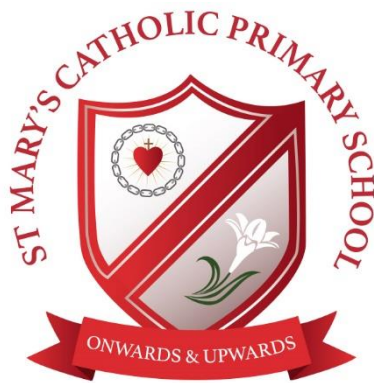


# **St Mary's Catholic Primary School**

## **Child Protection and Safeguarding Policy**



**Date adopted: September 2020**

**Review date: September 2021**

**Staff responsible: Isobel Vassallo, Sarah Durand, Angela Beirne**

**Governor responsible: John Hayes**

# PART ONE: SAFEGUARDING POLICY

## 1.0 INTRODUCTION

1.1 Safeguarding and promoting the welfare of children is defined as -

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Children include everyone under the age of 18.

1.2 St Mary's is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- All children/young people have the right to be protected from harm, abuse and neglect;
- That every child has the right to an education and children/young people need to be safe and to feel safe in school;
- Children/young people need support that matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to express their views, feelings and wishes and voice their own values and beliefs;
- All children/young people should be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional and social needs as well as their educational needs - a happy, healthy, sociable child/young person will achieve better educationally;
- Schools must contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, trans-phobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 St Mary's will fulfil our local and national responsibilities as laid out in the following documents:-

- The most recent version of [Working Together to Safeguard Children](#) (DfE)
- The most recent version of [Keeping Children Safe in Education](#): Statutory guidance for schools and colleges (DfE Sept 2020)

- [Bromley Safeguarding Children Procedures](#)
- [The Education Act 2002](#) s175
- [Mental Health and Behaviour in Schools: Departmental Advice \(DfE 2014\)](#)
- [Sexting in Schools & Colleges - responding to incidents and safeguarding young people](#) (UKCCIS) 2016
- General Data Protection Legislation (2018)  
[https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules\\_en](https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en)
- [Sexual Violence and Sexual Harassment Between Children \(May 2018\)](#)
- [Disqualification under The Childcare Act \(2006\) \(as amended 2018\)](#)

1.4 St. Mary's will fulfil our local and national responsibilities as laid out in the DfE guidance in relation to safeguarding Coronavirus updated in September 2020 and will review and revise this policy keeping it under review as circumstances continue to evolve locally and nationally.

<https://www.gov.uk/coronavirus/education-and-childcare> (DfE 2020)

## 2.0 OVERALL AIMS

2.1 This policy will contribute to the protection and safeguarding of our pupils and promote their welfare by:

- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging pupils and parents to participate;
- Alerting staff to the signs and indicators that all may not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their pupils face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks that pupils face of being exposed to violence, extremism, exploitation, discrimination or victimisation.

2.2 This policy will contribute to supporting our pupils by:

- Identifying and protecting the vulnerable;
- Identifying and protecting mental health and emotional wellbeing;
- Identifying individual needs as early as possible; and
- Designing plans to address those needs.

2.3 This policy will contribute to the protection of our pupils by:

- Including appropriate work within the curriculum; and

- Working in partnership with pupils, parents/carers, our three safeguarding partners (the LA, the clinical commissioning group within the LA and the police within the LA) the Bromley Mental Health Trailblazers and other agencies.

2.4 This policy extends to any establishment our school commissions to deliver education to our pupils on our behalf including alternative provision settings. The Governing Body will ensure that any commissioned agency will reflect the values, philosophy and standards of our school.

### 3.0 GUIDING PRINCIPLES

3.1 Our guiding principles of safeguarding are;

- Have conversations and listen to children and their families as **early** as possible.
- Understand the child's lived experience.
- Work **collaboratively** to improve children's life experience.
- Be **open**, honest and transparent with families in our approach.
- **Empower** families by working with them.
- Work in a way that builds on the families' **strengths**.
- Build **resilience** in families to overcome difficulties.

### 4. KEY PROCESSES

4.1 All staff must be aware of the guidance issued by Bromley Safeguarding Children Board.

4.2 Details for key safeguarding contacts are:

DSLs (Isobel Vassallo, Sarah Durand, Angela Beirne, David McCabe)  
safeguarding@stmaryscp.co.uk

Chair of Governors/ Nominated safeguarding governor: John Hayes  
chair@stmaryscp.co.uk

Bromley LADO: 0208 461 7669 or 0208 313 4325. If the allegation is to be reported out of office hours, contact Children's Social Care Out of hours Emergency Duty Team on 0300 303 8671.

*Anyone can seek advice or make a referral to social care although it is usually done through one of the school's DSLs.*

## 5.0 EXPECTATIONS

### 5.1 All staff and visitors will:

- Be familiar with this Safeguarding Policy;
- Understand their role in relation to safeguarding;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.;
- All Governors must be subjected to an enhanced DBS check and will be checked against the Teaching Regulation Agency 'Barred list' (so called 'section 128' check)
- Be involved, where appropriate, in the implementation of individual Education Programmes, Early Help Assessments and support plans, Child In Need plans and inter-agency Child Protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators);
- Record concerns and give the record to one of the DSLs, and
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform a DSL immediately, and provide a written account as soon as possible.

5.2 All staff will receive annual Safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the Governing Body.

5.3 All volunteers in regulated activity will have a DBS check. Any visitors without a DBS check will remain under the supervision of a member of staff with a DBS check and will not have any unsupervised contact with children. This includes visiting speakers.

## 6.0 THE DESIGNATED SAFEGUARDING LEAD (DSL)

6.1 Our DSLs are Isobel Vassallo (Headteacher), Sarah Durand (Deputy Headteacher, Angela Beirne (Assistant Headteacher) and David McCabe (School Business Manager). They can be contacted at [safeguarding@stmaryscp.co.uk](mailto:safeguarding@stmaryscp.co.uk). If they are off-site, they can be contacted via the mobile telephone numbers on the staff list or a message will be relayed to them by the school office.

6.2 Any steps taken to support a child who has a safeguarding vulnerability must be reported to a DSL in our school.

6.3 Safeguarding and Child Protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when.

- 6.4 Safeguarding records will be stored securely in a central place separate from academic records. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.
- 6.5 Access to records by staff other than by a DSL will be restricted, and a record will be kept of who has had access to them, when and why they accessed them.
- 6.8 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- 6.9 **Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.**
- 6.10 If a pupil moves from our school, Child Protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from Primary to Secondary schools. We will record where and to whom the records have been passed and the date.
- 6.11 In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.
- 6.12 If sending by post, pupil records will be sent by “Special/Recorded Delivery”. For audit purposes, a note of all pupil records transferred or received will be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- 6.13 If a child is admitted from another school, a safeguarding request form will be sent to the feeder school and checks made as to whether there are any safeguarding concerns about the child.
- 6.14 If a pupil is permanently excluded and moves to a Pupil Referral Unit, Child Protection records will be forwarded on to the relevant organisation.
- 6.15 Our DSLs must undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years. In addition to their formal training as set out above, their knowledge and skills will be updated, (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular

intervals, and at least annually, to keep up with any developments relevant to their role.

- 6.16 When a DSL resigns their post or no longer has Child Protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.

## **7.0 THE DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN**

- 7.1 The Governing body must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- 7.2 The designated teacher must have appropriate training and the relevant qualifications and experience. The designated Teacher is: Sarah Durand.
- 7.3 The designated teacher will work with the Virtual school to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.
- 7.4 The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

## **8.0 THE GOVERNING BODY**

- 8.1 The Governing Body is the accountable body and must ensure that they comply with their duties under legislation.
- 8.2 The Governing Body will ensure that:
- there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
  - All governors must have read part 2 of "KCSIE-20"
  - The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
  - At least two senior members of the school's leadership team acts as DSLs;
  - That appropriate time is made available to the DSLs to allow them to undertake their duties;
  - All staff who work with children undertake safeguarding training on an annual basis with additional updates as necessary within a 2 year framework and a training record maintained;

- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The school has procedures for dealing with allegations of abuse against staff/volunteers.

8.3 The Governing Body will review all policies/procedures that relate to safeguarding and child protection annually.

8.4 The Nominated Governor for safeguarding at the school is John Hayes (chair@stmaryscp.co.uk). The Nominated Governor is responsible for liaising with the DSLs over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational - they will not be involved in concerns about individual pupils.

8.5 The Nominated Governor will liaise with the DSLs to produce a report at least annually for governors.

8.6 The Nominated Governor will liaise with the DSLs to produce the annual Section 175 safeguarding self-assessment and ensure this is submitted on time to the Bromley Safeguarding Children Board.

8.7 The Governing body has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors that complies with all BSCB procedures.

8.8 A member of the Governing Body (usually the Chair) is nominated to be responsible for liaising with the LADO in the event of allegations of abuse being made against the Headteacher.

## **9.0 A SAFER SCHOOL CULTURE**

### **9.1 Safer Recruitment and Selection**

9.1.1 The school pays full regard to 'Keeping Children Safe in Education Sept 20'. Safer Recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks and prohibition checks. All governors will have a s128 check. Evidence of these checks must be recorded on our Single Central Record.

9.1.2 All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.



9.1.3 The DSLs, Chair and Vice Chair of Governors have undertaken appropriate training in Safer Recruitment. One of the above will be involved in all staff recruitment processes and sit on the recruitment panel.

## **9.2 Induction**

9.2.1 All staff must be aware of systems within the school which support safeguarding and these will be explained to them as part of staff induction. This will include:

- The child protection policy;
- The behaviour policy;
- The staff handbook
- Whistleblowing
- The safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSLs)
- Attendance policy, including procedures for children missing in education and poor attendance

Copies of policies and a copy of Part one of the KSCIE-20 document will be provided to staff at induction.

## **9.3 Staff Support**

9.3.1 We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

## **10.0 THE USE OF REASONABLE FORCE**

10.1 There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available here: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

10.2 Our school does not have a 'no contact' policy as this could lead our staff unable to fully support and protect their pupils and students.

- 10.3 When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff will consider the risks carefully.
- 10.4 They will also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.
- 10.5 Consistent application of our school's behaviour policy by all staff will reduce the occurrence of challenging behaviour and the need to use reasonable force.

## **11.0 OUR ROLE IN THE PREVENTION OF ABUSE**

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

### **11.2 The Curriculum**

- 11.2.1 Safeguarding issues will be addressed through the curriculum, for example self-esteem, emotional literacy, and power; through relationships education (previously known as sex and relationship education SRE), online safety (formerly known as e-safety), and bullying (including cyber bullying). 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 (also known as youth produced sexual imagery) put children in danger.

- 11.2.2 Relevant issues will be addressed through all areas of the curriculum.

### **11.3 Other Areas of Work**

- 11.3.1 All our policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Handling, Positive Behaviour, will be inter-linked to ensure a whole school approach.
- 11.3.2 Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

## **12.0 WHAT WE WILL DO WHEN WE ARE CONCERNED- EARLY HELP RESPONSE**

- 12.1 Where unmet needs have been identified for a child but there is no evidence of a significant risk, the DSL will add the child to the records of children with a safeguarding vulnerability, and support school staff to deliver an appropriate Early Help response.
- 12.2 Should the lived experience of the child and professional opinion of the DSL indicate that a wider Early Help response is required in order to meet the

unmet safeguarding need, the DSL will develop a school-focused action plan with the parent utilising the Common Assessment Framework (CAF). This school-focused plan will then be regularly reviewed and updated to record progress towards the goals until the unmet safeguarding needs have been addressed. Once all unmet safeguarding needs have been addressed, the child can be removed from the Children with a safeguarding vulnerability list.

12.3 Should the DSL feel that a Social Care response is needed to meet the unmet safeguarding need; the DSL will initiate a referral to social care.

### **13.0 SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION**

13.1.1 Since 2010, when the Government published the first version of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from extremist ideologies. There have been several occasions in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

13.1.2 We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

13.1.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to 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. This exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

13.1.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

13.1.5 We seek to protect children and young people against the messages of all violent extremism.

### **13.2 Risk Reduction**

13.2.1 The school governors, the Headteacher/DSLs will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Assembly Policy, the use of school premises by external agencies, integration

of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our school.

### **13.3 Response**

13.3.1 With effect from 1<sup>st</sup> July 2015, all schools are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

13.3.2 There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people. More information on these factors is in Appendix 4.

13.3.3 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The SPOC for our school is Isobel Vassallo. The responsibilities of the SPOC are described in Appendix 5.

13.3.4 Staff within our school will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

13.3.5 Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff.

13.3.6 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to a DSL if this is not the same person.

13.3.7 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action.

### **13.4 Channel**

13.4.1 Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and

- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

13.4.2 The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

13.4.3 Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

13.4.4 Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on [The Prevent Duty](#).

#### **14.0 SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION OR TRAFFICKING**

14.1 Our Safeguarding Policy and the school's values, ethos and behaviour policies, provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

14.2 Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

14.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues.

14.4 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

14.5 Our DSLs know where to seek and get advice as necessary and our school will bring in experts and uses specialist material to support the work we do.

14.6 Reporting of Female Genital Mutilation (FGM)  
With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police.

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

indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Failure to report such cases will result in disciplinary sanctions.

## **15.0 CHILDREN WHO GO MISSING FROM EDUCATION**

15.1 A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.

15.2 Our school will hold two or more emergency contact numbers for each pupil.

15.3 The school must notify the Local Authority of any pupil who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 5 days or more. The school must also notify the Local Authority of any pupil who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (;
- Displaced as a result of a crisis e.g. domestic violence or homelessness;
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school;
- Has been permanently excluded.

15.4 Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.

## **16.0 SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS**

16.1 It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part

of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

‘Upskirting’ (taking a photo under a person’s clothing without them knowing) is a criminal offence.

- 16.2 If staff have a concern about a child or a child makes a report to them, they should follow the school’s referral process.

## 17 CORONAVIRUS-RELATED SAFEGUARDING CONCERNS

- 17.1 The Coronavirus pandemic has placed additional pressures on families and children. St Mary’s will ensure that there is heightened vigilance in respect of the following sociological circumstances:
- Bereavement
  - Domestic violence including post Corona.gov guidance
  - Raised anxiety levels within families and communities
  - Poverty and lack of income
  - Online safety whilst engaged in remote learning
- 17.2 If a hub or an extended closure needs to take place due to a COVID-19 outbreak, online learning will begin immediately and this will include emotional and pastoral support. DSLs will check on vulnerable children at least weekly.

## **PART TWO - THE KEY PROCEDURES RESPONDING TO CONCERNS ABOUT A CHILD**

### **18. INVOLVING PARENTS/CARERS**

- 18.1 In general, we will discuss any Safeguarding or Child Protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with a DSLs.
- 18.1 However there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- 18.2 Parents/carers will be informed about our Safeguarding Policy through our website and Friday Flyer.

### **19. MULTI-AGENCY WORK**

- 19.1 The Designated Safeguarding Leads work with the three safeguarding partners (the LA; the CCG and the police) and other agencies in line with Working Together to Safeguard Children. Bromley's multi-agency arrangements to safeguard children can be found by following this link: [https://www.bromley.gov.uk/download/downloads/id/5038/bromley\\_safeguarding\\_child\\_ren\\_partnership\\_multi\\_agency\\_arrangements.pdf](https://www.bromley.gov.uk/download/downloads/id/5038/bromley_safeguarding_child_ren_partnership_multi_agency_arrangements.pdf)
- 19.2 When invited the DSL will participate in a MASH strategy meeting, adding school-held data and intelligence to the discussion so that the best interests of the child are met.
- 19.3 We will co-operate with any Child Protection enquiries conducted by social care. The school will ensure representation at appropriate inter-agency meetings such as Children In Need, Initial and Review Child Protection Conferences, and Core Group meetings.
- 19.4 We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent and shared at least 24 hours prior to the meeting.
- 19.5 Where a pupil is subject to an inter-agency Child Protection plan or a multi-agency risk assessment conference, the school will contribute to the preparation, implementation and review of the plan as appropriate.

### **20. OUR ROLE IN SUPPORTING CHILDREN**

- 20.1 Our school staff will offer appropriate support to individual pupils who have experienced abuse, who have abused others (peer on peer abuse), or who act as Young Carers in their home situation.



- 20.2 A safeguarding action plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the plan will be kept in the child's safeguarding record.
- 20.3 Children who abuse others (peer on peer abuse) will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. Within our school we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 20.4 We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

## **21.0 RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF**

21.1 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children. This procedure must be used in any case in which it is alleged that a member of staff, Governor, visiting professional or volunteer has:

- 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; or
- Behaved in a way that indicates s/he is unsuitable to work with children.

21.2 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

20.2.1 Allegations or concerns about staff, colleagues and visitors must be reported directly to the Headteacher who will liaise with the Local Area Designated Officer (LADO) who will decide on any action required.

20.2.2 If the concern relates to the Headteacher, it must be reported immediately to the Chair of the Governing Body, who will liaise with the LADO and they will decide on any action required.

## **22.0 CHILDREN WITH ADDITIONAL NEEDS**

22.1 We recognise that all children have a right to be safe. Some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

22.2 When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection plan or where there is an existing Child Protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate

decision to exclude, the risk assessment should be completed prior to convening a meeting of the Governing Body.

## **23.0 CHILDREN IN SPECIFIC CIRCUMSTANCES**

### **23.1 Private Fostering**

23.1.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

23.1.2 The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

23.1.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

23.1.4 There is a mandatory duty on the school to inform Bromley Local Authority of a private fostering arrangement.

## **24.0 Links to additional information about safeguarding issues and forms of abuse**

24.1 Guidance on children in specific circumstances found in Annex A of KCSIE- 20.

## **25 Remote Learning**

25.1 During periods of remote learning it is expected that staff adhere to the guidelines and code of conduct as laid down in the Staff Hand Book and staff are reminded that they should not communicate with parents or pupils outside school channels. The remote learning platform used by St. Mary's will be Microsoft Teams.

25.2 During periods of remote learning the Home School Agreement is vital document and serves to safeguard both children and adults.

## **26. Links to other Policies and Documents:**

- Keeping Children Safe in Education September 2020
- Education for a Connected World - 2020 edition (UK Council for Internet Safety)
- Remote Learning Policy - COVID - 19
- SEN Policy
- COVID-19 Risk Assessment

# **APPENDICES**

## DEFINITIONS AND INDICATORS OF ABUSE

### 1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

### 2. PHYSICAL ABUSE

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- 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; or
- Isolation from peers.

### **3. SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- 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;
- 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;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;

- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

#### **4. CHILD SEXUAL EXPLOITATION**

Child Sexual Exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

#### **5. CHILD CRIMINAL EXPLOITATION**

Child Criminal Exploitation includes the often referred to County Lines and occurs when a child receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of involvement in criminal activity including the following:

- Drugs - sale of and working as couriers
- Knife crime
- Gangs
- VAWGB, families, communities
- CSE
- CCE
- Fraud and identity theft
- Threatening behaviour
- Sexual violence
- Protecting children from radicalisation
- Cuckooing
- Grooming
- Financial exploitation, coercion and money laundering

## 6. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways - as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or 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; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as "traumatic mutism") can indicate maltreatment.

## 7. RESPONSES FROM PARENTS/CARERS

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

- Delay in seeking treatment that is obviously needed;
- 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 her/his age and development;

- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household;
- Evidence of coercion and control.

## **8. DISABLED CHILDREN**

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint ;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.



## DEALING WITH A DISCLOSURE OF ABUSE

When a pupil tells me about abuse they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him 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.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- 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 in writing, all you have heard, though not necessarily at the time of disclosure.
- 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 of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible.

NB, it is not education 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.

### Immediately afterwards

**You should not deal with this yourself.** Clear indications or disclosure of abuse must be reported to the DSL or in exceptional circumstances by the staff member who has raised the concern.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL.

## ALLEGATIONS ABOUT A MEMBER OF STAFF INCLUDING SUPPLY STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
  - **Physical**  
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
  - **Emotional**  
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
  - **Sexual**  
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
  - **Neglect**  
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
  - **Spiritual Abuse**  
For example using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff including supply staff, Governor, visitor or volunteer the Headteacher must be informed immediately. The Headteacher must 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 him/herself or interview pupils.
3. The Headteacher should exercise and be accountable for their professional judgement on the action to be taken as follows:
  - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Headteacher will notify the LADO. The LADO will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals.
  - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
  - If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file. The allegation should be removed from personnel records.

4. Where an allegation has been made against the Headteacher, then the Chair of the Governing Body takes on the role of liaising with the LADO Team in determining the appropriate way forward.

## INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis - the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
  - Personal Crisis - the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances - migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations - the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
  - Special Educational Need - students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
  - Family members convicted of a terrorism act or subject to a Channel intervention;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Joining or seeking to join extremist organisations;
  - Significant changes to appearance and/or behaviour; and
  - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

**PREVENTING VIOLENT EXTREMISM -  
ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

The SPOC for St Mary's is Isobel Vassallo who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of staff in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and Assembly Policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students/pupils into the Channel<sup>1</sup> process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

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