Our Lady and St Joseph

Safeguarding and Child Protection Part 1

Date	Review Date	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor
28th January 2020	28th January 2021	Sean Flood (Head)	Aoife O'Grady (Deputy Head)	Derek Vitali

We are aware that 'Governing bodies and proprietors should ensure 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.' (Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2019))

Aims

▪ To have in place a safeguarding and child protection policy and related policies that outline clear procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of all children.
▪ To ensure compliance with all relevant legislation connected to this policy.
▪ To work with other schools and the local authority to share good practice in order to improve this policy.

The following are very important telephone numbers that must be kept up to date at all times:

Safeguarding Contacts	Name	Mobile No.	Home Tel. No.
Designated Safeguarding Lead	Sean Flood	07968537234	02072547353
Deputy Designated Safeguarding Lead	Aoife O'Grady		02072547353
Second Deputy Designated Safeguarding Lead	VPG Group + 5		02072547353
Nominated Governor for Safeguarding	Derek Vitali		
Local Authority Designated Officer (LADO)	Liezel Le Roux		0208 356 4659
Social Services Referrals			0208 356 5500
Out of Hours Social Services			0208 356 2710
Police			101 or 999
Chair of Governors: Person to contact regarding concerns about the Headteacher	Derek Vitali		
NSPCC Whistle-blowing Helpline	0800 028 0285		

1.0 Introduction

Our Lady and St Joseph

1.1 We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 2002
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Education (Independent School Standards) Regulations 2014
- Non-Maintained Special Schools (England) Regulations 2015
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019

1.2 The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2019)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Information Sharing 2015 (HM Government)
- What to do if you're worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (2018)
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)
- School Inspection Handbook (Ofsted)
- The Prevent Duty: Department advice for schools and childcare providers (DfE)
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)
- Guidance for safer working practices (Safer Recruitment Consortium 2019)
- Child Sexual Exploitation - definition and guide for practitioners (DfE 2017)
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2018)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

- Sexting in Schools and Colleges (UK Council for Child Internet Safety (UKCCIS))
- Preventing youth violence and gang involvement (Home Office)
- Criminal exploitation of children and vulnerable adults: county lines guidance (Home Office)

1.3 We believe this policy should be viewed in **conjunction** with the following policies which have major relevance to safeguarding and promoting the welfare of children:

- **Safeguarding Part 2 of 4 : Roles and Responsibilities**
- **Safeguarding Part 3 of 4: Recognising the Signs of Abuse**
- **Safeguarding Part 4 of 4: Safeguarding Procedures**
- Acceptable Use of ICT
- Administration of Medicines
- Advocates and Independent Visitors
- Anti-Violence, Aggressive and Anti-Social Behaviour
- Anti-bullying
- Anti-Cyber Bullying
- Child Gone Missing On or Off Site
- Child Missing Education
- Child Sexual Exploitation
- Confidentiality
- Dealing with Allegations Against School Personnel
- Dealing with Sexual Harassment and Sexual Violence
- Disciplinary Procedure
- Disclosure and Barring Service Checks
- Domestic Abuse and Operation Encompass
- Drugs Education and Managing Drug Related Incidents
- Eating Disorders
- Educational Visits
- Educational Visits and Terrorist Incidents
- Equal Opportunities
- Exclusions
- E-safety
- Female Genital Mutilation
- Health and Safety
- Hygiene
- Intimate Personal Care
- Intruders
- Knife Crime

- Looked After Children
- Manual Handling
- Medical and First Aid
- Mobile Phone Safety and Acceptable Use
- Parent and Community Use of Social Media
- Parent Involvement (Engagement)
- Pastoral Care
- Photographic and Video Images
- Positive Handling (Restraint of Pupils)
- Prevent Duty - Dealing with Extremism and Radicalisation
- Pupil Absence on Medical Grounds
- Pupil Behaviour and Discipline
- Relations Education, Sex Education and Health Education
- Safe Physical Contact with Pupils
- Safer Recruitment and Retention
- School Based Counselling
- School Personnel Code of Conduct
- School Security
- Searching, Screening and Confiscation
- Self-Harm
- Sharps and Needles
- Sick Child
- Special Educational Needs and Disabilities
- Students on Placement
- Sun Protection
- Supervision of Pupils
- Supporting Pupils with Log Term Medical Conditions
- Troubled and Vulnerable Children
- Uncollected Child
- Visitors, Visiting Speakers and Contractors
- Walking to and From School
- Whistle Blowing

1.4 We believe **Safeguarding** is the policies and practices that we employ to keep children safe and promote their well-being. Safeguarding includes governance; security of the school

buildings and grounds; safe recruitment of staff; SEN and inclusion; e-safety; health and safety; curriculum; attendance and punctuality; and all school policies.

1.5 We believe **Child Protection** is the activity that is undertaken to protect children who are suffering or likely to suffer significant harm.

1.6 We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents **'Working Together to Safeguard Children' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2019)'** as the safety and protection of children is of paramount importance to everyone in this school and we work hard to create a culture of vigilance. At all times we will ensure what is best in the interests of all children.

1.7 Safeguarding and promoting the welfare of children are best defined as:

'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes'. (Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018))

1.8 We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

1.9 We understand that 'safeguarding is what we do for all children, whilst child protection refers to the procedures we use for children at risk of significant harm or who have been harmed.'

1.10 We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

1.11 We are particularly alert to the potential need for **early help** for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2019))

1.12 We want all our children to achieve their full potential by:

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional well being;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

1.13 We recognise that the safety and protection of pupils is the responsibility of all **school personnel and volunteers** as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

1.14 We acknowledge that children can be harmed **physically, emotionally, sexually or by neglect.** It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

The following are **types of abuse and neglect**:

1.15 Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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

1.17 Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a 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 involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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 of a child, although it may occur alone.

1.18 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.

1.19 Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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.

(Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE))

1.20 We must undertake the following procedure if a pupil makes a disclosure to them:

- Listen to the pupil
- Remain calm
- Offer reassurance
- Do not ask the pupil to remove or adjust clothing if bruises are observed
- Do not ask leading questions
- Let the pupil speak freely
- Accept what has been told them without challenge
- Do not offer opinion or criticize or lay blame
- Reassure the pupil at the end of the disclosure telling them that they have done the right thing
- Do not promise confidentiality but inform them that other people need to be told
- Record accurately and factually what the child has said in note form
- Record observed injuries or bruises on a map of the body
- Submit a completed critical incident sheet to the designated person who will seek advice from the Local Authority Designated Officer

We must undertake the following procedure if we suspect a child may be a victim of abuse:

- Record accurately and factually what they have seen in note form;
- Submit a completed critical incident sheet to the DSL

See p.16 'Actions where there are concerns about a child' (Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2019))

2.0 Safeguarding Issues

2.1 We are aware that safeguarding issues can manifest themselves via **peer on peer abuse** in the form of:

- bullying (including cyber bullying) **(see Anti-Bullying and Anti-Cyber bullying policy)**;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault **(see Dealing with Sexual Violence and Sexual Harassment policy)**;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting **(see Mobile Phone Safety and Acceptable Use policy),** which is now a new criminal offence following the introduction of the Voyeurism (Offences) Act 2019, typically involves taking a picture under a person's clothing without them giving their consent, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm (We must be aware that a very young pupil or one with SEND may be aware that she has been the victim of this act but might be intimidated or unaware of her right to complain);
- 'sexting' (also known as youth produced sexual imagery) is defined as the production and/or sharing of sexual photos and videos (nude or nearly nude images and/or sexual acts) of young people who are under the age of 18 **(see Mobile Phone Safety and Acceptable Use policy)**; and
- initiation/hazing type violence and rituals

2.2 We ensure that all school personnel must be aware of indicators, which may signal that children are at risk from, or are involved with **serious violent crime** such as:

- 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;
- the possession of unexplained gifts or new possessions which could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs

2.3 We are aware that **female genital mutilation (FGM) (see Policy)** is a form of child abuse and violence against women and affects girls particularly from North African countries. It is illegal in England and Wales to allow girls to undergo this practice, which involves the 'partial or total removal of the external female genitalia for non-medical reasons'.

2.4 We are aware that section 5b of the FGM Act 2003 has introduced a mandatory reporting duty which requires health and social care professionals and teachers in England and Wales to report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out. The signs to look out for are:

- Difficulty walking, standing or sitting.
- Spending longer in the bathroom or toilet.
- Appearing withdrawn, anxious or depressed.
- Displaying unusual behaviour after an absence from school or college.
- Being particularly reluctant to undergo normal medical examinations.
- Asking for help, but may not be explicit about the problem due to embarrassment or fear.

2.5 Mandatory reporting duty does not apply if a person suspects that FGM has been carried out or whether they consider a girl may be at risk of FGM. In this instant we are expected to follow local safeguarding procedures. School personnel who fail to comply with the mandatory duty face disciplinary procedures.

2.6 We are aware that **'so-called 'honour-based' violence (HBV)** encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators.' **(See Female Genital Mutilation policy)**

2.7 School personnel who have a concern regarding a child that might be at risk of HBV or who has suffered from HBV will report their concern to the DSL or deputy DSL.

2.8 We are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. We must consider, at all times, the context within which such incidents and/or behaviours occur. This is known as **'contextual safeguarding**, which simply means assessments of children considering whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.'

2.9 We are aware that **'Child sexual exploitation' (see Policy)** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.' We will report any concerns we may have regarding a pupil being possibly sexually exploited.

(Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE February 2017))

2.10 We ensure all school personnel are aware of the **Pupil Behaviour and Discipline** policy which is annually reviewed. We realise pupils behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

2.11 We strongly endorse the banning of all forms of **corporal punishment** which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

2.12 We are aware that we have the right to use **reasonable force (see Positive Handling (Restraint of Pupils) policy)** to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

2.13 We ensure all school personnel are aware of systems that support safeguarding which is explained to them as part of staff induction. (s**ee School Personnel Code of Conduct policy)**

2.14 We have a duty to ensure that 'all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. **Children missing education (see Policy)** are at significant risk of underachieving, being victims of abuse and becoming NEET (not in education, employment or training) later on in life.' (Children Missing Education: statutory guidance for local authorities (DfE))

2.15 We understand that children that are particularly at risk of missing education are:

▪ pupils at risk of harm/neglect
▪ children of Gypsy, Roma and Traveller families
▪ families of Armed Forces personnel
▪ missing children/runaways
▪ children and young people supervised by the Youth Justice System
▪ children who cease to attend a school

2.16 We recognise that anyone who comes into contact with children such as the Headteacher, teaching staff, support staff, volunteers and contractors are vulnerable to accusations of abuse.

2.17 We acknowledge that dealing with **allegations (see Dealing with Allegations against School Personnel, Volunteers, Headteacher or Pupils policy)** is a stressful, demanding, complex and delicate process for all involved. But we will ensure that all allegations will be taken seriously and investigated immediately and impartially in order to provide instant and effective protection for the child concerned and to provide support for the person who is the subject of the allegation. 'The procedures for dealing with allegations need to be applied with common sense and judgement. The following definitions will be used when determining the outcome of allegation investigations:

▪ **substantiated:** there is sufficient evidence to prove the allegation;

- **malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **false:** there is sufficient evidence to disprove the allegation;
- **unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation but the term, therefore, does not imply guilt or innocence;
- **unfounded:** where there is no evidence or proper basis which supports the allegation being made

2.18 We have a statutory duty of care to safeguarding the welfare of children and vulnerable adults and providing them with a safe learning environment. We have created and maintain a **culture of safe recruitment (see Safer Recruitment and Retention policy)** by establishing and maintaining correct procedures that will 'help deter, reject or identify people who might abuse children.'

2.19 We are committed in establishing and maintaining correct procedures and checks **(see Disclosure and Barring Checks policy)** for safer recruitment for all new staff, supply staff, contractors, volunteers and governors and the establishment of sound working relationships with parents and support agencies.

2.20 We ensure that photographs taken in school or off-site by school personnel of pupils working or taking part in school events will only be taken by using a school camera. Under no circumstance will a member of the school personnel use their mobile phone to photograph pupils or to send the image to parents. We believe we have a duty to prevent the unauthorised taking and publication of images of school personnel. **(Photographic and Video Images policy)**

2.21 We deal with all incidents of **sexting (see Mobile Phone Safety and Acceptable Use policy)** that involves the 'sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.'

2.22 We have a duty to ensure the **online safety (see Acceptable Use of ICT policy)** of all pupils and school personnel. We also have a duty to provide pupils with quality Internet access as part of their learning experience across all curricular areas. The use of the Internet is an invaluable tool in the development of lifelong learning skills.

2.23 We believe that used correctly **Internet access** will not only raise standards, but it will support teacher's professional work and it will enhance the school's management information and business administration systems.

2.24 We acknowledge that the increased provision of the Internet in and out of school brings with it the need to ensure that learners are safe. We need to teach pupils how to evaluate Internet information and to take care of their own safety and security.

2.25 E-Safety (see Policy), which encompasses Internet technologies and electronic communications, will educate pupils about the benefits and risks of using technology and provides safeguards and awareness to enable them to control their online experience.

2.26 We work hard to ensure children are safe from **knife crime (See Policy)** at school but we realise that the most dangerous time for children is when they leave the schools premises.

2.27 We believe that in order to prevent children getting involved with knives is to:

- identify, support, help and protect children on the school site;
- to teach children about the dangers of knives and related dangers from an early age;
- review our PSHE curriculum and to see how this reflects local safeguarding issues and trends especially knife crime;
- introduce anti-knife crime sessions into the PSHE curriculum and anti-knife crime workshops for parents
- engage with parents and highlight ways that they can talk to their children about all safeguarding issues;
- work with and have close links with parents, the police, the local authority, health, youth services, welfare services, housing services and the local community.

2.28 We have a duty to safeguard children, young people and families from **violent extremism (see Prevent Duty - Dealing with Extremism and Radicalisation policy)**. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

2.29 We are aware that under the **'Counter-Terrorism and Security Act 2015'** we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

2.30 We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental **British values (see Promoting British Values policy)** and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

2.31 Advice and support to protecting children from the risk of radicalisation is provided for all school personnel by the **Designated Safeguarding Lead (see Safeguarding: Roles and Responsibilities policy)** who has undertaken Prevent awareness training (Workshop to Raise Awareness of Prevent). Online general awareness training will also be provided by the Channel programme for all school personnel who provide support to those who have been identified as being vulnerable to being drawn into terrorism.

2.32 We recognise **whistle blowing (see Policy)** is the reporting of suspected wrongdoing in the workplace which is regarded as making a disclosure in the public interest. We actively encourage all school personnel and visitors to school to report any serious concerns they may have about any aspect of the school such as:

- health and safety concerns
- damage to the school environment

- a criminal offence that has taken place or is about to take place
- disobeying the law
- the covering up of a wrong doing
- the conduct of its personnel or others acting on behalf of the school.

2.33 We understand that children or young people who have been taken into care by the local authority or who have a voluntary care arrangement are known as 'Looked After'. This is either because of family breakdown, abuse, neglect or social need. 'Looked After Children' **(see Policy)** will either be living in foster homes, children's residential homes, living with a relative or with their natural parent(s).

2.34 We are committed to providing quality education for all our pupils including 'Looked After Children'. **(see Policy)** It is nationally recognised that 'Looked after Children' significantly underachieve and are at greater risk of exclusion when compared with their peers. Therefore, we believe we have a duty 'to safeguard 'Looked After Children', to promote their educational achievements and to ensure they are able to achieve and reach their full potential'. (Children Act 2004)

2.35 We are aware that children with **special educational needs (see Policy)** and disabilities can face additional safeguarding challenges. We have a duty to ensure school personnel have the skills, knowledge and understanding to be alert to the additional safeguarding challenges to children with special educational needs and disabilities. All school personnel are trained to be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)

2.36 We are aware that **privately fostered** children fall into the category of a potentially vulnerable group and must be monitored by the local authority. Therefore, it is our duty to report to the local authority any child who we suspect is being privately fostered. On admission to the school we will ensure that the parental responsibility of a child is established.

3.0 Roles and Responsibilities (see Safeguarding and Child Protection Part 2 Roles and Responsibilities:

3.1 We believe that 'everyone who comes into contact with children and their families has a role to play in safeguarding children'. Therefore, we believe it is essential that this policy clearly **identifies and outlines the roles and responsibilities** of all those involved in the procedures and arrangements that is connected with this policy. All governors must be fully aware of their safeguarding responsibilities.

4.0 Curriculum

4.1 We will ensure that pupils are taught about safeguarding, including online safety as part of a broad and balanced curriculum by covering relevant issues through:

- Relationships Education (Primary Schools)

- Relationships and Sex Education (formerly known as Sex and Relationship Education) (Secondary Schools)
- Personal, Social, Health and Economic (PSHE) Education
- Health Education (For all pupils in state-funded schools)

4.2 We want to equip children with the necessary skills and awareness to stay safe from abuse. We want them to understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.

5.0 Parents

5.1 We are committed in establishing and maintaining an ethos where children and **parents** feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.

5.2 We have a duty to ensure that under no circumstances will we **disclose** to a parent any information held on a child if this would put the child at risk of significant harm.

5.3 We are aware that more than 90% of abuse cases involve someone a child already knows such as a family member or close friend. We agree with the advice from NSPCC that 'parents should not leave it up to teachers' to talk to children about sexual abuse but to talk to them themselves.

5.4 Therefore, we will organise awareness training workshops for parents outlining various ways and opportunities for them to approach this delicate subject.

6.0 Training

6.1 We will ensure that all adults in the school community attends regular **awareness training** on a wide range of safeguarding topics and that both Designated Safeguarding Leads undertake two-yearly training in their role.

7. 0 Data Protection

7.1 We are aware that the General Data Protection Regulations (GDPR) **(see Data Protection and the General Data Protection Regulation policy)** has entirely replaced the previous Data Protection Act (DPA) making changes to many previous data protection rules and regulations that schools, academies and other educational establishments adhered to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

7.2 We have a duty not to 'prevent, or limit, the sharing of information for the purposes of keeping children safe'. We are aware that legal and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children.'

7.3 We have a duty to retain all data on the safeguarding file for a long period as it 'forms part of an important story that may be needed retrospectively for many years.'

8.0 Equality

8.1 We have a commitment to promote **equality (see Equality and Diversity policy)**. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

8.2 We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

8.3 We acknowledge the findings of the **Race Disparity Audit** that clearly shows how people of different ethnicities are treated across the public services **of** health, education, employment and the criminal justice system.

8.4 The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

8.5 Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

8.6 This policy has been **equality impact assessed** and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

9.0 Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;

- Text messages
- Email
- Social media:

  ☐ Facebook
  ☐ Twitter
  ☐ Virtual pin boards
  ☐ School blog

10.0 Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

11.0 See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

Headteacher:	Sean Flood	Date:	January 28th 2020
Chair of Governing Body:	Derek Vitali	Date:	January 28th 2020