



**ST. BEGA'S RC PRIMARY  
SCHOOL**

**SAFEGUARDING POLICY**

**September 2019**

## ST BEGA'S R.C. PRIMARY SCHOOL

### School Contacts:

<b>Designated Safeguarding Lead:</b>	Mrs Jane Dolphin
<b>Deputy Designated Safeguarding Lead:</b>	Mrs Nichola Brownless (Early Years Leader, SEND Coordinator)
<b>Parent Support Advisor:</b>	Mrs Rachel McMorris
<b>Safeguarding Governor:</b>	Mrs Pat Carroll (Chair of Governors)
<b>Hartlepool First Contact</b>	01429 284284
<b>Emergency Duty Team</b>	08702 402994
<b>NSPCC whistle blowing helpline</b>	0800 0280285

St Bega's RC Primary School fully recognises the responsibility it has to have arrangements about safeguarding and promoting the welfare of children.

## 1. Introduction and Values

- 1.1 The purpose of this policy is to document the systems and procedures in place within St. Bega's RC Primary School to ensure the safeguarding and welfare of children and to ensure that there is a robust mechanism in place to monitor and review the effectiveness of these. The policy has been developed in the light of the updated statutory guidance Keeping Children Safe in Education (September 2019) - effective September 2019 - replacing the 2018 guidance.
- 1.2 Under the Education Act 2002, schools have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children, 2018' and 'Keeping Children Safe in Education, 2019', St Bega's RC Primary School will work in partnership with other organisations. (Guidance is at the end of the document)
- 1.3 Achieving this objective requires systems designed to:
- prevent unsuitable people working with children and young people;
  - promote safe practice and challenge poor and unsafe practice;
  - identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe;
  - contribute to effective partnership working between all those involved with young people.
- 1.4 Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
- protecting children from maltreatment;
  - preventing impairment of children's health or development;
  - ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
  - undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.
- 1.5 At St. Bega's Primary School the health, safety and wellbeing of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. The school therefore has to ensure that this expectation becomes reality. In order to do this a wide range of measures are put in place.
- 1.6 We believe children are best protected by professionals who are clear about what is required of them individually and collectively. All staff work on the premise of, "it could happen here," using Notice (issues of concern); Check (with other colleagues); then Share (concerns via safeguarding procedures). Their approach is always child-centred, always considering what is in the best interests of the child.

- 1.7 Safeguarding and promoting the welfare of children is everyone's responsibility. Staff at St. Bega's understand that each individual has a role to play in safeguarding children.
- 1.8 No single person can have a full picture of a child's needs and circumstances. In order to receive the right help at the right time, staff understand that they have a role to play in identifying concerns, sharing information and taking prompt action. Should a member of staff identify emerging problems, they must liaise with the Designated Safeguarding Lead (Mrs Dolphin), Deputy Safeguarding Lead (Mrs Brownless) or Parent Support Advisor (Mrs McMorris) to provide 'early help'.
- 1.9 It is the responsibility of the Designated Safeguarding Lead's (DSL) and Parent Support Advisor (PSA) to review regularly to ensure the child's situation is improving.
- 1.10 Staff recognise that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label.
- 1.11 Staff understand that abuse is: "... 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 by others (e.g. via the internet). They may be abused by an adult or adults or another child or children."

## **2. Single Central Record**

- 2.1 The school operates and maintains a Single Central Record, in line with the Department for Education Guidance, which records in one database the details of staff working and volunteering within the school. The record includes the following details:
- Name
  - Address
  - Date of Birth
  - Qualifications (where required for the role)
  - Evidence of identity
  - DBS disclosure number
  - Date of DBS check and review date
  - Children's Barred List

- Right to work in the UK

2.2 For regular visitors accessing the school site, evidence of identity is checked and disclosure number is taken and recorded on the Single Central Record.

### **3 Child Protection Procedures**

3.1 All staff have had child protection training, which is updated at least every three years. Copies of the DCSF document 'What to do if you think a child is being abused' have been distributed to staff for their information. Additionally, staff receive updates on training changes or changes to safeguarding legislation when they are brought to the attention of the Designated Safeguarding Leads.

3.2 Designated teachers have completed the relevant training for this role, with updates every two years, and undertake re-training when necessary. Roles in school are:

- Mrs Dolphin (Headteacher) - Designated Safeguarding Lead #
- Mrs Brownless (SLT, SEND and Early Years lead) - Deputy Designated Safeguarding Lead
- Mrs McMorris - Parent Support Advisor

3.3 Should any member of staff have a concern about a child, they will speak to one (or more) of the Designated Leads, to agree a course of action. Staff also understand that they can make a direct referral to Social Care. Should a direct referral be made by a member of staff, they must inform the Designated Safeguarding Leads of their action(s).

3.4 If a member of staff is concerned that an act of Female Genital Mutilation (FGM) has been carried out on a girl under 18, then the member of staff must report this immediately to the Designated Lead and this will then be reported to the police.

3.5 If a member of staff has a concern about a child it is recorded on CPOMS (Child Protection On-line monitoring system). The class teacher has responsibility for recording concerns/information about the children in their class. These concerns are immediately seen by one of or all of the designated safeguarding team. If any other member of staff in school has a concern eg a Teaching Assistant, they follow our Child Protection procedures and record the appropriate information.

3.6 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken.

3.7 Any records relating to child protection are kept in an individual child protection file for that child. All records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school/setting.

3.8 Where a pupil transfers from St Bega's School to another school, their records will be forwarded to the new setting. These will be marked 'Confidential' and for the attention of the

Designated Safeguard Lead. We will obtain evidence that the paperwork has been received by the new school.

3.9 For children who are looked after (CLA), whether that be under voluntary arrangements, an interim care order or full care order, appropriate staff will have the information they need, regarding the legal status, to ensure the child is safeguarded.

3.10 The Designated Teacher for CLA is Mrs Dolphin.

3.11 Staff are aware that children with special educational needs and/or disabilities (SEND) may face additional safeguarding challenges. Should advice be required, regarding possible safeguarding issues of SEND children, then staff would discuss their concerns with the Deputy Safeguarding Lead and SEND Co (Mrs Brownless) in the first instance.

#### **4 Anti-Bullying Procedures**

4.1 All cases of alleged bullying are taken seriously by the school and are acted upon accordingly. Mrs McMurdo is the Behaviour lead in the school.

4.2 All staff are aware that safeguarding can also manifest themselves via peer on peer abuse. This could include bullying (including cyber bullying), gender-based violence, sexual assaults and/or sexting. Abuse should never be tolerated and victims will be supported by school staff at all stages.

#### **5 Attendance**

5.1 St Bega's Primary School views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, attendance is scrutinised closely on a daily basis. Children who are absent are identified from the registers and first-day response telephone calls are made to parents/carers from Mrs McMorris to establish the reason for absence.

5.2 Correspondence is also sent home. Mrs McMorris liaises with parents of children whose attendance is highlighted as an issue, with involvement from the Local Authority attendance service and other agencies where appropriate.

5.3 Statistics and trends in pupil absence are also monitored and these are reported to governors. The school is committed to ensuring that children attend regularly and thereby receive the best possible education.

5.4 Parents/carers of children who arrive late to school, after the close of registration will be required to sign in as they enter. If children have to be collected early from school to attend appointments parents/carers must sign out in the Signing Out book.

5.5 Parents are required to provide at least two emergency contact numbers to the school to enable us to communicate with someone if necessary.

## **6 Volunteers**

All volunteers in the school are subject to an enhanced DBS check, which includes barred list information.

## **7 Training**

All staff are made aware of the school's safeguarding systems as part of their induction.

## **8 Health and Safety**

8.1 The school has a health and safety policy in place and this is monitored and reviewed by the governing body.

8.2 Risk assessments covering all aspects of school operations are in place and have been reviewed by a North Yorkshire Senior Health and Safety Officer. The responsibility for health and safety is that of the governing body, however this is delegated to the Headteacher.

8.3 Day to day health and safety issues are reported to the Site Supervisor (Mr. Frank Burgon) for action, however more fundamental concerns are escalated to the Headteacher.

8.4 Fire evacuation practices are undertaken termly.

## **9 E-Safety**

9.1 All staff who access the school computer network are required to read and sign the acceptable use policy which details the conditions with which access is granted.

9.2 Information about audits and violations of use are also featured. Any member of staff who is found to have abused the ICT network will have access rescinded and will face disciplinary action.

9.3 Children are safeguarded from potentially harmful and inappropriate online material through appropriate filters and rigorous monitoring. Through teaching and learning opportunities, children are taught about staying safe online.

9.4 Parents/carers are offered updates/information on keeping their children safe online by Mrs Roberts (ICT Co-ordinator). Twice yearly updates are also led by the school's PCSO, Lindsey Blackburn.

9.5 Mobile phones are not to be brought into school by pupils.

## **10 Informing Parents/Carers**

10.1 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

10.2 Parents and carers will usually be informed if a referral is to be made to the Children's Social Care Service or any other agency.

10.3 Parents/carers will not be informed if it is believed that by doing so it would put the child at risk. In such cases, the Designated Safeguard Lead will seek advice from Children's Social Care.

## **11 Safe Recruitment and Selection**

10.1 The school adheres to the requirements detailed in the Department for Education's Keeping Children Safe in Education (September 2019) 'Part 3: Safer recruitment' document.

## **12 Types of Abuse/Specific Safeguarding Issues**

12.1 Keeping Children Safe in Education, 2019, defines abuse as the 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 know to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children."*

12.2 The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

12.3 Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger (Appendix 2).

### **13 Domestic Abuse**

13.1 The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and this is a safeguarding issue.

13.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

13.3 Information about domestic abuse and its effect upon children and young people will be incorporated into staff safeguarding and child protection training and briefings.

13.4 Any child thought to be at immediate risk will be reported without delay to the police service and Hartlepool First Contact Service will be contacted as soon as possible.

### **14. Child Criminal Exploitation: County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines and criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. The key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 11 should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources

### **15 Honour Based Violence**

15.1 HBV encompasses crimes which have been committed to protect or defend the honour of a family or community. These include Female Genital Mutilation (FGM) and forced marriages.

15.2 FGM is illegal in the United Kingdom and is a violation of human rights of girls and women. Any concerns that a young person may be at risk of FGM will be referred to the appropriate agencies.

## **16 Peer on Peer Abuse**

16.1 Safeguarding issues that children may have experienced may manifest themselves via peer on peer abuse. This is most likely to include, but not be limited to:

- bullying - including cyberbullying
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- sexual violence
- 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
- up skirting, which typically involves taking a picture under a person's clothing without them knowing
- gender-based violence
- sexual assaults
- sexting
- initiation violence and rituals

16.2 Staff should record it on CPOMs and inform the Designated Safeguard Leads.

16.3 All staff must be aware that children are at risk from, or are involved in serious violent crime. Signs may include:

- increased absence from school
- change in friendships or relationships with older individuals or groups
- significant decline in performance
- self-harm or change in well-being
- assault or unexplained injuries
- unexplained gifts or new possessions

## **17 Children Missing from Education**

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. It is also recognised that, when not in school, children may be vulnerable to, or exposed to, other risks, so we work with parents and other partners to keep children in school whenever possible.

## **18 Child Sexual Exploitation**

18.1 Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. At St Bega's School, the definition of CSE from the Department of Education (DfE, 2017) has been adopted:

*"Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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, an/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".*

18.2 It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. St Bega's School is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguard Leads will lead on these issues and work with other agencies as appropriate.

## **19 Staff Conduct**

The school expects staff to act as positive role models for the children attending the school and therefore expects utmost professional conduct at all times. The school's Code of Conduct sets out what is expected of staff. Staff who act unprofessionally or inappropriately are subject to disciplinary investigation.

## **20 Managing Allegations Against Staff and Whistleblowing**

20.1 The school has adopted and adheres to the Local Authority procedure 'Arrangements for making allegations against people who work with children or those who are in a position of trust.'

20.2 The school has adopted and staff are aware of the Local Authority whistleblowing procedure should they wish to report an incident involving safeguarding of children but they feel they cannot report it via the usual means within school.

## **21 Building design and management (including site security)**

21.1 All staff are expected to wear their photograph ID at all times when on the school site.

21.2 A school crossing patrol area is located outside of the front of school to support pupils cross the road safely.

21.3 Dogs (with the exception of assistance dogs) are prohibited from entering the school site.

## **22 School Visitors**

22.1 Any visitors accessing the school site will be required to show evidence of their identity and give their DBS disclosure number. Regular visitors to the school will already be recorded on the Single Central Record (see above).

22.2 All visitors will be required to sign in and receive a visitor's pass at reception and then sign out accordingly. This process is overseen by the school administrators.

22.3 Anyone who cannot fulfil the above criteria will not be allowed onto the site.

22.4 School staff are required to challenge any adult that they see in school who are not authorised and a member of the leadership team will be called upon to deal with the situation.

## **23 Use of Pupil Information**

23.1 Pupil information is recorded on the school SIMS system. Access is restricted to key personnel to ensure information is centrally updated and secure.

23.2 Staff who have access to this sensitive data lock their screens when they are away from their desks to prevent unauthorised access. Computers are logged off at the end of each day.

23.3 Data protection fears is never a barrier to information sharing as the safety of a child is always of the utmost importance.

## **24 Monitoring and Review**

This policy will be reviewed annually or earlier if appropriate and will be approved by the Governing Body.

Review Date: September 2020 (or in line with updated guidance)

## **GUIDANCE DOCUMENTS**

Criminal exploitation of children and vulnerable adults (County Lines) (DfE 2018)  
Advice to school and colleges on gangs and youth violence (DfE 2013)  
Child sexual exploitation: definition and guide for practitioners (DfE 2017)  
What to do if you are worried a child is being abused - advice for practitioners (DfE 2015)  
Contextual safeguarding 24th May 2019  
Information sharing: advice for practitioners providing safeguarding services (DfE 2018)  
Keeping Children Safe in Education (DfE, 2019)  
Working Together to Safeguard Children(HMG, 2018)  
Education Act (2002)  
Effective Support for Children and Families in Essex (ESCB, 2017)  
Counter-Terrorism and Security Act (HMG, 2015)  
Serious Crime Act 2015 (HMG 2015)  
Children and Social Work Act (HMG 2017)  
Children Missing Education - statutory guidance for local authorities (DfE, 2016)  
Sexual Offences Act (HMG 2003)  
Education (Pupil Registration) Regulations (HMG 2006)  
Information sharing advice for safeguarding practitioners (HMG, 2018)  
Data Protection Act (2018)  
What to do if you're worried a child is being abused (HMG, 2015)  
Searching, screening and confiscation (DfE, 2018)  
Children Act (1989)  
Children Act (2004)  
Preventing and Tackling Bullying (DfE, 2017)  
Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)  
Sexual violence and sexual harassment between children in schools and colleges (DfE, 2018)