

# Safeguarding and Child Protection Policy 2017

## Student Safety first

If a child discloses to you that they have been or are at significant risk of harm:

**Listen:-** Do not ask leading questions,. Do not ask why.

**Note:-** Write what they say word for word. Do not paraphrase.

**No Photo's:-** Do not take any photo's of students to record bruises or marks

**Refer:-** Do not investigate but refer to one of the people listed below.

Designated Safeguarding Lead (DSL)                      Mr Adrian Stoten  
Deputy Designated Safeguarding Lead                      Mrs Nicki Grace  
Deputy Designated Safeguarding Lead                      Ms Clare O'connell  
Link Governor for Safeguarding/Child Protection                      Mrs Liz Barrett  
Committee Responsible: Governing Body

**Remember: "It might be nothing,,,,, but.... It could happen here"**

## Monitoring

By	Review period	Method
Full board meeting	Annual	Meeting

## Ownership: Adrian Stoten and Nicki Grace

Review	Changes	Next review date
3 December 2015	Addition regarding the prevent duty	December 2016
12 December 2016	Aligned to Legislation	December 2017
December 2017	Review, no change	December 2018





# St. Joseph's Catholic College

A Business and Enterprise College

## Safeguarding Policy (including Child Protection Protocols)

*“Safeguarding” children means decreasing the number of children who are suffering significant harm or who are at risk of suffering significant harm.*

### Policy Introduction

St Joseph's is a popular and successful Catholic College Academy in the centre of Swindon focused on the vision statement below:

*Our Catholic College seeks to be a community in which all are valued, where the life and the relationships of the College are permeated by Gospel values and in which the individual is seen as unique, with infinite potential for growth towards wholeness. The College, in active partnership with home, parish and the wider community, endeavours to prepare all its members for a future in which they will be able to make a positive contribution and take up the challenge of their faith.*

Since St Joseph's opened in 1958, the College has served the Catholic community of the area, offering generations of students a caring, reflective and spiritual environment in which to learn and develop.

### The framework for this policy is as follows:

- Keeping children safe in education (DfE 5 September 2016)
- South West Child Protection Procedures ([www.swcpp.org.uk](http://www.swcpp.org.uk))
- Section 175 Children Act 2002
- Working Together to Safeguard Children ( March 2015)
- Swindon Local Safeguarding Children Board guidance
- What to do if you're worried a child is being abused ( DfE March 2015) – non statutory advice for practitioners
- Information-sharing: advice for practitioners providing safeguarding service ( DfE March 2015)
- The Prevent duty - Departmental advice for schools and childcare providers(July 2015)
- Multi-agency statutory guidance on FGM (April 2016)

### Aims, Values and Principles

- Safeguarding Children in Education September 2004

St Joseph's is a welcoming environment where everyone is highly valued and where tolerance, honesty, co-operation and mutual respect for all are fostered. We are

committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of age, gender, race, colour, religion, disability, sexual orientation or learning ability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

We aim to promote equality, confront any form of discrimination and actively promote harmonious relations in all areas of College life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards safeguarding.

Safeguarding the children in the College's care is central to the ethos of St Joseph's and one of the fundamental ways in which the College acts upon the belief that "all are valued" and that each "individual is seen as unique, with infinite potential for growth". Robust policies and procedures enable staff to do this.

## Summary of Guiding Principles

### Central Guiding Principle 1:

*Any person who has knowledge, concern or suspicion that a child or young person is being abused or is at risk of abuse, has a duty to refer their concerns.*

*This includes: failure to thrive, neglect, emotional/physical or sexual abuse.  
This applies to all staff, governors and volunteers working in the College.*

### Central Guiding Principle 2:

*The College is an agent of referral and not of investigation.*

## Principles

- 1.0 This College takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care.  
"The welfare of the child is paramount." The Children Act 1989.
- 1.2 We will follow procedures set out by the Local Safeguarding Children Board and take account of further guidance issued by the DfE, and the Local Authority (LA).
- 1.3 Our policy applies to all staff, governors and volunteers working in the College and in positions of trust.
- 1.4 We recognise that staff, because of their contact with and knowledge of children or young people in their care, are well placed to identify abuse or neglect and offer support to children in need( see appendix 4 – types of abuse and neglect).

1.5 Our Designated Safeguarding Lead (DSL), Adrian Stoten, is a senior member of staff, who works in line with the requirements of the role as set out in Annex B of *Keeping children safe in education*, September 2016. Our Deputy DSLs are Nicki Grace and Clare O’Connell and they are available in the absence of the DSL.

1.6 **As part of the ethos of the College, the governors and staff are committed to:**

- maintaining an attitude of “it could happen here”
- ensuring the College practises safer recruitment in checking the suitability of staff and volunteers to College work with children<sup>1</sup>;
- understanding, and adhering to, the College’s code of conduct (*Guidance for safer working practice for those working with children and young people in education settings – Safer Recruitment Consortium Group October 2015*);
- establishing and maintaining a safe College environment, where all children feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;
- supporting students who have been abused, and carrying out specific actions in accordance with the agreed child protection support plan by:
  - listening to and supporting children,
  - informing the Social Worker immediately if a student subject to a child protection support plan is excluded,
  - working closely with other professionals to support individual students;
- ensuring that children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of a broad and balanced curriculum, so that they recognise and know how to stay safe from abuse;
- ensuring that the College follows current guidance on e-safety, both in the systems in place in the College and in the knowledge and understanding of staff and students about appropriate behaviours and practices
- ensuring that staff and volunteers know and understand the of signs and symptoms of abuse, and are prepared to identify children who may benefit from early help; they understand their responsibility for referring their concerns to the DSL/Deputy DSL, and the correct procedure for referring concerns, or reporting allegations against staff, and receive appropriate training to enable them to carry out these requirements (this includes reading Part 1 of *Keeping children safe in education*, September 2016);
- exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences;
- working as an agent of referral and not of investigation;
- encouraging and supporting parents/carers, working in partnership with them.

<sup>1</sup> Please refer to the *South West Child Protection procedures for further information on safer recruitment*. <http://www.online-procedures.co.uk/swcpp/contents/safer-recruitment/>

## **Working with parents and carers**

- 2.0 Concerns about the welfare or safety of students will be discussed with parents/carers, unless to do so would increase the risk to the child. In this instance advice will be sought from Family Contact Point. Our first priority is the child's welfare and therefore there may be occasions when concerns about a child means that we have to consult other agencies before we contact the parent/carer.
- 2.1 The College is committed to helping parents/carers understand its responsibility for the welfare of all students and our duty of care. Parents/carers will be made aware of the College's safeguarding and child protection policy and procedures via the College website. The policy and procedures will also be shared during our inductions meetings for parents and carers of new students.
- 2.2 Where a decision has been to make a referral to children's social care, the DSL/Deputy DSL should seek the agreement of parents/carers before making the referral, unless to do so may place the student at increased risk of significant harm. If this is the case, advice will be taken from Family Contact Point.

## **Children with special educational needs and disabilities**

- 3.0 As a College, we recognise that children who have special education needs and disabilities can face additional safeguarding and child protection challenges. These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
  - children with SEN and disabilities can be disproportionately impacted upon by things like bullying, without outwardly showing any signs
  - communication barriers and difficulties in overcoming these barriers.

## **Types of Abuse and Neglect**

- 4.0 Safeguarding issues can include one or more of the following:
- Neglect
  - Physical Abuse
  - Sexual Abuse
  - Emotional Abuse
- 1 Bullying or harassment, including cyber-bullying
- Child sexual exploitation
  - Forced Marriage
  - Radicalisation
  - Female Genital Mutilation

- Domestic Abuse
- Children missing from education
- Children missing from home or care
- Drugs
- Fabricated or induced illness
- Faith abuse
- Gang and youth violence
- Gender-based violence
- Mental health
- Private-fostering
- Preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

Further information on each of the above can be found in Part 1 and in Appendix A of *Keeping children safe in education* (September 2016).

## **5.0 Further information on:**

### **Radicalisation**

This College recognises:

- the positive contribution it can make towards protecting its students from radicalisation to violent extremism and strives to build students' resilience to radicalisation by promoting British values and enabling them to challenge extremist views.
- its role in protecting the wellbeing of particular children who may be vulnerable to being drawn into violent extremism or crime.

### **Child Sexual Exploitation**

This College recognises that:

- "CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims go missing from home, care and education at some point." (*Keeping children safe in education*, September 2016).

### **Female Genital Mutilation**

This College recognises that:

- “Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the College’s DSL/Deputy DSL and involve children’s social care as appropriate.” (*Keeping children safe in education*, September 2016)

Staff and governors recognise and understand that all the above are forms of abuse and if there were concerns that a child was at risk or a victim of one or more of these, our safeguarding and child protections procedures would be followed (see flowchart on p.9)

### **Peer on Peer Abuse**

This College recognises that:

- safeguarding issues can manifest themselves via peer on peer abuse;
- this is most likely to include but is not limited to bullying, gender-based violence, sexual assaults and sexting;
- this form of abuse should never be tolerated or passed off as “banter” or “part of growing up”.

In order to lessen the effects of and strive to ultimately prevent instances the peer on peer abuse, the College will:

- follow the strategies and sanctions outlined in its Behaviour Policy for investigating and sanctioning instances of peer on peer abuse, offering support to the victim in the first instance;
- recognise that there may be background reasons for abuser’s behaviour and ensuring that the child, which will be investigated and appropriate help sought.

As with managing other safeguarding risks, if a member of school staff (including regular volunteers) has concerns about a pupil, they should follow the school safeguarding procedures (see below) and discuss with the designated safeguarding lead.

5.1 The safeguarding and child protection policy should be read in conjunction with other relevant policies:

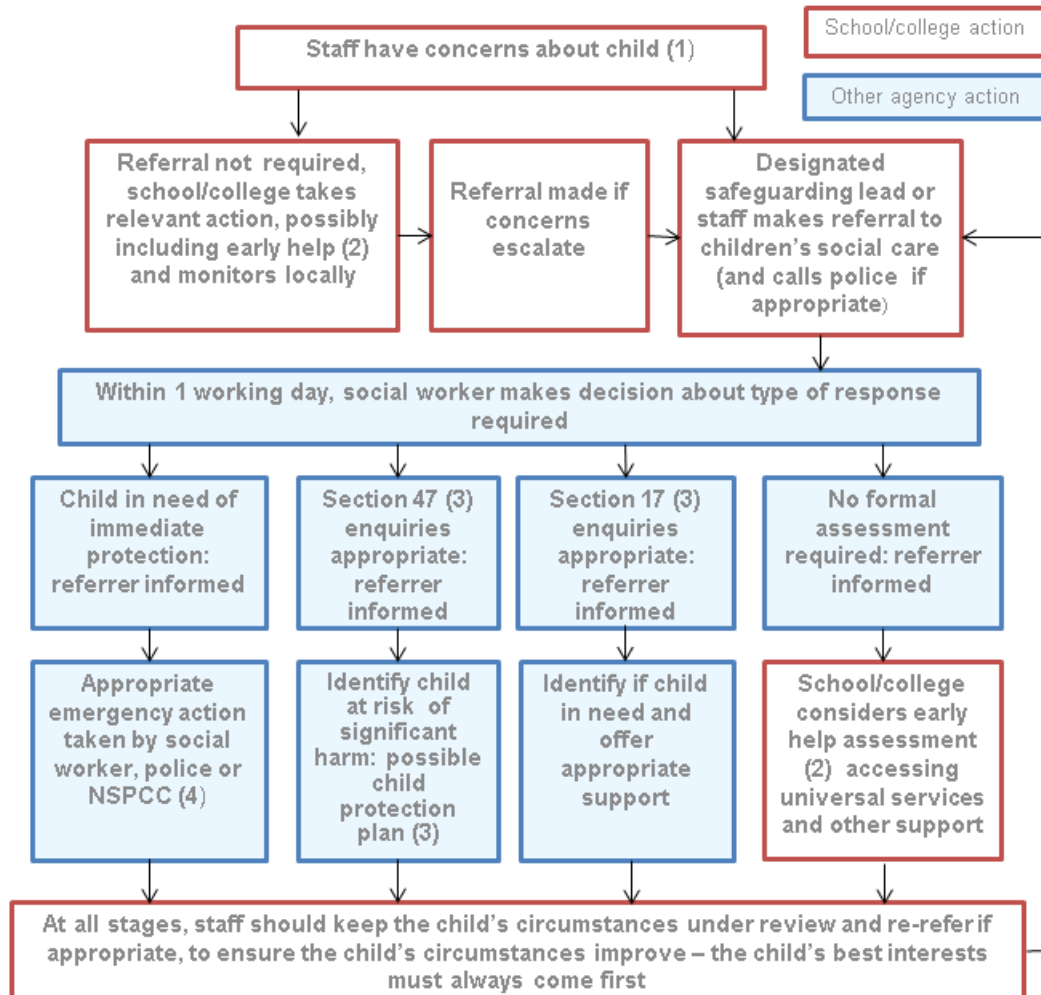
- Positive Handling and the Use of Reasonable Force
- Anti-bullying
- Anti-racism
- Health and Safety
- Behaviour
- Exclusions
- Equal Opportunities
- PHSE
- Internet Safety

- Educational Visits
- Supporting students with Medical Needs
- First Aid
- Lone Working
- Recruitment
- Whistleblowing



## 6.0 Actions where there are concerns about a child

### Actions where there are concerns about a child



#### Useful contacts:

Family Contact Point: 01793 466903  
 Emergency Duty Service: 01793 436699  
 E-mail: FCP@swindon.gov.uk

## Referrals for Alleged Perpetrators of Sexual Abuse

Where a student is being investigated by the police for allegedly committing sexual offences, and the police have said they will make a referral to Social Care, the College will still telephone Family Contact Point without delay to raise awareness of the concerns relating to the alleged perpetrator.

Family Contact Point will advise whether or not an RF1 needs to be completed by the College.

### Assessment

Children's social care completes the assessment within 45 working days of the referral; it could be a section 17 or section 47 assessment. All schools and colleges should allow local authorities access to facilitate arrangements.

### No Assessment

If the information supplied in the referral does not meet the threshold, an EHRP may be recommended and/or onward referral to other specialist or universal services; **children's social care will feedback to the referrer.**

1. In cases which also involve an allegation of abuse against a staff member, see Section 7 of this policy.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from a co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter 1 of *Working together to safeguarding children* provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessment of children at risk of significant harm. Full details are in Chapter 1 of *Working together to safeguard children*.
4. This could include applying for an Emergency Protection Order (EPO).

**Any staff member who has a concern about a child's welfare can make a referral to social care.**

## Record Keeping

- 7.0 Any member of staff or volunteer receiving a disclosure of abuse, or noticing possible abuse, must :
- make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the full date, time and location. (where possible this should be recorded onto appendix 1 – concern / disclosure form)
  - record any observations of marks, bruises or injuries on a body map outline, with some indication given about the size and shape of the injury. **Staff will not take photographs of injuries.**
  - The concern / disclosure must be discussed with the designated safeguarding lead as soon as possible.

- All hand-written records must be retained, even if they are subsequently written up onto a concern/disclosure form.
- 7.1 Written records of concerns about children must be kept, even where there is no need to make a referral immediately.
  - 7.2 All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the student's educational records and must be kept separate from other records.
  - 7.3 A chronology will be kept at the front of individual students' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, **noting actions and outcomes**.
  - 7.4 Significant events, for example a Team Around the Child (TAC) meeting or child protection conference should also be noted on the chronology.
  - 7.5 The quality of child protection records will be monitored by the Principal. The schedule for this quality assurance will take place at least annually.
  - 7.6 Where a child moves school, the safeguarding / child protection documentation will be passed immediately and confidentially to the receiving school, separate from general records. Where possible, the DSL/Deputy DSL will arrange to meet with the DSL from the receiving school to discuss the safeguarding / child protection information in more detail. The receiving school will be asked to sign to confirm that the transfer has taken place successfully and this signed record will be kept on file. Where a student is transferring into the College, a request for information will be sent to the previous school if there is no evidence of a safeguarding / child protection file, when records are received. This will prompt the previous school to check whether any safeguarding / child protection records exist.
  - 7.7 The College will refer to 'Guidance on the retention and transfer of safeguarding records in an educational establishment' (available on Swindon schools online) about the storage of formal and informal Child Protection Records.
  - 7.8 Confidentiality must be maintained and information relating to individual students/families shared with staff on a strictly need to know basis.
  - 7.9 Joint investigation procedures – for guidance on the joint investigations see appendix 2
  - 7.10 There are occasions when social care will contact the College and request a phone number for a parent or carer. The caller's identity should be verified before releasing this information and the College should confirm with social care whether or not the family should be informed about the request.

## 8.0 Managing Allegations Against Staff

If you become aware that a member of staff may have:

- behaved in a way that has harmed, or may have harmed a child or
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

The child and/or alleged abuser SHOULD NOT be questioned but a record made of what has been reported. **The alleged abuser should not be informed of the allegation at this stage.**

**Report immediately to the Principal (or the Chair of Governors if the allegation is about the Principal) (or in their absence the Deputy Principal or the safeguarding lead)**

**The LADO will decide on further action:**

- No Further Action after Initial Consideration and Closure, or
- Advice and Follow Up from LADO, or
- Strategy Discussion

**No further action by the LADO** The College may be asked to complete their own enquiries and report the findings back to the LA at the conclusion.

If a strategy discussion is not required, an **allegations management meeting** will be held. The main purpose of this is to ensure the safety of the child/ren and ensure the process is concluded promptly, ensuring the accused staff member has adequate support.

The Designated Senior manager will be invited to these meetings.

**Further action -** The LADO will agree with the police whether or not a strategy meeting (police involvement) or an allegations meeting needs to take place.

### **Allegations strategy discussion**

This will take place if the child has suffered significant harm / is at risk of suffering significant harm, or if the alleged behaviour may constitute a criminal offence related to the child.

This document on the previous page is intended for use as a guide. Please refer to:

1. [Keeping Children Safe in Education September 2016](#)
2. The Multi-Agency South West Child Protection Procedures at [www.swcpp.org](http://www.swcpp.org)
3. Swindon LSCB guidance [A guide for employers contributing to strategy discussions or allegations management meetings Sept 13](#)

8.1 The College is legally obliged to make a referral to the Disclosure and Barring service if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm.

8.2 The College has a code of conduct in place\*, which clearly states what behaviours are acceptable and what behaviours are not. Staff sign to say that they have read and understood the document.

8.3 Historical allegations of abuse should also be referred to the police.

\*Schools and colleges are advised to use 'Safer working practice for adults working with children and young people' (Updated by SBC 2013 and available on Swindon schools online)

### **Concerns about safeguarding practice within our College**

9.0 Staff and volunteers follow the whistle-blowing guidance (included in *Safer Working Practice*) able to raise concerns about poor or unsafe practice and potential failure in the College's safeguarding regime. Appropriate whistle-blowing procedures are suitably reflected in staff training and in the College's code of conduct.

9.1 Where a member of staff feels unable to raise a concern with their employer or feels that their genuine concerns are not being addressed, the NSPCC whistle-blowing helpline is available to them.

9.2 If any member of staff or visitors at St Joseph's Catholic College have any safeguarding concerns with regard to students and staff from Holy Cross Primary School, these should be reported to DSL or Deputy DSLs.

### **Parental Involvement**

10.0 This College is committed to helping parents/carers understand its responsibility for the welfare of all students and our duty of care. Our first priority is the child's welfare and therefore there may be occasions when concerns about a child means that we have to consult other agencies before we contact the parent/carers. The procedures we follow have been laid down by the South West Child Protection Procedures [www.swcphp.org.uk](http://www.swcphp.org.uk), and are in accordance with Swindon Borough Council guidance [www.swcphp.org.uk](http://www.swcphp.org.uk), and are in accordance with Swindon Borough Council guidance.

- 10.1 Parents/carers will be made aware of the College's child protection policy via the College website. The policy and procedures will also be shared at transition meetings with parents of new students.
- 10.2 Concerns will be discussed with parents/carers. Where a referral is needed, the designated safeguarding lead should seek the agreement of parents/carers before making the referral, unless to do so may place the student at increased risk of significant harm. Advice will be taken from Family Contact Point.

## **Training**

- 11.0 The designated safeguarding lead and deputy/ies undergo training to provide them with the knowledge and skills required to carry out their roles. This is updated every 2 years. In addition to this formal training, their knowledge and skills are updated at regular intervals but at least annually. This is via newsletters, meetings and reading. The formal training is accessed from the Local Safeguarding Children Board [www.swindonlscb.org.uk](http://www.swindonlscb.org.uk).
- 11.1 All staff and volunteers working in our College receive regular safeguarding and child protection training and updates, as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.
- 11.2 Adults visiting the College (including temporary and supply staff) are made aware of basic information in respect of the College's safeguarding and child protection procedures, including the name of the designated safeguarding lead.
- 11.3 All new staff must receive child protection training as part of their induction. This will include level 1 training (basic awareness), whether 'in-house' or through the LSCB.  
Volunteers will also receive some basic training.
- 11.4 Where appropriate, staff will receive additional training in order to effectively carry out their role e.g. safer recruitment training.
- 11.5 The designated safeguarding lead and their deputy should keep up to date with local and national advice and guidance on child protection, and attend such additional training as is necessary to effectively fulfil their roles.
- 11.6 Training records must be kept up to date, recording the date, focus and level of training received by individuals.

## **The Role of the Governing Body**

- 12.0 The Governing Body will ensure that all statutory duties with regard to safeguarding and child protection are fulfilled, as detailed in *Keeping children safe in education* September 2016.

- 12.1 The College completes an annual review or audit of College safeguarding in partnership with the designated governor for safeguarding.
- 12.2 The Governing Body ensures that where weaknesses are identified: within the annual school safeguarding audit; through on-going monitoring of safeguarding and child protection procedures; other sources, are addressed explicitly within the College Improvement Plan. The Governing Body regularly monitors the implementation and impact of the identified actions.
- 12.3 The Chair of Governors (or designated Governor for child protection, if they are not the chair), in liaison with the designated person, in liaison with the DSL, will ensure that the College has robust safeguarding child protection policy and procedures in place, which are known to all members of staff, and up-dated at least annually.
- 12.4 The Governing Body controls the use of College premises both within and outside of College hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection, in line with LA 'Safeguarding Guidance for Commissioned Extended School Provision and Lettings'.

## **Safer recruitment**

- 13.0 Safer recruitment procedures are in line with the current legislation, *Keeping Children Safe in Education*, September 2016. This is where further detail can be found. One person on the recruitment panel will have received safer recruitment training.
- 13.1 For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity (working unsupervised with children). For all other staff and volunteers who have opportunity for regular contact with children, but who are not engaging in regulated activity, an enhanced DBS check, which does not include a barred list check, will be appropriate.

## **Review**

- 14.0 This policy will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in College procedures, the policy will be reviewed and revised immediately.

Signed:

## Appendix 1

### Concern / Disclosure Form CONFIDENTIAL

Date:		Name and role of person completing form	
Name of child:		Name and role of person child disclosed to/ reporting C.P. incident/ concerns	
Details of disclosure by child / incident / child protection concerns			



Action taken by person(s) above:

Date of notification to DSL/ deputy:	Name of DSL/ deputy:
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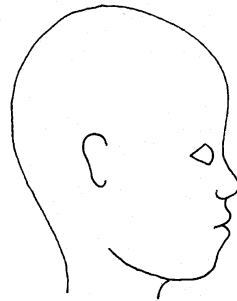
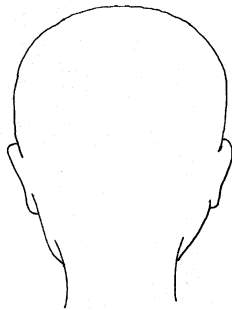
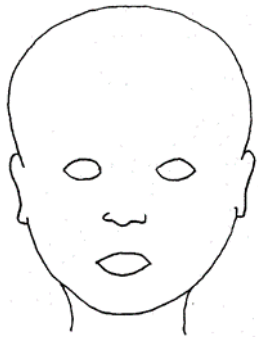
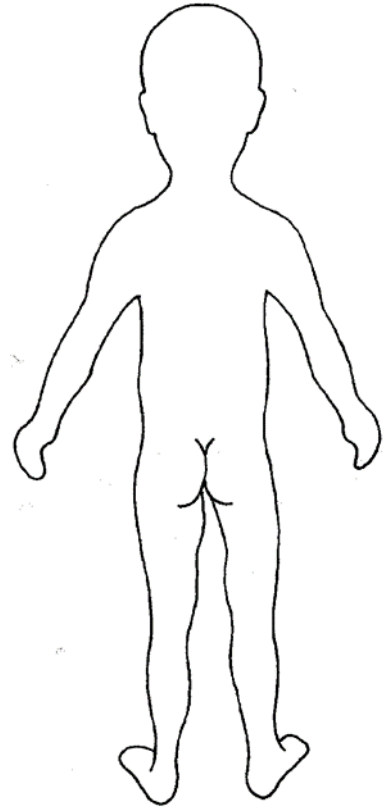
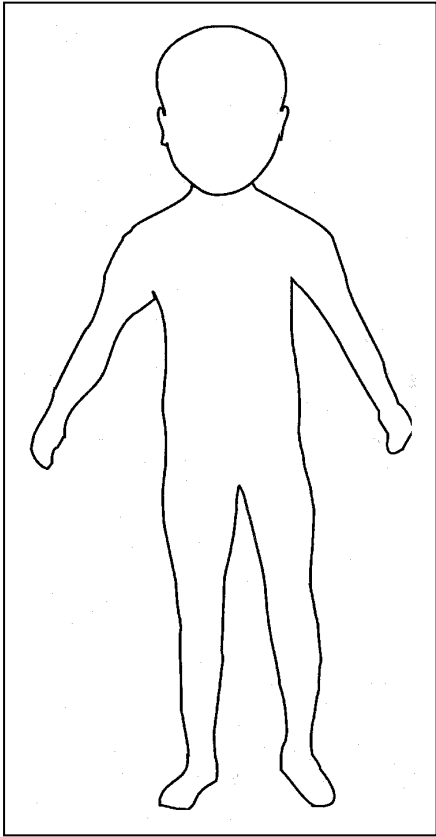
Detail of decision / action by DSL or deputy:

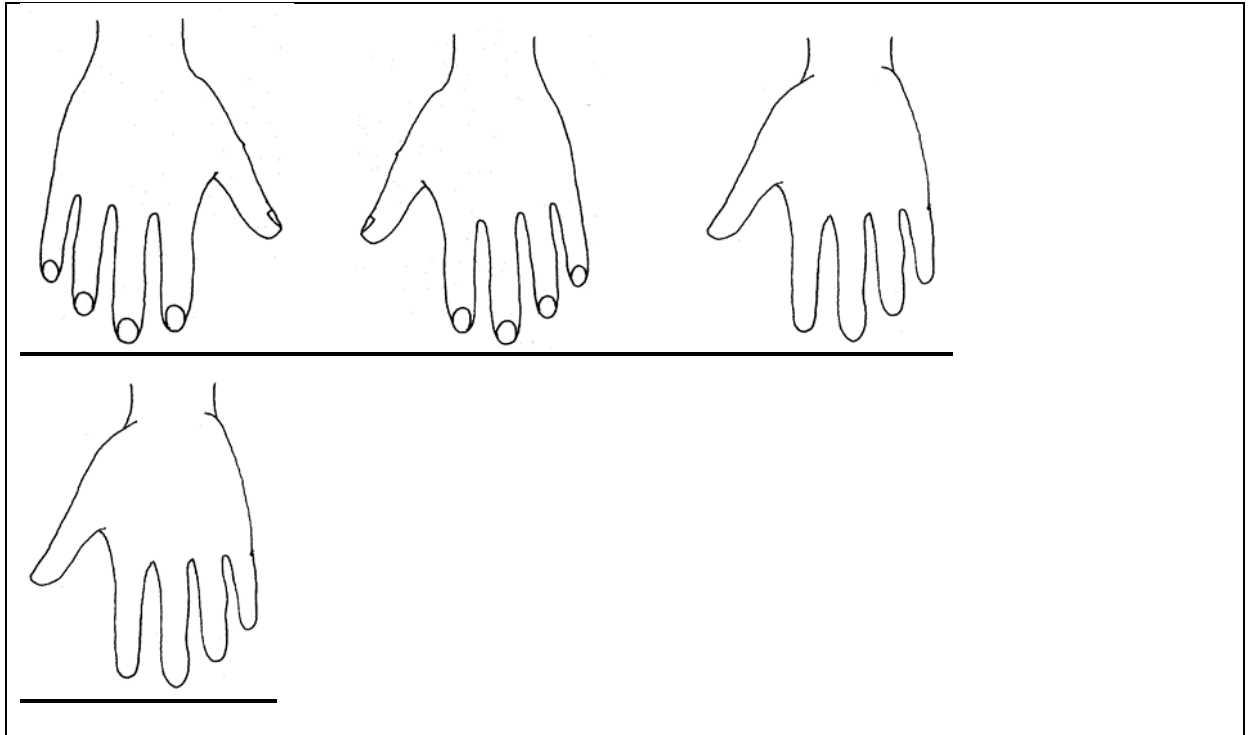
Reason(s) for this decision or action by DSL or deputy:

Notes of feedback between DSL / deputy and the person who raised this child protection concern, including date of feedback:

Tick to confirm added to pupil's chronology and copy placed in pupil's C.P. file		Tick to confirm added to DSL overview sheet	
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Date for review:		Name of person(s) to review:
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## **Appendix 2 Guidance About Joint Investigations (Social Care and Police) which take place in Schools**

- School will receive a phone call to let them know that a joint investigation has been agreed, following the Strategy discussion / meeting
- School will be informed at this stage whether parents/carers have been informed about the joint investigation taking place
- A social worker will attend, accompanied by a police officer (most likely to be a Police officer from the Child Abuse Investigation Team or the Domestic Abuse Investigation Team). The Police will be plain clothed and will attend in an unmarked car.
- The professionals will speak to the child on arrival and establish whether they wish someone from school to be present during the interview
- The interview will be recorded in note form by the Police
- If a disclosure is made, the interview will be stopped and will continue at Gable Cross Police station. This will be a video interview. A member of school staff may accompany the child/young person to the Police station only if required
- There is no requirement for members of school staff to record minutes / notes during the school meeting, as this could jeopardise possible future court outcomes

- The decision of the timings to inform parents will be agreed by the social worker and the Police, prior to the meeting.

**Appendix 3 - Types of abuse and neglect** (Taken from *Keeping Children safe In Education* , September 2016)

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. They may be abused by an adult or adults or another child or children.

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.

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.

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. 28. 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.

Broad government guidance on the issues listed below can be found via the GOV.UK website and on the South west Safeguarding and child Protection procedures website

## Appendix 4

# St Joseph's Catholic College Prospectus

## Safeguarding Children

### Child Protection Statement

- This College takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care.

“The welfare of the child is paramount.” Children Act 1989.

- Our policy applies to all staff, governors and volunteers working in the College.
- We will follow procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education (DfE).
- We recognise that staff, because of their contact with and knowledge of children or young people in their care, are well placed to identify abuse and offer support to children in need.

Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies before we contact you. The procedures we follow have been laid down by the South West Child Protection Procedures [www.swcPPP.org.uk](http://www.swcPPP.org.uk). If you want to know more about this procedure, please speak to the Designated Safeguarding Lead or visit the website. Our own policy can also be found on the College website [www.stjosephs.swindon.sch.uk](http://www.stjosephs.swindon.sch.uk).

## Appendix 5

# Briefing for Temporary and Supply Staff

**For supply staff and those on short contracts who work in a particular school or FE college for only a short period, perhaps only a day, a briefing sheet is the most appropriate way of ensuring that essential information on safeguarding children and young people is made available.**

While working in this College, you have a duty of care towards the children and young people here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the designated safeguarding lead

This is not an exhaustive list but you may have become concerned as a result of:

- Observing a physical injury, which you think may have been non-accidental.
- Observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for.
- Observing behaviour that leads you to be concerned about a child or young person.
- A child or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the designated safeguarding lead. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive.
- Never stop a child who is freely recalling significant events, but do not push the child to tell you more than they wish.
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated safeguarding lead, who should contact children's social care if appropriate.

The College has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in the ILC or the College website [www.stjosephscollege.net](http://www.stjosephscollege.net)

**Remember, if you have a concern, discuss it with the designated safeguarding lead, or the deputy**



## Appendix 6



# South West Safeguarding and Child Protection Group

## Resolution of professional disagreements in work relating to the safety of children - Escalation Policy

### Introduction

Occasionally situations arise when workers within one agency feel that the decision made by a worker from another agency on a child protection or child in need case is not a safe decision. Disagreements could arise in a number of areas, but are most likely to arise around:

- Levels of Need
- Roles and responsibilities
- The need for action
- Communication

The safety of individual children is the paramount consideration in any professional disagreement and any unresolved issues should be addressed with due consideration to the risks that might exist for the child.

All workers should feel able to challenge decision-making and to see this as their right and responsibility in order to promote the best multi-agency safeguarding practice. This policy provides workers with the means to raise concerns they have about decisions made by other professionals or agencies by:

- a) avoiding professional disputes that put children at risk or obscure the focus on the child
- b) resolving the difficulties within and between agencies quickly and openly
- c) identifying problem areas in working together where there is a lack of clarity and to promote the resolution via amendment to protocols and procedures.

Effective working together depends on an open approach and honest relationships between agencies. Problem resolution is an integral part of professional co-operation and joint working to safeguard children.

Resolution should be sought within the shortest timescale possible to ensure the child is protected. Disagreements should be resolved at the lowest possible stage however if a child is thought to be at risk of immediate harm discretion should be used as to which stage is initiated.

## **Stages of the policy**

### **Stage One**

Any worker who feels that a decision is not safe or is inappropriate should initially consult a supervisor/manager to clarify their thinking in order to identify the problem; to be specific as to what the disagreement is about; and what they aim to achieve.

### **Stage Two**

Initial attempts should be taken to resolve the problem at the lowest possible level. This would normally be between the people who disagree. It should be recognised that differences in status and/or experience may affect the confidence of some workers to pursue this unsupported.

### **Stage Three**

If the problem is not resolved at stage two the concerned worker should contact their supervisor/manager within their own agency who should raise the concerns with the equivalent supervisor/manager in the other agency.

### **Stage Four**

If the problem is not resolved at stage three the supervisor/manager reports to their respective operations manager or named/designated safeguarding representative. These two managers must attempt to resolve the professional differences through discussion.

### **Stage Five**

If it has not been possible to resolve the professional differences within the agencies concerned a Local Safeguarding Children Board Resolution Panel will be convened by the Chair of the LSCB:

The panel must consist of LSCB representatives from three agencies (including the agencies concerned in the professional differences, where possible).

The panel will receive representations from those concerned in the professional differences and make a decision as to the next course of action, resolving the professional differences concerned.

The decision of the panel is binding on all those agencies concerned.

The panel will ensure a brief report of the issues and decisions made is submitted to the LSCB on an annual basis.

**[Click here](#) for a tool designed to enable your service to record the agreed outcome of the use of the professional differences policy, and to aid Local Safeguarding Boards (LSCBs) to monitor its use.**

## **Additional Notes**

At all stages of the process actions and decisions must be recorded in writing and shared with relevant personnel, to include the worker who raised the initial concern. In particular this must include written confirmation between the parties about an agreed outcome of the disagreement and how any outstanding issues will be pursued.

It may be useful for individuals to debrief following some disputes in order to promote continuing good working relationships. (11/09)

## Appendix 7

### Key features of good and outstanding esafety practice - Ofsted

Whole school consistent approach	<ul style="list-style-type: none"> <li>• All teaching and non-teaching staff can recognise and are aware of e-safety issues.</li> <li>• High quality leadership and management make e-safety a priority across all areas of the school (the school may also have achieved a recognised standard, for example the e-Safety Mark).</li> <li>• A high priority given to training in e-safety, extending expertise widely and building internal capacity.</li> <li>• The contribution of students, parents and the wider school community is valued and integrated.</li> </ul>
Robust and integrated reporting routines	<ul style="list-style-type: none"> <li>• School-based online reporting processes that are clearly understood by the whole school, allowing the students to report issues to nominated staff, for example SHARP.</li> <li>• Report Abuse buttons, for example CEOP. Clear, signposted and respected routes to key members of staff. Effective use of peer mentoring and support.</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• All teaching and non-teaching staff receive regular and up-to-date training.</li> <li>• At least one staff member has accredited training, for example CEOP, EPICT.</li> </ul>
Policies	<ul style="list-style-type: none"> <li>• Rigorous e-safety policies and procedures are in place, written in plain English, contributed to by the whole school, updated regularly and ratified by governors.</li> <li>• The e-safety policy should be integrated with other relevant policies such as behaviour, safeguarding and anti-bullying.</li> <li>• The e-safety policy should incorporate an Acceptable Usage Policy that is signed by students and/or parents as well as all staff and respected by all.</li> </ul>
Education	<ul style="list-style-type: none"> <li>• A progressive curriculum that is flexible, relevant and engages students' interest; that is used to promote e-safety through teaching students how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety.</li> <li>• Positive rewards are used to cultivate positive and responsible use.</li> <li>• Peer mentoring programmes.</li> </ul>
Infrastructure	<ul style="list-style-type: none"> <li>• Recognised Internet Service Provider or RBC together with age/maturity related filtering that is actively monitored.</li> </ul>
Monitoring and Evaluation	<ul style="list-style-type: none"> <li>• Risk assessment taken seriously and used to good effect in promoting e-safety.</li> <li>• Using data effectively to assess the impact of e-safety practice and how this informs strategy.</li> </ul>
Management of Personal Data	<ul style="list-style-type: none"> <li>• The impact level of personal data is understood and data is managed securely and in accordance with the statutory requirements of the Data Protection Act 1998.</li> </ul>

## **Appendix 8**

### **Indicators of inadequate practice for e safety - Ofsted**

- Personal data is often unsecured and/or leaves school site without encryption.
- Security of passwords is ineffective, for example passwords are shared or common with all but the youngest children.
- Policies are generic and not updated.
- There is no progressive, planned e-safety education across the curriculum, for example there is only an assembly held annually.
- There is no internet filtering or monitoring.
- There is no evidence of staff training.
- Children are not aware of how to report a problem.

