anger or embarrassment
- Reassure the child. Tell him/her you are pleased that s/he is speaking to you
- Never enter into a pact of secrecy with the child. Assure him/her that you will try to help but let the child know that you will have to tell other people in order 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: including whistleblowing helpline: help@nspcc.org.uk

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 from when referring to social care, which can be located on staff drive/safeguarding/referrals.

Options

- ✓ managing any support for the child internally via the school's or college's own pastoral support processes;

- ✓ an early help assessment. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.
- ✓ a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children
- ✓ Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: please follow guidance in the school's Whistleblowing Policy or general guidance on whistleblowing can be found via: Advice on Whistleblowing; and the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.14

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 and C Keeping Children Safe in Education September 2020.

APPENDIX THREE – CONCERNS REALTING 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. More information is included in Part4 KCSIE.

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, supply 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.

An allegation made against anyone working in school, including supply teachers, teaching assistants and volunteers may occur where:

- they have behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Any allegation made against a supply teacher or teaching assistant, not directly employed by the school, will be investigated in the same way as a member of staff, liaising with the LDO to determine suitable outcome. The school will discuss with the supply agency whether it is appropriate to suspend the supply member of staff or redeploy them to another part of the school, during the investigation. The agency will be informed of the school’s process for managing allegations and will invite the human resources manager or equivalent to meetings and keep them updated.

We have a duty of care to staff during the allegation process. A member of staff would be informed immediately and the process explained, unless advised otherwise by any professionals involved. Contact with a union representative should be encouraged and access to welfare counselling or medical advice. Parents/carers must be informed of any allegation by the appointed case manager, unless following advice after a strategy meeting by professionals.

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 Link Designated Officer) for Corpus Christi School: Andrew Zachariades on 020 7926 4679 or 07720 828 700 or email LADO@lambeth.gov.uk**

The following definitions will be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

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. The DSL has overall responsibility for oversight of the procedures for dealing with allegations, for resolving any inter-agency issues, and for liaison with the three safeguarding partners.

The school, parents, carers 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.

The police will not normally provide information to the press or media (Authorised Professional Practice- College of Policing May 2017) that may identify anyone under investigation, unless and until an individual is charged with a criminal offence.

Details of allegations found to be malicious should be removed from personal records. For other allegations the full investigation and outcome is to be kept on the confidential personnel file of the accused and a copy provided to the person. This record enables accurate information to be given in response to any future request for a reference.

Cases proven to be false, unsubstantiated or malicious will not be included in employer references.

The school has a duty to follow legislation and make a referral to the DBS where they think an individual has engaged in conduct that has harmed or likely to harm a child.

The school has an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA website) for the term of the inquiry. All other records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the allegation date if that is longer.

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 himself); 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’.

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.

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.

As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies and proprietors keep their children safe online (including when they are online at home) is provided in Annex C.

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 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 RSE 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 board 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 board 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

Governor signing (name and signature):

Date policy ratified by Governing board: 2/9/2020

Date to be reviewed: September 2021