



# Safeguarding Children and Child Protection Policy

St Mary's Catholic Primary School

January 2017

## Mission Statement

*St Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.*

**This policy was revised and adopted on 1<sup>st</sup> January 2017.  
The policy to be reviewed on 1<sup>st</sup> September 2017**

## 1. Introduction

- 1.1 Our safeguarding policy cannot be separated from the general ethos of the school, which is to ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.
- 1.2 The governors and staff of St. Mary's Catholic primary school fully recognise the contribution it makes to safeguarding children. We recognise that all members of staff, including volunteers, have a full and active part to play in protecting our pupils from harm.
- 1.3 All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.

## 2. The aims of this policy are:

- 2.1 To support the child's development in ways that will foster security confidence and independence.
- 2.2 To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- 2.3 To provide a systematic means of monitoring children known or thought to be at risk of harm.

- 2.4 To emphasise the need for good levels of communication between all members of staff.
- 2.5 To maintain a structured procedure which is followed by all members of the school community where abuse is suspected.
- 2.6 To continue to promote effective working relationships with other agencies, especially the Police and Children's Social Services.
- 2.7 To ensure that all adults within our school community who have contact with children have been checked as to their suitability as part of the recruitment and selection process, including visitors.

### **3. Procedures**

Our school procedures for safeguarding children will comply with the Enfield Safeguarding Children Board (ESCB) procedures. The ESCB has adopted and follow the London Child Protection Procedures (5<sup>th</sup> edition)

We will ensure that:

- 3.1 We have 4 designated members of staff who undertake regular training every two years.
- 3.2 All members of staff develop their understanding of the signs and indicators of abuse and refresh their training every three years.
- 3.3 All members of staff know how to respond to a pupil who discloses abuse.
- 3.4 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- 3.5 All staff will have read Part 1 of the Government Guidance *Keeping children safe in education (September 2016)*. This guidance contains reference to specific safeguarding issues and provides links to further information as well as providing further information on child sexual exploitation, female genital mutilation and preventing radicalisation.
- 3.6 All staff will have read the school safeguarding and child protection policy and signed that they have understood it. It is the responsibility of senior managers and Heads of Governors to ensure all staff can access and understand the document *Keeping children safe in education (September 2016)*.
- 3.7 Our procedures will be regularly reviewed and up-dated.
- 3.8 All new members of staff will be given a copy of our child protection procedures and of the Government Guidance; *Keeping children safe in education (September 2016)* part 1 as part of their induction into the school.

### **4. Responsibilities**

The designated teacher is responsible for:

- 4.1 Adhering to the ECSB and school procedures with regard to referring a child if there are concerns about possible abuse.

- 4.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- 4.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- 4.4 Ensuring that an indication of further record-keeping is marked on the pupil records.
- 4.5 Ensuring that any pupil currently the subject of a child protection plan who is absent without explanation for two days is referred to Children's Social Care.
- 4.6 **All** members of staff (paid and unpaid) have the statutory responsibility to safeguard and promote the welfare of children

## **5. Supporting Children**

- 5.1 We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- 5.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 5.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 5.4 Our school will support all pupils by:
  - 5.4.1 Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
  - 5.4.2 Promoting a caring, safe and positive environment within the school.
  - 5.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
  - 5.4.4 Notifying Children's Social Services as soon as there is a significant concern.
  - 5.4.5 Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

## **6. Confidentiality**

- 6.1 We recognise that all matters relating to Child Protection are confidential.
- 6.2 The Headteacher or Designated Teacher will disclose any information about a pupil to other members of staff on a 'need to know' basis only.
- 6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

6.4 All staff must be aware that they cannot promise a child to keep secrets.

## **7. Supporting Staff**

7.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

7.2 We will support such staff by providing an opportunity to talk through their anxieties with the designated staff and to seek further support as appropriate.

## **8. Allegations against staff and Volunteers**

8.1 We understand that a pupil may make an allegation against a member of staff and volunteers.

8.2 If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform the Headteacher.

8.3 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

8.4 If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the Enfield's Lead Officer for Safeguarding and Child Protection.

8.5 The school will follow the All London Child Protection Procedures for managing allegations against staff.

## **9. Whistleblowing**

9.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

9.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

## **10. Physical Intervention**

10.1 Our policy on physical intervention (*Positive Handling*) by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

10.2 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## **11. Behavioural Policy**

11.1 Our Behavioural policy is set out in a separate policy and acknowledges that to allow or condone bullying including online bullying may lead consideration under child protection procedures.

## **12. Racist Incidents**

12.1 Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

## **13. Prevention and Early Help**

13.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

13.2 The school community will therefore:

13.2.1 Ensure and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

13.2.2 Ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty.

13.2.3 Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

## **14. Radicalisation**

14.1 The current threat of radicalisation in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

14.2 All pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege but is subject to laws and policies governing equality, human rights, community safety and community cohesion.

14.3 We seek to protect children against the messages of all violent extremism. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the designated teacher.

## **15. Specific Safeguarding Issues : Child Sexual Exploitation and Trafficking, Forced Marriage, Female Genital Mutilation**

15.1 The school keeps itself up-to-date with the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

15.2 Our staff are supported to recognise warning signs and indicators in relation to specific issues, including such issues in an age-appropriate way in their curriculum.

15.3 The school works with and engages our families and communities to talk about such issues.

15.4 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.

15.5 Our designated Child Protection Team will seek and obtain specific advice and guidance as necessary.

15.6 The school will engage experts and uses specialist material to support the safeguarding preventative work we do.

15.7 Our policy through the school's values, ethos and behaviour policies provide the basic platform to ensure children are given the support to respect themselves and others, stand up for themselves and protect each other.

## **16. Health & Safety**

16.1 Our Health & Safety policy, set out in a separate document reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

## **17. E-Safety**

17.1 Our e-Safety policy is a separate document which recognises the need to have strategies to protect children in the digital world.

## APPENDIX 1A

### Definitions of child abuse

#### Definitions of Neglect

The persistent (severe or longstanding) failure to meet a child's basic physical and/or psychological need, which is likely to result in serious impairment of their health or development. Neglect may occur in pregnancy as a result of maternal substance abuse. It is important to watch for patterns over time – accumulative incidents.

#### Recognising Neglect

Neglect can include:

- failure to provide food and appropriate clothing
- failure to ensure reasonable personal hygiene
- failure to allow access to medical care or treatment
- failure to protect a child from physical or emotional harm or danger
- failure to respond to a child's emotional needs
- failure to ensure adequate supervision including the use of appropriate care givers\*
- failure to provide shelter.

\* The law does not state an age when a child can be left alone, nor when young people can babysit. But parents can be prosecuted for wilful neglect if they leave a child unsupervised "in a manner likely to cause unnecessary suffering or injury to health" The law recognises competency, not age in this case.

#### Dealing with Emotional Abuse

If staff notice an issue that causes concern, they should adopt the following response

1. Using only open questions, ask the child about the issue in a non-threatening, concerned manner, without putting words or suggestions into their mouth. Never promise that it will be a secret between you and them, explain that you may have to talk about this with an appropriate adult.
2. Ask – then listen to what you are told
3. Consider how the child presents themselves
4. Consider any other concerns about the child or the family
5. Log concerns on the school form and discuss with the designated teacher

## APPENDIX 1B

### Definitions of child abuse

#### Definitions of Physical Abuse

This includes the actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child. This may include deliberate hitting, shaking, throwing, poisoning, burning, scalding, suffocation and otherwise causing physical harm. It also includes fabricated or fictitious illness (when a parent/carer fabricates the symptoms of, or deliberately induces illness in a child)

#### Recognising Physical Abuse

The threshold for physical abuse is when a mark is left on the body – but when should staff be concerned about a bruise?

- The head is by far the commonest site of bruising in child abuse
- Abusive bruises often occur on the soft parts of the body e.g. cheeks, abdomen, back, buttocks
- As a result of defending themselves, abused children may have bruising on the forearm, face, ears, hip, upper arm, back of the leg, hands or feet
- Clusters of bruises are the commonest feature in abused children. These are often on the upper arm, outside of the thigh, or on the body.
- Abusive bruises often carry the imprint of the implement used or the hand

Staff must bear in mind that aging a bruise is difficult, and at best is no more than 50% accurate.

#### Dealing with Physical Abuse

If staff notice an injury that causes concern, they should adopt the following response

1. Using only open questions, ask the child about the injury in a non-threatening, concerned manner, without putting words or suggestions into their mouth. Never promise that it will be a secret between you and them, explain that you may have to talk about this with an appropriate adult.
2. Ask – then listen to what you are told
3. Consider how the child presents themselves
4. Consider any other concerns about the child or the family
5. Log concerns on the school form and discuss with the designated teacher

## APPENDIX 1C

### Definitions of child abuse

### Definitions of Sexual Abuse

The actual or likely sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature.

Sexual abuse involves forcing or enticing a child to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

Sexual abuse can include penetrative and non-penetrative acts. Penetrative acts may include physical contact, including penile penetrative acts. (Rape includes vaginal, anal and oral sex) Non-penetrative acts includes involving children in looking at, or in the production of pornographic material and watching sexual acts.

### Recognising Sexual Abuse

Some of the indicators of sexual abuse include:

- Bribing, threatening relationship, imbalance of power
- Play/acting out
- Precocious language (how do they know..?)
- Drawing/writing
- Sexually transmitted diseases or unexplained recurrent urinary tract infections (may make frequent trips to the toilet)
- Self-harm/ self-mutilation, including anorexia/bulimia
- Damage/soreness to genitalia, anus or mouth (most reported cases of sexual abuse is oral sex)
- Repeated wetting/soiling (bed) (in order to repel offender)

### Dealing with Sexual Abuse

If staff notice an injury or a behaviour that causes concern, they should adopt the following response

1. Using only open questions, ask the child about the injury or behaviour in a non-threatening, concerned manner, without putting words or suggestions into their mouth Never promise that it will be a secret between you and them, explain that you may have to talk about this with an appropriate adult.
2. Ask – then listen to what you are told
3. Consider how the child presents themselves
4. Consider any other concerns about the child or the family
5. Log concerns on the school form and discuss with the designated teacher

## APPENDIX 1D

### Definitions of child abuse

#### Definitions of Emotional Abuse

Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional maltreatment or rejection. Because it is invisible, emotional abuse is the most insidious and under-recognised form of child abuse. It is a pattern of a relationship, rather than an incident of abuse.

All abuse involves some emotional ill treatment. This category should be used where it is the main or sole form of abuse.

#### Recognising Emotional Abuse

Emotional abuse is found to have one or some of the following components;

- Rejecting – the adult refuses to acknowledge the child’s worth, legitimacy and needs
- Isolating – the adult cuts the child off from normal social experiences and contacts, and prevents the child from making friendships. They make the child believe they are alone in the world
- Terrorising – the adult verbally assaults the child, creates a climate of fear, bullies and frightens the child, makes the child believe the world is a hostile place
- Ignoring – the adult deprives the child of essential stimulation and responsiveness, stifling emotional growth and intellectual development
- Corrupting – the adult mis-socialises the child, it stimulates the child to engage in destructive and antisocial behaviour, reinforces that deviance and makes the child unfit for normal social experiences.

In cases of emotional abuse, the child may feel that they are inadequate, unloved or worthless, or loved only insofar as they meet the needs of another person. Parental behaviour may include lack of emotional availability to the child, inappropriate expectations/interactions being placed on the child and overprotection (limitation of exploration and learning). Emotional abuse is caused when parents allow their child to see or hear the ill treatment of another. It is important to consider this in homes where there is domestic violence.

#### Dealing with Emotional Abuse

If staff notice an issue or behaviour that causes concern, they should adopt the following response

1. Using only open questions, ask the child about the issue or behaviour in a non-threatening, concerned manner, without putting words or suggestions into their mouth. Never promise that it will be a secret between you and them, explain that you may have to talk about this with an appropriate adult.
2. Ask – then listen to what you are told
3. Consider how the child presents themselves
4. Consider any other concerns about the child or the family
5. Log concerns on the school form and discuss with the designated teacher

## APPENDIX 1E

### **Child Sexual Exploitation and Female Genital Mutilation**

Information from 'Keeping children safe in education: information for all school and college staff' (Department of Education April 2014 and updated in 2015)

**Child sexual exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Female Genital Mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Girls who are threatened with or who have undergone FGM may withdraw from education restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because they appear anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in their performance, aspirations or motivation.

There may be occasions when a student comes to school or college but then absents themselves from lessons, possibly spending prolonged periods in the bathroom.

Educational establishments should aim to create an 'open environment' where students feel comfortable and safe to discuss the problems they are facing – an environment where FGM can be discussed openly, and support and counselling are provided routinely. Students need to know that they will be listened to and their concerns taken seriously.

## APPENDIX 1F

# The Prevent duty: what it means for schools and childcare providers

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools and childcare providers can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist<sup>1</sup> views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. For early years childcare providers, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

The Prevent duty is entirely consistent with schools' and childcare providers' existing responsibilities and should not be burdensome. Ofsted's revised common inspection framework for education, skills and early years, which came into effect from 1 September 2015, makes specific reference to the need to have safeguarding arrangements to promote pupils' welfare and prevent radicalisation and extremism.

The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. This advice focuses on those four themes.

## Risk assessment

The statutory guidance makes clear that schools and childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools and childcare providers are in an important position to identify risks within a

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<sup>1</sup> "Extremism" is 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. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

given local context. It is important that schools and childcare providers understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools and childcare providers should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or childcare providers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

Schools and childcare providers should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and childcare settings to have distinct policies on implementing the Prevent duty. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, [Working together to safeguard children](#) and [Keeping children safe in education](#)

## APPENDIX 1G



## St. Mary's Catholic Primary School

### PROTOCOL FOR VISITORS TO THE SCHOOL

We welcome all visitors to the school. You are asked to read and abide by the following protocol at all times during your visit. This is to protect both you and the children and to ensure that your visit to the school runs as smoothly as possible. We ask that you:

- Pre-arrange your visit to the school, wherever possible
- Report to reception on arrival and do not enter the school via any other entrance
- Follow any parking instructions you may be given, then ensure that your vehicle is locked, and that it is kept locked, at all times while not in use. If you need to use or move the vehicle during your visit, drive with extra caution while on the premises
- Once at the main Reception, explain the purpose of your visit and state who you have come to see. You will be asked to produce formal photographic (wherever possible) identification. If you are from an Enfield school you should show your school ID Badge
- You will be asked to sign the visitors' record book or equivalent, such as an electronic recording system which may include a photograph being taken of you
- A visitors' badge will be issued to you and you should ensure that you wear it, displayed prominently, at all times
- You will be asked to wait in the reception area until you are met by an appropriate member of staff to be escorted to your destination
- Unless it is a legitimate part of your visit to the school, if you find yourself alone with pupils/children, you should report to a member of staff or reception
- Do not wander around the school unnecessarily and always follow instructions for moving from one area to another should you need to do so
- Ensure that your mobile phone is kept on your person at all times and switch it to silent whenever possible, and particularly if in the presence of children; you are also asked to ensure that neither your phone nor any other equipment you may have with you can be accessed by pupils
- Always use appropriate language and behaviour with children and adults
- Do not smoke on the school premises or anywhere when with children
- Ensure that you read and/or follow any other protocols or policies that may be given to you, or drawn to your attention, by the school, for example in relation to child protection/safeguarding and health and safety
- Ensure that you are aware who you should refer to within the school if you have any concerns
- On departing the school, you will be asked to leave via reception, sign out of the building, return your visitor badge and be seen to leave the premises.

**THANK YOU**

## APPENDIX 1 H

### PROCEDURE FOR VISITORS, INCLUDING TEACHERS AND SUPPORT STAFF ATTENDING FOR TRAINING

**All school staff dealing with and/or meeting with visitors should note the following and ensure that the relevant action is taken:**

- Wherever possible, visits to schools should be pre-arranged
- On first arrival, all visitors must be directed to report to reception and must not enter the school via any other entrance
- At reception, all visitors should be asked to explain the purpose of their visit and state who has invited them. They should be asked to produce formal photographic (wherever possible) identification. All those from an Enfield school should show their school ID Badge
- All visitors must be asked to sign the visitors' record book or equivalent, such as an electronic recording system which may include a photograph being taken of the visitor
- If the visitor is part of a large group of visitors a separate register may be utilised
- A visitors' badge should be issued to all visitors and they should be asked to ensure that they wear and display it prominently at all times
- All visitors should be issued with the attached '**Protocol for Visitors to the School**'
- Visitors should be asked to wait in the reception area until they are met by an appropriate member of staff to be escorted to their destination
- All visitors should be accompanied by a member of staff. Visitors should not be alone with pupils/children unless this is a legitimate part of their role (for example, an educational psychologist seeing a child) and the school has assured itself that the visitor has had the appropriate DBS check and any other relevant checks (or the visitor's employer has confirmed that their staff have had appropriate checks)
- It should be explained to visitors that, should they find themselves alone with pupils/children, they should report to a member of staff or reception.
- On departing the school, visitors should be asked to leave via reception, sign out of the building, return their visitor badge and be seen to leave the premises. School reception staff should check the 'in-out' records regularly to monitor compliance with these procedures.



Love, Listen and Learn