



Safeguarding Policy

Mission Statement:

'In St Margaret Mary's School

we welcome everyone into our community

in order to live, love and learn

together in the light and example of the life of Christ.'

ST MARGARET MARY CATHOLIC PRIMARY SCHOOL

“Live, Love and Learn”

Safeguarding and Child Protection Policy

1. Aims and Values

The school recognises that the safety, welfare and care of children is paramount. Child abuse represents a failure to respect the needs and rights of children. The school recognises that abuse affects children of all ages, sexes, different races and cultures and occurs in all social classes.

Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including:

- Preventing extremist behaviour
 - ▣ educational visits
 - ▣ internet or e-safety
 - ▣ intimate care
 - ▣ providing first aid
 - ▣ meeting the needs of pupils with medical conditions
 - ▣ pupils' health and safety
 - ▣ the use of reasonable force

We are, therefore, committed to the highest standards in protecting and safeguarding children entrusted to our care at all times. Staff at the school recognise that their day to day contact and knowledge of children attending the school means that they are well placed to identify abuse and thus help children that are abused.

1.1 We will ensure that arrangements are in place for:

All reasonable measures to be taken to minimise the risks of harm to children's welfare;

- ▣ appropriate actions to be taken to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies;
- ▣ all persons working at this school/service to be made aware of this policy.

1.2 We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff of the school will often, by virtue of their day to day contact and knowledge of the children, be well placed to identify such abuse and offer support to children in need.

1.3 In order to protect our children, we aim to:

- ▣ Create an atmosphere where all our children can feel secure, valued and listened to
- ▣ Recognise signs and symptoms of abuse
- ▣ Respond quickly and effectively to cases of suspected abuse Monitor and support children at risk
- ▣ Use the curriculum to raise children's awareness, build confidence and skills
- ▣ Work closely with parents, carers and support external agencies

Ensure that all adults within our school who have access to children have been checked as to their suitability

- 1.4 St Margaret Mary will support all children by:
- | Encouraging self-esteem and appropriate self-assertiveness whilst not condoning aggression or bullying
 - | Promoting a caring, safe and positive environment within the school. Liaising and working together with all other support services and those agencies involved in the safeguarding of children
 - | Notifying Social Care Services via the approved mechanisms as soon as there is a significant concern.
 - | Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

- 1.5 Use of mobile phone/cameras:
- Staff understand that the use of mobile phones is banned in front of pupils during the course of the school day.
- Only school cameras may be used for school-linked activities – pictures/videos of staff and pupils should not be taken on personal devices. For further information refer to appendix A

2. Designated Personnel

Designated Senior Lead for Child Protection – Jayne Logue (DHT)
Deputy DSL – Michael Aldred (HT)
Deputy DSL – Laura Chandler (AHT)
Chair of Governing Body – Fr Simon Ellis
Nominated Safeguarding Governor – Fr Simon Ellis

3. The role of all staff and other persons within the school setting

- 3.1 All staff have a duty to safeguard children. This policy outlines how staff can meet this duty and their need to be:-
- | Trained and aware of potential indicators of abuse (Appendix A, Categories of Abuse).
 - | Open to hearing concerns from children and others, without seeking to investigate these concerns (Appendix B, Five Stages in Dealing with Disclosure).
 - | Informed on how to report any concerns to their Designated Senior Person(s) for Child Protection.
 - | Informed on how to report any concerns relating to staff to their Head Teacher.
 - | Informed on how to report any concerns relating to their Head Teacher
- 3.2 Listening to children. Schools should:

Create the opportunity and environment for children to be able to talk about their concerns

Establish systems to enable cover for the member of staff listening to a child's concerns.

Always:

- Report on as soon as you have a concern.
- Record information verbatim using the actual words of the child and noting any questions the child raises.
- Note dates, times, who was present, positions in the room, anything factual about the child's appearance.
- Pass these notes to the DSL.
- If possible use a silent witness.

Never:

- Ask leading questions.
- Ask the child to write down their account.
- Investigate with, or without, others.
- Take photographs of marks.
- Attempt any medical judgment
- Arrange a medical examination
- Tape/video record an interview
- Ask a child to remove any clothing

Staff should always be aware of their own vulnerability at this point and should take steps to minimise risk to themselves whilst supporting the child.

3.3 Use of Reasonable Force:

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, in accordance with the latest DfE guidelines '*Use of reasonable force in schools, Department for Education, July 2014*'

3.4 We recognise that all matters relating to Child Protection are confidential. The Head or DSP will disclose any information about a pupil to other members of staff on a need to know basis only.

3.5 If a child confides in a member of staff and requests that the information is kept secret, the member of staff should tell the child sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake. Within that context, the child should, however, be assured that the matter will be discussed only with people who need to know about it and they will treat the matter confidentially. In all cases where abuse is suspected or alleged, teachers and other members of staff must immediately share this concern with the designated teacher or head teacher. (Appendix C).

3.6 In cases where the allegation or suspicion of child abuse involves the designated teacher or head teacher, the member of staff concerned should share the concerns with an appropriate senior officer of the LEA or the Social Services Department

4. Supporting Staff

4.1 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.

4.2 We will support such staff by providing an opportunity to talk through their anxieties with the Designated Senior Person and to seek further support as appropriate.

4.3 All staff are able to access confidential support and counselling through, for example, BCC Staff, Careline, Teacher Support network

5. The Role of the DSL

5.1 The duties associated with this role are set out below but do not in any way reduce the responsibility of each member of staff to be aware and alert to signs of abuse amongst pupils.

5.2 The Designated Senior Lead is responsible for:

- | Adhering to the Birmingham BSCB, Education and school/service procedures with regard to referring a child if there are concerns about possible abuse
- | Keeping written records of all concerns about a child even if there appears to be no need to make an immediate referral
- | Ensuring that all such records are kept confidentially and securely and are separate from child records
- | Ensuring that an indication of further record-keeping is marked on the child records
- | Liaison and joint working with Social Care Services, and other relevant agencies

6. Reporting Procedures

6.1 All concerns must be passed to the DSL who will seek advice/make a judgement as to whether a referral to Social Care Services or the need for any other action to be taken.

6.2 If a disclosure is made or a member of staff has reason to believe abuse has occurred an incident report form or verbal disclosure should be completed as soon as possible and passed to the DSL. This is then logged onto the electronic system of 'Myconcern'. Any original notes should be signed, dated and securely attached to the incident report form. All staff must be aware of the high level of confidentiality of notes and individual staff members should pass all notes and records onto the DSP.

6.3 Upon submitting an incident form the member of staff and the DSL should catalogue the form, sign and date the incident book in order to prove the procedure has been followed.

7. Staff Allegations

- 7.1 All child protection allegations relating to staff must be reported directly to the Head Teacher (and not the DSL) without informing the subject of the concern/allegation. (Appendix D)
- 7.2 The full evidence will be made available to the member of staff subject of the allegation as soon as is agreed appropriate within the ongoing needs of any investigation by the Police, Social Care Services, or by any disciplinary process.
- 7.3 In some cases it may be necessary for the staff member to be suspended whilst an investigation is carried out. It must be recognised that any decision to suspend a member of staff is without prejudice and on full pay, and is not an indication of any proof or of any guilt. Advice should always be taken from the Employee Relations team in this respect.
- 7.4 Any complaint or concern of a child protection nature received by any person and relating to Head must be passed in confidence to the Education Services Lead Officer who will give advice and support including making contact with the Chair of Governors/Assistant Director
- 7.5 All staff need to be aware of their vulnerability to allegations and must address their practice accordingly. All staff must adhere to the school policy/guidance in respect to safe conduct.

How do I protect myself from the possibility of a false allegation: Be

visible

Let pupils do as much for themselves as they can

Offer support/help rather than assume the child needs it Keep physical contact to a minimum and be able to justify it Think about the level and type of contact

Be aware of reputation

Only use physical restraint as a last resort~

If something goes wrong or could be misinterpreted then tell someone eg Headteacher

- 7.6 Children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.
- 7.7 Schools responsible for children in receipt of a managed care placement will also have a duty to inform CSCI, in cases of child protection concerns.
- 7.8 Heads responsible for children in receipt of a managed care placement will also have a duty to involve CSCI.
Appendix E - Guidance for Headteachers

8. Procedure

- 8.1 The school adheres to the Birmingham Safeguarding Children Board (BSCB) procedures and the Birmingham Education Services Child Protection Procedures. Copies of these are kept by the Head Teacher and must be the subject of training and be available to all staff and governors.

- 8.2 The Head Teacher will identify a Designated Senior Person (DSP) for Child Protection co-ordination in the school. The Head will identify clearly who will deputise in the absence of the DSP and ensure that any such deputy is appropriately trained.
- 8.3 The DSP will ensure the following reporting and recording procedures are maintained:
- | Incident report form (catalogued and cross references to the incident book)
 - | Incident book (hard bound, containing consecutive numbers of report forms, name of child, name, signature and date of person submitting the report, name, signature and date of DSP receiving the report.) |
- Child school record
- 8.4 The Governing Body will receive annually a report on developments in child protection policy and procedures, training undertaken by the DSP, other staff and the Governing Body, the number of cases referred (without details) and the place of child protection in the curriculum.
9. Parents and Carers
- 9.1 Parents and carers will be made aware of the school/service policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.
- 9.2 A copy of this policy is available to all parents, carers and children upon request.
10. Teaching and Learning
- 10.1 The curriculum will be used to raise children's awareness and build confidence so that they have a range of strategies to support their own protection and understanding of protecting others.
- 10.2 The school will promote child support services through assembly and display of contact information, e.g. Childline, Birmingham Sign Posting Service, School Parent Noticeboard and Family Liaison Officer.
11. Children Transferring Schools
- 11.1 When a child or young person moves to a new school, we will ensure that the Local Authority Tracking System is used.
- The Education (Pupil Information) (England) Regulations 2005 requires schools to keep a curricular record for each pupil and to transfer a pupil's common transfer file and educational record (including safeguarding records) to the new school when the pupil changes school. The timescale for transferring the school file under the above regulations is 10 working days. When a child or young person moves to a new school, we will ensure that these procedures are followed. Contact between the two organisations may be necessary,
12. Training

- 12.1 All members of staff will receive training on child protection procedures and will receive updates and refreshers every 3 years. It is also strongly recommended that the Governing Body also receives this training.
- 12.2 The DSP and Head will be provided with Education Services core training in order to carry out their role and will attend refresher training updates every 2 years.
- 12.3 Child Protection training will be clearly cross referenced and supplemented by other areas of staff training including first aid, behaviour management and risk assessment.

12.4 The following record of training will be maintained by the DSP Group	Date of last training	By whom – Children’s Services Health and Education
Governors –	Autumn Term 2017	DSL
DSL Training-	Autumn 2016	Tony Ayers
Deputy DSL update-	Autumn 2016	Tony Ayers
Safeguarding Governor –	Summer 2017	Tony Ayres
Support staff –	Autumn 2017	DSL
Teaching staff–	Autumn 2017	DSL
Lunchtime Supervisors –	Autumn 2017	DSL

13. Visitors and Volunteers

- 13.1 A summary of the schools procedures and the name of the DSP should be displayed for the information of visitors to the school.
- 13.2 If you have a concern that a child is being harmed, is at risk or harm, or you receive a disclosure (intentionally or unintentionally) you must contact the following staff member as quickly as possible.

DSL Name – Jayne Logue

If this person is not available, please contact HT – Michael Aldred, or AHT – Laura Chandler. Named Governor – Fr Simon Ellis.

- 13.3 Everyone is working with our children, their parents and carers should be aware that: Their role is to listen and note carefully any observations which could indicate abuse.
They should not attempt to investigate once the initial concern is raised. They should involve the Designated Senior Person (DSP) immediately. If the DSP is not available the Head Teacher should be contacted.
Disclosures of abuse or harm from children may be made at any time.

If anything worries you or concerns you, report it straight away.

14. Educational Visits

- 14.1 The safeguarding of children on educational visits is covered in the school educational visits policy. Support and advice is available to all staff through the school educational visits coordinator who receives the recommended training on a regular basis from the local authority.
- 14.2 Parents and children always receive all the information necessary to ensure a safe and enjoyable experience on these trips from the class teachers and special meetings for parents are held for all residential visits.

15. E-Safety

- 15.1 Pupils are taught about e-safety through cross curricular approach and as and when necessary during the year. All pupils will have a specific focus on learning about internet safety during the school health and safety week. Guidance is provided in all pupil and staff planners to help children, parents and staff.

Please refer to the school e-safety policy.

16. Intimate Care

- 16.1 In accordance with the guidance given to all prospective parents school expects all children to be toilet trained before they start school. This is because the school has neither the facilities nor the staff to deal with toileting of children.
- 16.2 However we understand that from time to time accidents happen. Should a child wet themselves whilst in nursery or reception they will be supervised whilst they clean themselves and dry themselves. Parents will be notified immediately if they prefer to take them home to change them. If an older child (Y1 and above) has an 'accident' they will be expected to clean/dry themselves using the toilets whilst the parents are called to take the child home to change.
- 16.3 If a child soils themselves parents will be called immediately to take their child home to wash and change the child before bringing them back to school (if this is deemed appropriate). This is to ensure the child is made to feel comfortable as soon as possible whilst maintaining a suitably healthy and hygienic learning environment for the other children in the class.

17. First Aid

- 17.1 All staff at the school receive first aid (including paediatrics) training on a regular basis. The school always has at least two fully qualified first aiders who have undertaken the full First Aid at Work training.
- 17.2 All staff have a duty of care to administer first aid as and when a child in their care may require it.
- 17.3 Any first aid administered on site to children is recorded and the information is provided to parents at the end of the day. If medical attention is required then

parents will be contacted immediately. In cases of emergency an ambulance will also be called. Full details are in the school health and safety policy.

Guidance for parents and staff is available in the pupil and staff planners respectively.

18. Supporting Children with Medical Conditions

18.1 Please refer to the school policy.

19. Pupil Health and Safety

19.1 Pupils receive a comprehensive and structured programme of health and safety training during the whole school health and safety training week. Pupils will also be taught about health and safety throughout all lessons and activities whenever it is deemed necessary and appropriate by the teachers.

Please refer to the school health and safety policy.

20. Preventing Extremist Behaviour

20.1 As a Catholic school all children are taught within the context of Gospel values of love, respect and forgiveness. This creates the unique ethos of our school and nurtures the very successful community cohesion we have achieved over the years. As such it prevents any form of extremist behaviour amongst our children or staff.

Review

This policy will be reviewed annually.

St. MARGARET MARY CATHOLIC PRIMARY SCHOOL

Appendix A

Categories of Abuse

Persistent or Severe Neglect

Unintentional persistent failure to meet a child's basic physical, emotional and/or psychological needs including failure to ensure access to appropriate medical care.
Failure to protect from:

- | Cold, starvation;
- | Danger including leaving a child unsupervised.

Physical abuse or injury

- | Hitting, shaking, biting, scalding, drowning, suffocation;
- | Giving of poisonous substances, inappropriate drugs and alcohol.

Sexual abuse

- | Forcing or enticing a child to take part in sexual activities;
- | May involve penetrative/non-penetrative/non-contact activities.

Emotional abuse

- | Persistent or severe emotional ill-treatment or rejection in which the child feels unwanted, ugly, worthless, guilty or unloved;
- | Caused by threats, verbal attacks taunting, constant lack of love and affection. Seeing or hearing the ill-treatment of others.

Examples of possible signs and symptoms

- | Visible marks eg bruises, burns, cuts on body
- | Inappropriate state of clothes, poor hygiene
- | Behaviour eg centre of attention, aggressive and bullying, very withdrawn
- | Relationships eg isolated with no peer group interaction, clingy/inappropriately close
- | Patterns of behaviour or a change in behaviour
- | Patterns in absences or punctuality.

NEVER underestimate your information – PASS IT ON TO YOUR DSP (Designated Senior Person for Child Protection).

ST. MARGARET MARY CATHOLIC PRIMARY SCHOOL

Appendix B

Stages in dealing with disclosure

NB the role of the school is to establish whether there is a child protection concern. School staff must not investigate.

Receive

Listen, remain neutral and accept what the child says.

Reassure

Stay calm, reassure the child that they have done the right thing, don't make promises including promises on confidentiality, try to alleviate feelings of guilt and shame, empathise with the child.

React

Only use open questions, don't criticize the perpetrator, explain what happens next, inform DSP, try to see the matter through.

Record

Make notes ASAP and use child's actual words where possible, keep notes safe, be objective.

Support

Create space and time for child throughout and after the process, get support for yourself.

Examples of open questions:

- Has something happened to you?
- Can you tell me what happened?
- Where did it happen?
- When did it happen?
- Was anyone else there?
- Can you tell me about it in your own words?

ST. MARGARET MARY CATHOLIC PRIMARY SCHOOL

Appendix C

Confidentiality and the need to know

Staff within a school can NEVER promise total confidentiality to a child. However that does not mean that you can tell everyone in the school about a disclosure. Pass any information onto the DSP but do not tell anyone else. The DSP will inform other staff (teaching and non-teaching) if they need to know any information about the child (this is different from people wanting to know).

ST. MARGARET MARY CATHOLIC PRIMARY SCHOOL

Appendix D

- | In the case of an allegation relating to a staff member the Headteacher is the key contact, not the DSP.
- | The headteacher must first ensure the immediate safety of any child who appears to be in imminent danger. The Local Authority (Schools and Education Services) Lead Office CP must be contacted without delay to agree action required – before any decision to inform the member of staff.
- | **All staff have a responsibility for the active protection of children from harm.** In a (hopefully rare) case where the Headteacher decides that no action is necessary, but the member of staff retains significant concerns; the member of staff also retains **an individual responsibility** to pursue those concerns further – even to the point of making the referral to Social Care Services without delay themselves.
- | Any concern involving conduct of the Headteacher must be immediately reported to the Education Services Child Protection Team **without alerting the Headteacher**. In schools the Chair of the Governing Body then has responsibilities concerning liaison with the Education Services Child Protection Team, Social Care Services and the police: also for urgent decisions concerning actions in respect of the Headteacher, including possible suspension.

ST. MARGARET MARY CATHOLIC PRIMARY SCHOOL

Appendix E

Additional evidence for Head Teachers of Educational Services

To be read in conjunction with CYPF Procedures and Practice Guidance For Schools and Education Services (April 2006.)

1. In the normal course of events in school a child or children may claim that a member of staff has acted inappropriately in some way.
2. If a head teacher receives such a complaint, either directly or through a third party, it is important that prompt and clear action is taken. In many cases it is very clear that an allegation of abuse has been made and that immediate contact must be made to the Schools Child Protection Team. However in other cases the head teacher may feel it necessary to make preliminary enquiries into the credibility of the claims(s). This may involve the head teacher (or a senior member of staff specifically authorised by the head teacher) speaking to the pupil or pupils concerned if they have not already done so, and any adult witnesses who are not a part of the allegation. If it becomes apparent at any stage of these preliminary enquiries that there are grounds to suspect that a child has been abused, the enquiries must be discontinued and immediate contact made with the Schools Child Protection Team.
3. The head teacher must exercise, and be accountable for, their professional judgement on the appropriate action to be taken, as follows:
 - i. If the actions of the member of staff and the consequences of the actions raise credible child protection concerns, the matter must be referred to the Schools Child Protection Team.
 - ii. If it is not clear whether the actions of the member of staff and the consequences of the actions raise child protection concerns, further advice should be sought immediately from the Schools Child Protection Team.
 - iii. If the actions of the member of staff and the consequences of the actions do not raise child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.
 - iv. If the head teacher 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 recorded.
4. A careful record must be made of any preliminary enquiries which covers the essential details of the claim, the action taken and the headteacher's conclusion.

This record is to be made available if required to the Education Service Child Protection Team, Social Care, the Police and other relevant agencies as necessary for future reference.

ST. MARGARET MARY CATHOLIC PRIMARY SCHOOL

Use of ICT including mobile phones and social networking

This appendix should be used in conjunction with the staff and pupil guidance on responsible internet use found in the respective planners. All parents sign consent forms before the start of the academic year to agree to the taking of photographs or filming of their children.

1. Staff, people on placement, visitors and volunteers should not use personal mobile phones, cameras, memory sticks or IT equipment in the classroom on any occasion.
2. Any school equipment used to record images of children must be registered in school, remain on school premises and be used only for curriculum or assessment purposes. This is of particular importance in EYFS where such activities are important to record evidence of learning.
3. Photos and videos may be uploaded to the school website. Photos may be uploaded to the school network for storage/evidence. Staff should keep secret passwords required to access this network and always log off after use.
4. Staff mobile phones/cameras should be kept secure during times when children are on the premises and should never be used in the presence of pupils.
5. The use of personal equipment to record images of children is a disciplinary offence which could result in dismissal. The Headteacher has the right to check staff IT equipment and e-mails where there is reason to believe this policy may have been breached.
6. Where staff need to use a personal phone for work business e.g. on trips, residential, they should not record images or contact details of children. To do so could constitute a disciplinary offence and open the staff member to allegations of abuse.
7. If using a school camera/phone/laptop off school premises e.g. on trips/residential, any images or personal information relating to children including assessment data should be transferred to the school network or learning portal on return or at the earliest opportunity and then deleted from the item. The items should be stored securely when offsite and not in use to reduce the risk of access by other people.
8. Sometimes the school receives requests from external organisations to take photographs or film children. This should be cleared with the Headteacher. The purpose of taking photos and film should be clarified and the integrity of the organisation established.
9. Filming and photography is allowed at school productions, sports' days etc. to celebrate pupils' achievements. Filming in church at religious celebrations and sacramental occasions is also allowed. These are recognised as important occasions in the lives of children in our school and parents need to have the opportunity to retain and share these happy memories.
10. Staff should not communicate with children via social networking sites or e-mail and should not discuss other children, staff or incidents in school using social networking, text, e-mail or other ICT media.
11. Where staff or visitors to the school feel that this policy may have been breached, they have a duty to inform the school DSP as part of the whistleblowing policy in school.
12. When using ICT (e-mail/phones) to communicate with parents, staff should use work e-mails and school equipment other than in exceptional circumstances. Staff should not use social networking to communicate with other parents. Staff should always establish the identity of

the person they are speaking with or e-mailing before passing on any information relating to a child. Confidential information should never be sent by e-mail or fax other than through a secure password-protected address or local authority approved systems.

13. Staff should be aware of their professional role when using social networking and e-mail out of school and be aware of professional standards that form part of their contract and pay and conditions. They should be aware that falling below the standard expected could be in breach of professional standards and of contract and could lead to disciplinary action or even dismissal