

# Safeguarding Policy



## Mission Statement

As a Catholic School, we come together to celebrate our love of God and each other.

Through prayer we follow Jesus' example of love, forgiveness and truth.

We are a safe and happy community where every individual is supported and encouraged to achieve their targets.

We believe, that with God, everything is in our reach.

## 1. INTRODUCTION

- 1.1 At St Francis RC Primary School we recognise our responsibility, under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. This policy demonstrates the school's commitment and compliance with safeguarding legislation. The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of St Francis RC Primary School.
- 1.2 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children March 2012' and 'Keeping Children Safe in Education Sept 2019', St Francis' will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.
- 1.3 The Single Equality Act 2010 covers the 9 equality strands defined as protected characteristics: age; disability; gender assignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. In this school we will ensure that at every level, in all of our work and throughout all aspects of school community and its life, all will be treated equally and we will promote and strive for inclusive education. As a Catholic school we live our mission daily.
- 1.4 This policy has been developed to ensure that all adults in St. Francis' are working together to safeguard and promote the welfare of children and young people. Safeguarding and promoting the welfare of children and young people is everyone's responsibility. Everyone who comes into contact with children, their families and carers has a role to play in safeguarding them and promoting their welfare. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
- 1.5 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.
- 1.6 This policy will be agreed and ratified by the Governing Body and will be reviewed annually.
- 1.7 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities, functions, culture and ethos of St. Francis'. This policy complements and supports other relevant school and Local Authority policies (Appendix A).

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding and LAC Governor	Designated Teacher for LAC
Louise Frize Headteacher	Liz McGowan Deputy head	Aidan Bruce	Louise Frize Headteacher

Concerns or allegations about a member of staff or volunteer should be shared with:

The Head Teacher	Deputy Head (in the absence of the Head Teacher)	Chair of Governors (in the event of an allegation against the Head Teacher)
Louise Frize	Liz McGowan	Aidan Bruce

## AIMS

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

## LEGISLATION AND STATUTORY GUIDANCE:

This policy is based on the Department for Education's statutory guidance, [What to do if you're worried a child is being abused](#), [Keeping Children Safe in Education 2019](#) and [Working Together to Safeguard Children](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) Regulations 2009](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children.
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).
- The [Teaching online safety in school June 2019](#) document which explains most recent recommendations.

## DEFINITIONS:

### **Safeguarding**

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

### **Child protection**

Child Protection is a part of the safeguarding agenda. It refers to the action that is required to be undertaken to protect children who are suffering, or are likely to suffer, significant harm.

This policy encompasses child protection.

### **Abuse**

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. See section 13.

### **Neglect**

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. See section 13.

## **EQUALITY STATEMENT:**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

## **CHILD-CENTRED:**

We maintain an ethos where children feel safe and secure in an environment which allows them to learn, and develop on a journey to achieving their full potential. Children understand that there are adults in the school whom they can talk to if worried, scared or facing difficulty.

We provide frequent, appropriate opportunities for Personal, Social and Health Education throughout the curriculum, ensuring children develop skills and understanding on their journey to adulthood which will enable them to be safe; develop the skills to recognise healthy and unhealthy relationships (both online and in the physical world); and where to find sources of support.

Children are supported in recognising risks in various forms including on the internet. They are supported to understand what kind of physical contact is acceptable and recognise inappropriate pressure from others, including that which threatens their personal safety and well-being and give them strategies to counter this. The school works with the NSPCC in order to raise this awareness and understanding.

We use the mechanisms and services available to understand the range of issues which may make a child vulnerable and ensure children and young people receive the most appropriate support or referral and access to other provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's personal experiences and perspectives as evidenced by observations or information provided.

Our school consults with, listens and responds to pupils through:

- School groups eg. school council / RRSA / chaplains / buddies
- Pupil voice surveys
- Use of the signs of safety 'three houses model'
- Circle Time/PSHE
- Counselling (as required)
- Play therapy
- PEPs in place for LAC pupils
- Personalised curriculum
- Links with NSPCC and Child Line

Our school consults with, listens and responds to parents through:

- Parent voice surveys
- Regular parent workshops
- Newsletters
- Parents evenings
- Staff on site to support and sign post vulnerable families
- Visible presence of senior leaders on the school yard first thing every morning
- Quick and easy access to staff when needed

## **2 . ETHOS**

- 2.1 St. Francis' aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children' and implements policies, practices and procedures which promote safeguarding and the emotional and physical wellbeing of children, young people and staff.
- 2.2 The school is committed to supporting the delivery of effective early help through multiagency working, a consistent application of the thresholds and the use of a single agency assessment. The Manchester Common Assessment Framework is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and wellbeing, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.
- 2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.
- 2.4 St. Francis' will exercise diligence and prevent any organisation or speaker from using the schools facilities to disseminate extremist views or radicalise pupils and staff.

## **3. THE CURRICULUM**

- 3.1 All children have access to an appropriate curriculum which is broad and balanced and differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others. There is access to a range of extra-curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.
- 3.3 Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.
- 3.4 St Francis' takes account of the advice and guidance provided to help address specific vulnerabilities and forms of exploitation eg CSE, Radicalisation and Extremism, Forced Marriage.
- 3.5 All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

#### **4. ATTENDANCE & EXCLUSIONS**

- 4.1 St Francis' views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. The school/setting, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.
- 4.2 The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of a Manchester Common Assessment Framework (MCAF) or a Parenting Contract.
- 4.3 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.
- 4.4 The school will only place young people in alternative educational provision which is a registered provider and has been quality assured. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by St Francis'.
- 4.5 The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

#### **5. KEEPING RECORDS**

- 5.1 St Francis' will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child's life.
- 5.2 St Francis RC Primary School will follow [Greater Manchester Safeguarding Procedures](#)
- 5.3 The school will ensure that:

Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:

- used fairly and lawfully
  - for limited, specifically stated purposes
  - used in a way that is adequate, relevant and not excessive
  - accurate
  - kept for no longer than necessary
  - handled according to people's data protection rights
  - kept safe and secure.
- 5.4 Any concerns about a child will be recorded on CPOMS as soon as possible and in any circumstance within 24 hours. The inability to record a concern of risk or an allegation should not delay the sharing of urgent information to the DSL (police or social care if required) verbally. Written records should then be made as soon as possible.
- 5.5 All staff, volunteers and visitors have a responsibility to report any concerns in writing about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises, all staff, volunteers and visitors must:
- Speak to the Designated Person or the person who acts in their absence
  - Agree with this person what action should be taken, by whom and when it will be reviewed
- 5.6 All records will provide a factual, evidence-based account using the child's words. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed. Support and advice will be sought from Children's Social Care (via the MASH), Senior Advisor for Safeguarding in Education (SASE) or the Local Area Designated Officer (LADO), whenever necessary.

- 5.7 Hard copies of records or reports relating to safeguarding and child protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these or electronic records will be controlled by the Headteacher and Designated Safeguarding Leads.
- 5.8 There is always a DSL on hand who has the necessary seniority and skills, has undertaken appropriate safeguarding training, and is given the time to carry out this important role. In the case of child protection referral, the DSL will contact MASH immediately (alongside any other emergency or support services that may be required). In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion or if in any doubt, the Designated Safeguarding Lead should contact the MASH for advice.
- 5.9 The DSL will keep records detailing any allegations and action taken as near to the time of the allegation as possible even when no investigation is undertaken; following up any verbal referral where appropriate in writing within 24 hours.
- 5.10 Conversations with a child who alleges abuse should follow the basic principles:
- listen rather than directly question, remain calm
  - never stop a child who is recalling significant events
  - make a record of discussion to include time, place, persons present and what was said (in their own words)
  - advise the child you will have to pass the information on
  - never take photographs of any injury or record conversations electronically
  - Never promise confidentiality to a child or adult.
- 5.11 Safeguarding issues and concerns are always recorded on CPOMS (a secure electronic child protection monitoring tool). When a child transfers to another school, any existing CPOMS records and safeguarding files are securely transferred to the new safeguarding lead. Any paper held information will be securely delivered to the new DSL who signs a document to confirm they have received them.
- 5.12 All staff, volunteers and visitors have a responsibility to report any concerns in writing about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises, all staff, volunteers and visitors must:
- Speak to the Designated Person or the person who acts in their absence
  - Agree with this person what action should be taken, by whom and when it will be reviewed

## **6 ROLES AND RESPONSIBILITIES**

6.1 The Headteacher of St Francis' will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- Designated Senior Members of staff for child protection are identified and receive appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending interagency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.
- Ensure that the Safeguarding and Child Protection policy is available on the school's website.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalisation and extremism.

## 6.2 The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding (Mr A Bruce) and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding within the school
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with 'Keeping Children Safe in Education March 2019' and Local Authority procedures.
- All staff, including temporary staff, and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalisation and extremism.

6.3 The Designated Panel for Child Protection (L Frize, E McGowan & A Bruce) has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school.

The Designated Safeguarding Lead will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers
- Ensure that the schools actions are in line with the 'Manchester's Early Help Strategy and Multi-agency Levels of Need and Response Framework.'
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive appropriate training to undertake this role.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Ensure that all staff will read and understand part 1 including Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education 2019](#), and review this guidance at least annually.
- Ensure that all staff are aware of the early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to



support early identification and assessment

- Ensure that all staff are aware of the school systems which support safeguarding, including the staff code of conduct and the role of the designated safeguarding lead (DSL)
- Ensure that all staff are aware of the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- Ensure that all staff are aware of what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- Ensure that all staff are aware of the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file on CPOMS.

## **7. SAFE RECRUITMENT AND SELECTION OF STAFF**

- 7.1 The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education 2019".
- 7.2 At least one person on any interview / appointment panel will have undertaken Safer Recruitment Training.
- 7.3 The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2019 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.
- 7.4 The school does this by operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring the person has the right to work in the UK. Our practice also includes undertaking interviews and checking if individuals are barred or prohibited from working with children in accordance with DBS and Department for Education (DfE) guidance. In line with statutory guidance we maintain a single central record to evidence checks completed for staff and volunteers working in the school community.

## **8. WORKING WITH OTHER AGENCIES**

- 8.1 St Francis' has developed effective links with relevant agencies, for example, the Local Authority, Children's Social Care, Channel, GMP, NHS and the MSCB and co-operates as required with any enquiries regarding child protection issues.

The school will notify the District Team if:

- A child subject to a child protection plan is about to be permanently excluded.
- There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.
- It has been agreed as part of any child protection plan or core group plan.

## **9. CONFIDENTIALITY AND INFORMATION SHARING**

- 9.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Safeguarding Lead discloses any information about a pupil to other members of staff on a need to know basis only.
- 9.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

## **10. TRAINING FOR STAFF AND VOLUNTEERS**

10.1 All staff should be made aware of the school's safeguarding systems as part of their induction.

10.2 All staff should receive appropriate child protection training which includes the following:

- Basic safeguarding information about the school's policies and procedures,
- signs and symptoms of abuse (emotional and physical),
- indicators of vulnerability to radicalisation
- how to manage an allegation from a child as well as when and how to record a concern about the welfare of a child.

10.3 In accordance with "Keeping Children Safe in Education 2019" all staff will receive training at induction. The Designated Person for Safeguarding will receive refresher training every two years. All staff will receive appropriate child protection training which is regularly updated.

10.4 All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Trafficking and Preventing Violent Extremism.

## **11. INFORMING PARENTS/CARERS**

11.1 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

11.2 Parents and carers will be informed, where appropriate, if a referral is to be made to the Children's Social Care Service or any other agency.

11.3 Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Person or Headteacher will seek advice from Children's Social Care.

## **12. DOMESTIC ABUSE**

12.1 The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

12.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

12.3 Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

12.4 Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service contact Centre will be contacted as soon as possible.

### **13. ABUSE**

- 13.1 All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. Information about different types of abuse is incorporated into our staff training.
- 13.2 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by an adult or adults or by another child or children.
- 13.3 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 13.4 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.
- 13.5 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration or non penetration acts.
- 13.6 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

### **14. HONOUR BASED VIOLENCE ( Forced Marriage and FGM)**

- 14.1 Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and childrearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.
- 14.2 Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.
- 14.3 If a case of forced marriage is suspected it will be viewed as a safeguarding concern, parents and carers will not be approached or involved about a referral to any other agencies.

### **15. FEMALE GENITAL MUTILATION**

- 15.1 Female Genital Mutilation (FGM) is an illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.
- 15.2 Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies.
- 15.3 Teachers have a mandatory duty to report disclosures of FGM about a female under 18.

### **16. PREVENTING RADICALISATION and VIOLENT EXTREMISM**

- 16.1 St Francis' values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. St Francis' seeks to protect its students and staff from all messages and forms of violent extremism and ideologies.
- 16.2 The current threat from terrorism and extremist groups in the United Kingdom may include the exploitation of vulnerable people. Groups may seek to influence vulnerable children and involve them in terrorism or in activity

in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. St Francis RC Primary School is clear that where there is concern in respect of exploitation of this kind it will be treated as a safeguarding concern.

16.3 Prevention work and reductions of risks will include the SMSC, PSHE curriculum, SEND policy, the application of the anti-bullying policy and a commitment to building and maintaining an inclusive and fair school environment and community. Whilst the education of children is the prime purpose of our school it is recognised that the school operates in the wider community. Its facilities are therefore only available to local groups when this does not conflict with either the interests of its pupils or the wellbeing and workload of its staff.

16.4 St Francis' is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies – Prevent.

## **17. E-SAFETY**

17.1 St Francis' recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

17.2 The internet is an essential element in 21<sup>st</sup> century life for education, business and social Interaction and St Francis' has a duty to provide children and young people with quality access as part of their learning experience.

17.3 It is the duty of St Francis' to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or 'digital' world.

17.4 St Francis' will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

17.5 See E-Learning Policy for more details.

## **18. PEER ON PEER ABUSE**

18.1 We recognise that children are capable of abusing their peers. This may include:

- Sexting
- Upskirting
- Bullying including cyberbullying
- Physical abuse
- Sexual violence
- Sexual harassment including sexual comments

18.2 Abuse will never be tolerated or passed off as "banter" or "part of growing up".

18.3 In Keeping Children Safe in Education 2019 Part 5 page 63 there is now a section entitled Child on Child Sexual Violence and Sexual Harassment which deals with a particular type of allegation.

18.4 This section of the document outlines each staff members' statutory obligations and therefore it is to be read in conjunction with Part 1 of the same document. All staff need to read and understand both sections and will be asked to sign to say they have done so. Any queries must be raised before signing.

18.5 The DSL and safeguarding team want staff to deal confidently with safeguarding issues and are happy to provide any additional training required.

18.6 Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually

inappropriate pictures or videos (including sexting)

18.7 If a pupil makes an allegation of abuse against another pupil (peer-on-peer abuse)

- It is essential that the pupil is reassured that s/he is being taken seriously and that they will be supported and kept safe.
- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

18.8 We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff if they are worried or concerned
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- Completing risk assessments to keep children safe

18.9 Upskirting is a form of peer on peer abuse. It is a criminal offence and can be found in paragraph 27 in Part 1 of KCSIE 2019. Upskirting is when a photograph is taken under a person's clothing without them knowing for sexual gratification or to cause the victim humiliation, distress or alarm. In cases of alleged upskirting, the police must be informed immediately as it is a criminal offence. In addition, social services should also be informed about the allegation and of the time and information given to the police at the earliest opportunity.

## **19. SERIOUS VIOLENT CRIME ( including knife crime )**

19.1 All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime.

These include:

- Unexplained gifts or new possessions - these can indicate that children have been approached by or involved with individuals associated with criminal networks or gangs
- Increased absence from school
- Change in friendship or relationships with others or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them.

19.2 St Francis' curriculum offer includes early intervention, anti-bullying and active direct teaching of social and emotional skills that children need in order to meet their full potential. For example, the curriculum does include teaching conflict resolution skills, understanding risky situations, and violence and abuse. Eg. Unicef RRSA

## **20. CHILD CRIMINAL EXPLOITATION**

- Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;

- can be perpetrated by individuals or groups, males or females, and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

## **21. CHILDREN MISSING FROM EDUCATION**

21.1 A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

21.2 There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

21.3 We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

21.4 Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

21.5 If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

## **22. CHILD SEXUAL EXPLOITATION**

22.1 Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

22.2 Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

22.3 If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

## 23. FABRICATED INDUCED ILLNESS

23.1 Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. In fabricated or induced illness, the parent may present the child as ill when they are healthy, deliberately induce symptoms of illness, manipulate test results, or exaggerate or lie about symptoms.

23.2 Some of the indicators of fabricated or induced illness, include:

- medical history which doesn't make sense
- treatment is ineffective
- the symptoms disappear when the carer isn't around, and
- they can be seen repeatedly by different professionals looking for different things.

23.3 In all cases, the child's normal life is restricted. Cases of fabricated or induced illness are very complex. Where fabricated and induced illness is suspected, referrals should be made without alerting the child's carer.

## 24. CHILD TRAFFICKING

24.1 Child trafficking is child abuse. It's defined as recruiting, moving, receiving and harbouring children for the purpose of exploitation (DfE)

24.2 Child trafficking is a form of modern slavery (HM Government, 2014).

24.3 Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.

24.4 Signs and indicators

Children who are trafficked are intentionally hidden and isolated from the services and communities who can identify and protect them. While identification may be difficult, there will be signs that you can watch for.

## 25 ABUSE LINKED TO CULTURE, FAITH OR BELIEF

25.1 Child abuse linked to a faith or belief occurs across the country. In such cases a parent or carer has come to view a child as 'different'. They have attributed this difference to the child being possessed and as such will attempt to exorcise the child.

25.2 There is a variety of definitions associated with abuse linked to faith or belief. The [National Action Plan](#) includes the following when referring to Child Abuse Linked to Faith or Belief (CALFB).

Belief in concepts of:

- witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies
- use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

25.3 Reasons for the child being identified as 'different' may be a disobedient or independent nature, bed wetting, nightmares or illness. Attempts to exorcise the child may include:

- beating
- burning
- starvation
- cutting or stabbing

- isolation within the household.

25.4 Children with a disability may also be viewed as different, and various degrees of disability have previously been interpreted as 'possession', from a stammer to epilepsy, autism or a life limiting illness.

## **26. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS**

26.1 Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

26.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being as well as relevant family related issues. This information will be shared with the parents/carers.

## **27. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS**

27.1 The school follows the government guidance 'Keeping children safe in education 2019' when dealing with allegations made against staff and volunteers.

27.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

27.3 If you have concerns about a member of staff or volunteer, speak to the Head Teacher. If you have concerns about the Head Teacher, speak to the chair of governors.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The Head Teacher/chair of governors/DSL will then follow the procedures set out in appendix 3, if appropriate.

## **28. COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS**

28.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

28.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

## **29. SERIOUS CASE REVIEWS**

29.1 The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person is seriously harmed /dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to

- a. find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- b. Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- c. Improve inter-agency working to better safeguard and promote the welfare of children and young people.

If required St Francis' will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

## **30. VISITORS**

All visitors, including visiting speakers, are subject to the school's safeguarding protocols which include the use of their mobile phone, while on site and will be supervised at all times.



## 26 BOOKINGS

St Francis' operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalize pupils or staff.

## 27 FAMILIES WITH MULTIPLE NEEDS

In the report [Learning lessons from Serious Case Reviews 2009 – 2010](#), Ofsted noted in the Key Findings (page 5) that:

*The most common issues [relating to the children's families] were domestic violence, mental ill-health and drug or alcohol misuse. Frequently, more than one of these characteristics were present.*

As [Working Together to Safeguard Children](#) notes, these issues rarely existing in isolation. There is often a complex interaction between two or three of the different concerns. The term "toxic trio" is sometimes used to describe situations where the co-existence of these factors within a family home cause risk of harm to children and young people.

Children and young people living within households with domestic violence, parental mental ill-health or parental substance misuse can be affected across many key areas of their development including health, education, and emotional and behavioural development. Safeguarding children and young people living in families with multiple needs is a priority for St. Francis'.

### **This Safeguarding Policy should be read in conjunction with the following School Policies:**

- Health and Safety,
- Physical Interventions/Restraint,
- Work Experience and Extended work placements,
- Sex and Relationships Education,
- Equal Opportunities,
- ICT and Access to the Internet,
- Extended Schools Activities,
- Behaviour Management including fixed and short term exclusions,
- Trips and Visits,
- Special Educational Needs,
- Toileting and Intimate Care,
- Disability Discrimination,
- Looked After Children,
- Anti-bullying,
- Administration of Medicines.

### **MSCB Policies and guidance (on MSCB website @ [www.mscb.org.uk](http://www.mscb.org.uk)):**

- Managing Allegations and Concerns Against Staff and Volunteers
- Forced Marriage
- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation
- Guns and Gangs
- E-Safety Policy
- Safe Staffing and Recruitment
- Channel – advice and information

## Children Missing from Education – advice for practitioners

The following information has been taken from Manchester Safeguarding Children Board Website:

Statutory guidance for local authorities, and advice for other groups, on helping children who are missing education get back into it can be found at [www.gov.uk](http://www.gov.uk)

Whilst the guidance is written principally for schools and the Local Authority, it is also applicable to the wider children's workforce and applies to situations where:

- a pupil may leave school without their parents/carers giving details of their new school
- the destination school given by the parent has not received the pupil
- parents/carers are unsure of the pupil's new school
- the pupil has stopped attending without the school receiving any notification.

In Manchester each year children either fail to start in a new school or appropriate education provision; or simply become lost from school rolls and fail to re-register at a new school when they move into the city.

These 'missing' children can be amongst the most vulnerable in our city. It is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible.

Children who remain disengaged from education are potentially exposed to higher degrees of risk that could include engagement in antisocial or criminal behaviour, social disengagement and/or sexual exploitation. Missing children may also be vulnerable to other forms of exploitation including violent crime, gang exploitation, or drug and alcohol misuse.

Local authorities are responsible for protecting children whether they go missing from their family home, from local authority care or from education.

Find out more about the **local offer** on the City Council's website at [www.manchester.gov.uk/children\\_missing\\_from\\_education](http://www.manchester.gov.uk/children_missing_from_education)

**Further Information on Safeguarding and Safeguarding Policies can be found on the MSCB Website at [www.manchesterscb.org.uk](http://www.manchesterscb.org.uk)**

