



ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY 2016-17

Introduction

The purpose of this document is to assist all staff to protect and safeguard children who are at risk of abuse or neglect. This policy and procedures should be read in conjunction with the relevant sections of the **London Safeguarding Children Procedures (2016)**.

This policy also reflects the requirements of **'Working Together to Safeguard Children March' (2016)** and **'Keeping Children Safe in Education' (2016)**.

The safeguarding of children is everyone's business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes

- Preventing the impairment of children's health or development
- Protecting children from maltreatment
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.

The Children Act 1989 defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police.

The following procedures outline the action to be taken if it is suspected that a child may be abused, harmed or neglected. There are four categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger. This includes someone in a position of trust such as a teacher or other professional.

Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect of a child are compatible with this aim. If there are concerns about a child's welfare that do not meet the thresholds of child abuse, the school will consider whether the Common Assessment Framework approach should be considered.

Policy Statement

At St Augustine's Catholic Primary School we are committed to protecting children from harm. Staff and volunteers in this School accept and recognise our responsibilities to develop awareness of the issues which cause children harm.

Aims:

We will aim to safeguard children by:

1. Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
2. Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
3. Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
4. Carefully following the procedures for recruitment and selection of staff and volunteers.
5. Providing effective management for staff and volunteers through support, supervision and training.
6. Follow Safer Recruitment guidelines, with a trained member of staff and governor.
7. We are committed to reviewing our policy and good practice annually and as when the need arises.
8. Ensure that all staff and regular volunteers have a valid DBS check.
9. Ensure that staff are aware of the requirement to make a declaration if a member of their household is barred from working with children (see Disqualification under the Childcare Act 2006 – Feb 2015)

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

1. Establish and maintain an environment where children feel secure, are confident to talk, and are listened to.
2. Ensure children know they can approach adults employed in the school if they are worried.
3. Include opportunities in the SMSCD (Spiritual, Moral, Social, and Cultural Development) curriculum for children to develop the skills they need to recognise and stay safe from harm or abuse.

Procedures

We will follow the procedures set out by London Child Protection Procedures and Local Safeguarding Children Board (LSCB) and take account of guidance issued by the Department for Education to:

1. Ensure we have a designated teacher for child protection who is a member of the School Leadership Team and who has received appropriate training and support for this role. The designated teacher at the time of writing this policy is **Mrs H. Jarvis**. The Deputy Designated Child Protection staff in this school are **Mrs A. Bayouni** (SENCo) and **Mrs J. Santarossa** (School Business Manager).
2. Ensure we have a nominated governor responsible for child protection. The nominated governor at the time of writing this policy is **Mr N. O'Shea**.
3. Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Designated Teacher responsible for child protection and their role.
4. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and of possible concerns being raised in this school as safeguarding incidents could happen anywhere. All staff and volunteers have a responsibility for referring any concerns to the Designated Teacher responsible for child protection.
5. Ensure that the school has a written Code of Staff Conduct, which is shared with all current staff and forms part of the induction training for new staff.
6. Ensure that parents have an awareness of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
7. Notify Children's Social Care immediately if there is an unexplained absence of a pupil who is subject to a child protection plan.
8. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences (if it proves impossible to send a representative a written report should be submitted to the child protection conference chairman)
9. Keep written chronological records of concerns about children, even if it is assessed that a referral is not necessary; and if that is the case, consider whether a common assessment should be undertaken.
10. Ensure all records are kept securely; separate from the main pupil file.
11. Follow procedures laid down by the London Borough of Lewisham where an allegation is made against a member of staff or volunteer.
12. Ensure safer recruitment practices are always followed.
13. Ensure evacuation procedures are always followed. Children take part in Evacuation procedures throughout the year; all school staff/personnel are aware of these procedures.
14. When a child transfers to another school the Designated Teacher will contact the designated member of staff of the receiving school to inform them that there are concerns.

Definitions of abuse

These definitions are based on those from '*Working together to Safeguard Children (2016)*' & '*London Child Protection Procedures (2016)*'.

Physical abuse

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
- Causing children to feel frightened or in danger - e.g. witnessing domestic violence
- Exploitation or corruption of children

Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative and non-penetrative acts.

It may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect involves 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 and development.

This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

Other Safeguarding Issues

Child Sexual Exploitation

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship with the perpetrator always holding some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

At St Augustine's Catholic Primary school, all staff and volunteers working in our school are:

- aware of the guidance that is available in respect of Child Sexual Exploitation (CSE),
- vigilant to the risk of it being practised and
- alert to the signs of potential or actual abuse.

We take this abuse very seriously and will take timely and appropriate action in respect of concerns about any child suspected to be at risk or actually being sexually exploited.

Female Genital Mutilation

Female genital mutilation (FGM) is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other nontherapeutic reasons. The procedure is typically performed on girls aged between four and 13 years, but in some cases FGM is performed on new born infants or on young women before marriage or pregnancy. The age at which girls undergo FGM varies according to the community. FGM is illegal in the United Kingdom (UK) and carries 14 years jail sentence. It is also illegal to take a child abroad to undergo FGM. FGM is considered child abuse in the UK and causes physical, psychological and sexual harm.

At St Augustine's Catholic Primary School, all staff and volunteers working in our school are:

aware of the guidance that is available in respect of FGM,
vigilant to the risk of it being practised and
alert to the signs of potential or actual abuse.

We take this abuse very serious and will take timely and appropriate action in respect of concerns about any child suspected to be at risk or to have undergone Female Genital Mutilation.

Radicalisation is the process by which individuals come to support terrorism or violent extremism. There is no typical profile for a person likely to become involved in extremism, or when they move to adopt violence in support of their particular ideology. Although a number of possible behavioural indicators are listed below, staff should use their professional judgement and discuss with colleagues or external partners if they have any concerns:

Use in inappropriate language

Possession of violent extremist literature or material

Behavioural changes

The expression of extremist views

Advocating violent actions and means

Association with known extremists or extremist groups (see also list of proscribed organisation on Home Office website)

Seeking to recruit others to an extremist ideology or group

If the school has any significant concerns about a student beginning to support terrorism and/or violent extremism, they should refer to the designated lead. Concerns can also be discussed with the local authority and local police.

In the event of a criminal or terrorist offence, or concerns that such an offence may have taken place, the Police should be contacted immediately.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

At St Augustine's Primary School, all staff and volunteers working in our school have a duty to keep children safe and as such will notify the Local Authority if we are aware of any child being privately fostered.

Possible Signs & Symptoms of Abuse

Pupils may exhibit signs which may or may not be indicators that physical, emotional and/or sexual abuse, including neglect, has taken place, but the possibility should be considered. ***Guidance on recognising signs & symptoms of abuse can be found in the London Child Protection Procedures.***

What to do if you suspect that abuse may have occurred

You must report the concerns immediately to the Designated Teacher explaining your concern. In her absence, speak to Deputy Designated Child Protection staff on the premises. All concerns are written in the Child Protection Books as well as reported to the Designated Teacher.

The roles and responsibilities of the Designated Teacher:

Obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.

Assess the information quickly and carefully and ask for further information as appropriate. They should also consult with the Local Authority Designated Officer (LADO – see ***appendix A***).

They should also consult with London Borough of Lewisham Children's Social Care or Safeguarding Children Service to clarify any doubts or worries (For contact details, see ***appendix B in staffroom***)

The Designated Teacher should make a referral to Children's Social Care or the police without delay if it is agreed during the consultation or there is an immediate risk to the child.

The referral should be made to Children's Social Care in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the Children's Social Care Department in that borough. In Lewisham referrals are made to the Children's Social Care department. If the child is disabled, the referral should be made to the Disabled Children Service.

A telephone referral should be made and confirmed in writing using an inter-agency referral form (through the London Borough of Lewisham websites) within 48 hours.

When making a referral, the designated teacher should keep a written record of:

- Discussions with child
- Discussions with parent/s (where appropriate)
- Discussions with staff
- Information provided to Children's Social Care
- Advice given and decisions taken (clearly timed, dated and signed).

Children's Social Care should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days.

Following referral, Children's Social Care should, within one working day, consider the next course of action, record their decision in writing and notify the Designated Teacher.

The Designated Teacher is **Mrs H. Jarvis** and has been nominated by the governing body of St Augustine's Catholic Primary School to refer allegations or suspicions of neglect or abuse to the statutory authorities. In the absence of **Mrs H. Jarvis**, the matter should be brought to the attention of **Mrs A. Bayouni** and/or **Mrs J. Santarossa**. *In the absence of both of them, speak to a member of the Senior Leadership Team.*

Suspicions will not be discussed with anyone other than those nominated above.

It is the right of any individual to make direct referrals or raise concerns directly with Children's Social Care services. If for any reason you believe that the nominated persons have not responded

appropriately to your concerns, it is then your responsibility to consider contacting the Children's Social Care services directly.

Responding to a child making an allegation of abuse

- Stay calm, listen carefully to what is being said
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others (DO NOT promise to keep secrets)
- Allow the child to continue at his/her own pace
- Ask questions for clarification only and at all time, avoid asking leading questions.
- Reassure the child that they have done the right thing in telling you
- Tell them what you will do next and with whom the information will be shared
- Record in writing what was said using the child's own words as soon as possible, note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- Pass this information on immediately to your Designated Teacher or Deputy Designated Child Protection staff in her absence.

After a child has disclosed abuse, the designated teacher should carefully consider whether or not it is safe for a child to return home to potentially abusive situation. On these rare occasions it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect.

Responding to Allegations of abuse against a member of staff, other worker or volunteer

The Lewisham LSCB procedures on allegations against school staff, other workers or volunteers will be followed in all such cases.

Responding to Allegations of abuse against another pupil

After a child has disclosed abuse by another child (with particular reference to sexually harmful behaviour), the designated teacher should make a referral to Children's Social Care in line with the '*London Child Protection Procedure*'. This is also the case when there is a suspicion or an allegation of a child:

- Having been seriously physically abused or being likely to seriously physically abuse another child;
- Having been seriously emotionally abused or being likely to seriously emotionally abuse another child;
- Having harmed another child.

Concerns relating to a member of the school staff or other person in a position of trust:

If the suspicions in any way involve a member of staff, the matter needs to be brought to the attention of the Designated Teacher for Child Protection immediately who will act in accordance with procedures issued to all schools by the Local Authority Designated Officer (LADO). If the suspicion involves the Head teacher, advice needs to be sought from the LADO and the Chair of the Governing Body is to be informed immediately.

- The Head teacher or designated deputy Head teacher will attend any Strategy Meetings relating to allegations against staff.
- The Sexual Offences (Amendment) Act 2000 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken.
- The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age. 'Grooming' a child or young person under 18 with a view to a future sexual relationship may also be an offence in this context.
- The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.

Recruitment and appointment of workers and volunteers

Refer to standard recruitment and appointment policy for staff recruitment. In recruiting and appointing workers, we, St Augustine's Catholic Primary School, will be responsible for following Lewisham HR Service, Recruitment and selection guide for schools. A summary of pertinent points follows:

- Identifying the tasks and responsibilities involved and the type of person most suitable for the job.
- Draw up the Selection criteria and put together a list of essential and desirable qualifications, skills and experience.
- All applicants should apply in writing and their application will cover their personal details, previous and current work/volunteering experience.
- We will make sure that we measure the application against the selection criteria
- All applicants need to sign a declaration stating that there is no reason why they should be considered unsuitable to work with children. The Rehabilitation of Offenders Act (1974) requires that people applying for positions which give them "substantial, unsupervised access on a sustained or regular basis" to children under the age of 18 must declare all previous convictions which are then subject to police checks. They can then only be offered a job subject to a successful police check. This includes potential employees, volunteers and self-employed people such as sports coaches. They are also required to declare any pending case against them. It is important that any applicant in this particular category understands that all information will be dealt with confidentially and will not be used against them unfairly.
- We will ask for photographic evidence to confirm the identity of the applicant e.g. their passport and proof of address.
- We will request to see documentation of any qualifications detailed by the applicant.
- We will always interview our candidates for a job.
- We will request two written references from previous employers. We will ask the referee to also comment on their suitability for working with children. If necessary we will also try and follow up written references with a telephone call.
- The same principles apply to ex-pupils who have been involved with the organisation and have become volunteers.
- We will ensure that we are compliant with all the requirements of the Disclosure and Barring Service.
- When using supply teachers, the school will ensure that the agency has undertaken appropriate checks. The supply teacher will be asked to provide evidence before they start work in the form of two types of identification such as their photographic ID as well as a letter (from the agency).

In recruiting and appointing volunteers we at St Augustine's Catholic Primary School will be responsible for the following:

- All volunteers will be inducted by a member of the Senior Leadership Team.
- Currently there is discretion in respect of detailing enhanced DBS checks on all volunteers. This decision must be made by the Head teacher and will be based on the duties that the volunteer will be involved in. The school will comply with the new definition of regulated activity, supervised and "unsupervised" as of September 2012. As such, at the discretion of the head teacher and the activities engaged in, volunteers may have to undergo enhanced DBS checks if they will be in regulated activity and may be unsupervised at any time;
- Whenever possible a volunteer should be asked for references. It is acknowledged that this may not be from an employer but can be a personal reference.
- All volunteers should receive an induction and be given clear written guidance on responsibilities, acceptable behaviour and limits to their role.

In recruiting and appointing of Governors we at St Augustine's Catholic Primary School will be responsible for the following:

- The DfE has introduced a piece of legislation which means that in future, and with effect from April or September 2016, ALL governors will be required to have a DBS check.

Disqualification by Association

On 26th February 2015, the government issued new guidance which replaces the October 2014 document and clarifies the position with regard to schools called Disqualification under the Childcare Act 2006. Who is covered by 'Disqualification under the Childcare Act 2006'?

Staff are covered by the Act if they are employed and/or provide childcare in either the early years or later years.

- Early Years means from birth until 1st September following a child's fifth birthday i.e. up to and including reception age.
- Later Years means children under the age of 8.

Schools must ensure that they are not knowingly employing a person who is disqualified under the 2009 Regulations in connection with relevant childcare provision. In gathering information to make these decisions schools must ensure that they act proportionately and minimise wherever possible the intrusion into the private lives of their staff and members of their household. Accordingly, schools must ensure that they handle data fairly and lawfully and take care not to breach the Data Protection Act 1998 (DPA), the Rehabilitation of Offenders Act 1974 (ROA) and the Human Rights Act 1998.

Supervisory arrangements for the management of St Augustine's out of school hours activities.

We will aim to protect children from abuse and our team members from false allegations by adopting the following guidelines:

- We will keep a register of all children attending our activities.
- We will keep a register of all staff / outside providers (both paid staff members and volunteers).
- Where applicable, all clubs independent of the school must have their own child protection policy & procedure in line with the school's
- The club will keep a register of all children attending the activities and give a copy to the school.
- The club will keep a register of all team members (both paid staff members and volunteers) and ensure they are DBS checked and comply with any new regulations.
- Our team members will record any unusual events on the accident/incident form.
- Written consent from a parent or guardian will be obtained for every child attending our activities.
- Where possible staff / outside providers should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful.
- Staff / outside providers should not be alone in a closed room with a child.
- Staff / outside providers may escort children to the toilet but they should not go into the toilets. They are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian, and a procedure for this has been agreed.
- Physical contact should be avoided unless required for the child's safety and wellbeing or the safety and wellbeing of others. However our team members will be discouraged from this in circumstances where an adult or child are left alone.
- All team members should treat all children with dignity and respect in attitude, language and actions.

Student who go missing on / off school site:

While students are in school, we have a responsibility for duty of care to the students and act in loco-parentis by taking steps that are reasonable to ensure their safety and well-being. While on school visit, it is good practice for younger students to wear easily identifiable clothing, badges or hats.

However, students should not wear any badge identifying them by name. They are expected to know details of their destination and of school contacts and it would be good practice for younger students

to carry written details of these. Procedures are in place if a student should go missing in / out of school (see **appendix C**).

Education of students through Spiritual, Moral, Social, and Cultural Development (SMSCD) and Assemblies:

Students are encouraged to safeguard themselves by being educated on drugs, alcohols, sex and relationships through SMSCD and Assemblies.

Additional Support Plans (Behaviour support):

This includes strategies that help to prevent safeguarding issues in school such as

- Positive physical intervention when necessary
- Behaviour interventions
- Specific strategies for students who are allocated to a member of staff they can talk to about issues of concern or another professional preferably a counsellor that they can talk to.
- Students with 1:1 Teaching Assistant support

Management of Children with Child Protection Plan:

- If a child is subject to a Child Protection Conference, the Designated Teacher will attend the conference to share any relevant information.
- If the child has a Child Protection Plan, the Designated Teacher is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences.
- Information will be shared with staff on a need to know basis but key personnel working with child should have sufficient information to support them in their work with that child.
- If a child with a Child Protection Plan has an unexplained absence from school for two or more consecutive days, the Designated Teacher will inform the Social Worker.

Additional vulnerabilities for 'Looked After Children'

At St Augustine's Catholic Primary School, we have a 'Designated Teacher for Looked After Children' who has appropriate training to promote the educational achievement of children who are looked after. The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our staff and volunteers have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, we ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. We also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The 'Designated Teacher for Child Protection', through the 'Designated Teacher for Looked After Children', have details of the child's social worker and the name of the virtual school head in the authority that looks after the child – Patrick Ward.

Exclusions Policy:

A student who physically or sexually harasses others may be excluded.

Support and Training of staff and volunteers

We at St Augustine's Catholic Primary School are committed to the provision of safeguarding training for all our team members.

In addition to the basic safeguarding training, the Designated Teacher for Child Protection undertakes training in inter-agency working that is provided by the LSCB, and refresher training at 2 yearly intervals to keep his/her knowledge and skill up to date.

All other staff undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals. This will be supported every year with training and updates provided by the Designated Teacher through staff meetings.

Record Keeping

- Department of Education guidance says that the Designated Teacher should keep detailed, accurate, secure written records of referrals and concerns. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.
- We use a chronological record for concerns.
- If a child transfers to another school or other educational establishment, the Designated Teacher should forward the child protection file to a named person at the receiving school/establishment under separate cover from the academic records. The file should be marked '**confidential, to be opened by addressee only.**'
- The Designated Teacher should retain a copy of the child protection file, which should be stored in a secure cabinet accessible only by appropriate senior staff members. Child Protection records about a pupil who has ceased to become of compulsory school age should be archived and catalogued.
- The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.

Confidentiality

We recognise that all matters relating to child protection are confidential.

- The Head teacher or Designated Teacher will disclose personal information about a pupil to other members of staff on a '**need-to-know**' basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

Information Sharing

When considering sharing information the staff will consider the following rules:

1. Remember that the Data Protection Act is not a barrier to sharing information, it provides the framework.
2. Be open & honest with the person from the outset about how information may be shared.
3. Seek advice, do not fail to share information because you are unsure what to do.
4. Share with consent where appropriate and respect the wishes of those who refuse consent unless you believe that there is a risk of harm to child if the information is not shared.
5. Consider safety and well-being of the child and base information sharing decisions on this.
6. Ensure all information shared is Necessary, Proportionate, Relevant, Accurate, Timely & Secure. Ensure any third party or hearsay information is identified and that you have consent to share it.

We will inform parents of our intention to refer a child to Children's Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Lewisham Safeguarding Children Service on this point.

Working together with parents / guardians to better safeguard children:

To better safeguard children, parents / carers will be asked to agree to an Information Sharing Protocol so that the school can liaise with other agencies involved. The school will also inform parents /carers (unless to do so could put the child at greater risk of harm), if their child is referred to another agency.

Safer working practice for staff

1. Interviewing Pupils

All staff, male or female, should be aware of the potential risks (i.e. false allegations against staff) of interviewing a pupil alone, particularly if the pupil has an experience of sexual/emotional abuse. Interviewing individual pupils is an integral part of our work and therefore staff should exercise their own professional judgement and a degree of caution in these situations. All staff should try to ensure that they are not in a compromising position where allegations can be made against them.

Suggested protective measures to consider:

- Ask another person (teacher or pupil's friend – as appropriate to the content) to sit in on the interview:
- Sit in a room where it is possible to be observed through a window or glass-panelled door:
- Do not close the door of the room, if you are not clearly visible from outside the room.

2. Transporting Pupils

Situations can arise, which require a member of staff to take a pupil home. Staff should be aware of the risks involved in this. When a pupil has to be taken home, the teacher should not transport the pupil unless accompanied by another colleague or with parental permission or that of the Headteacher.

3. Use of Technology

All staff in our school will use technology to support and promote the learning and welfare of the children. However certain safeguards should be remembered:

- Mobile phones - Staff will NOT give any child their personal mobile phone number and will not contact the child on the child's mobile phone either by voicemail or by texting without the consent of the parent and in line with the school's policy in respect of use of mobiles. In relation to photographs, staff **must not** use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school. Staff will have an absolute commitment to seek advice from a senior manager about any situation that may be capable of being understood as inappropriate.
- Communication by email should only be through the school's email system and personal emails must not be shared with children. Staff should not communicate with pupils through private email accounts, social networking sites, even on educational matters, but must use official email and networking sites sanctioned by the school. Staff should be extremely careful in their personal use of social networking sites and must not discuss school business or any issues relating to pupils.
- Use of Internet: Staff will NOT access or expose children or young people to unsuitable material on the internet. Staff will ensure that they follow e-safety standards about access to and use of the internet and be mindful of the Teacher Standards. The Head teacher will have the final decision on whether a member of staff has behaved in an inappropriate or unprofessional manner.

Examples of inappropriate conduct might include:

- Participating in chat rooms with pupils,
- Use of a social media site such as Facebook or Twitter to communicate with pupils,
- Text-messaging,
- Sending emails that are not directly related to the pupil/teacher relationship and specifically relating to school business.

4. Use of Physical Intervention

- It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place.
- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from :
 - a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil) ;
 - b. causing personal injury to , or damage to the property of, any person

(including the pupil himself) ; or
 - c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

The school will make use of the powers to search pupils for items that the school deems as banned, inappropriate, a safeguarding risk or prevent the maintenance of good order and discipline, e.g. mobile phones.

E-Safety at St Augustine's Catholic Primary School

Most young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities. However, issues of E-Safety do arise as some students use the technologies negatively.

- At St Augustine's Catholic Primary School, we have a major responsibility to educate our pupils; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. It is also important to include parents as much as possible in this process given that children often have access to computers at home.
- It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment. Staff **must not** however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.
- At St Augustine's Catholic Primary School, we have a robust filter for the internet and a system for monitoring computer usage, which takes screen shots if any word from our 'trigger' list is typed. If a student is caught viewing inappropriate material on a computer or on their mobile phone via the

School system during School hours, they will receive a serious sanction. However, out of School and particularly on mobile phones connected to the mobile networks, there is often no supervision, monitoring or filtering. See **appendix D** for guidelines to support parents / guardians.

- Cyber-bullying of any type is unacceptable.
- The school is committed to working with Lewisham LSCB to combat cyber bullying.
- If parents / guardians have any concerns that their child is being cyber-bullied, they should please print off any available evidence and report it to the School as soon as possible.

Supporting the Pupil with a Child Protection Plan:

- The school will support pupils in accordance with his/her agreed child protection plan as required.
- The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team
- We recognise that children who are abused or who witness violence may experience difficulties which impact on their sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through the content of the curriculum and the school ethos of valuing the pupil.

The curriculum

Through the curriculum, staff will raise pupils' awareness and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others, recognising that pupils need opportunities to develop the skills they need to stay safe from abuse.

Whistle blowing

Staff should be aware that children may feel unable to express concerns in an environment where staff fails to do so. All staff should therefore feel free to voice concerns about the attitude and actions of their colleagues in accordance with the Local Authority's whistle blowing policy.

Equality Statement

St Augustine's Catholic Primary School is committed to promoting equality and prevent discrimination on the grounds of disability, ethnicity, gender, age, religion or belief and sexual orientation.

Commitment of the Governing body of St Augustine's Catholic Primary School

The Governors of St Augustine's Catholic Primary School are committed to safeguarding practices, which protect children from harm. This commitment is shared by the staff and volunteers of St Augustine's Catholic Primary School. We accept and recognise our responsibilities to develop awareness of the issues, which cause children harm. We are supported by London Borough of Lewisham in all child protection matters.

We have accepted this policy and will implement it. As part of our commitment, we, the Governing body of St Augustine's Catholic Primary School will ensure that this Safeguarding and Child Protection Policy is reviewed on an annual and an 'as and when necessary' basis. We will also make child protection a standing agenda at all of our meetings and monitor this Policy by replying to reports, from the Head Teacher tabled at Full Governing Body meetings.

This policy should be given to all new employees and made freely available to all staff, parents and carers.

Date of next review: Summer 2017

APPENDIX A

THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The role of the LADO is set out in the HM Government guidance Working Together to Safeguard Children (2013). Chapter 2 (under Organisational responsibilities) paragraph 4 outlines the procedures for managing allegations against people who work with children.

The LADO works within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

The LADO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work. The LADO is involved from the initial phase of the allegation through to the conclusion of the case.

They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

The LADO helps co-ordinate information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

In Lewisham, the LADO offers members of the public and other professionals specialist advice, support and guidance about:

- Child protection (safeguarding) advice
- Issues regarding children looked after by the Council
- Concerns regarding the behaviour of professionals or volunteers who work with children

The Safeguarding Children Service has responsibility for convening and chairing Initial and Review Child Protection Conferences.

The service maintains a list of children subject to a child protection plan: thought to be at risk of significant harm in the borough, and works to ensure that child protection plans are made and implemented on their behalf.

In addition to chairing child protection conferences, the Safeguarding Children Officers chair complex strategy meeting such as

- Where an allegation has been made against a professional or volunteer who works with children
- Children at risk of sexual exploitation
- Looked after children who abscond from their placement

(culled from http://www.nspcc.org.uk/Inform/cpsu/helpandadvice/organisations/lscbs/lado_wda68916.html)

APPENDIX C

GUIDELINES IF A STUDENT GOES MISSING

While students are in school, we have a responsibility for duty of care to the students and act in loco-parentis by taking steps that are reasonable to ensure safety and well-being.

• **If a student goes missing out of school, the following steps should be taken:**

- ❖ Gather other students together
- ❖ Allocate staff to search immediate area and alert local security.
 - If a student is missing for more than 20 minutes,
- ❖ Contact school to say which measures have been taken
- ❖ Ensure that there is good two way communication established with a range of phone lines
- ❖ Notify the police / security if a student continues to go missing,
- ❖ Send other students accompanied by staff back to school (if possible), in bus / cabs asking school to send transport, and additional staff to help search.
- ❖ School should alert parents as soon as possible and keep them posted.
- ❖ *School should alert London Borough of Lewisham Deputy Director for Schools and Educational Improvement*
- ❖ Set up link headquarters at school
- ❖ Try to secure radio and TV help.

Ensure all staff are aware of these procedures.

On outings, always take a mobile phone leaving the number of the phone you have taken with the School Office.

Ensure that the school has the numbers of any other phones you have on the trip and make sure these are **ON**.

Do not hesitate to alert School when there is a problem.

If a student goes missing in school, the following steps should be taken:

- ❖ Let the main office / Headteacher know immediately.
- ❖ One member of staff must go to the roadside to search
- ❖ One member of staff must circumnavigate the grounds
- ❖ One member of staff must search all rooms inside
- ❖ Let all these people know when the student has been found
- ❖ If the student remains missing, school should alert the police and parents as soon as possible and keep them posted

Avoid any blame culture, celebrate the success of the mission when the student is found and learn from the investigation. Head Teacher evaluates what happened afterwards in order to learn from the situation and to satisfy ourselves that the best possible was done.

APPENDIX D

E-SAFETY GUIDELINES FOR PARENTS / GUARDIANS

Consider some of the points below to ensure that your child is using the fantastic new technologies available to them as safely as possible.

1. Please consider employing the strict "safe search" setting on Google. For more information on this and further guides you could look at www.candp-s.com/familysafety - a website full of useful material and advice on Online Safety.
2. Look into setting Parental Controls on a Windows Vista, Windows 7 or Mac computer to restrict specific web sites and also the time when the computer can be used.
3. Mobile phones offer children an amazing amount of opportunity in what they look at and what they can text, including picture messaging. If your child has a smart phone, then please consider setting safe searches on Google and YouTube on these as well.
4. Please take time to talk to your child about their use of the internet. It will be impossible and perhaps not even desirable to ban everything; indeed they are often much more able than us at using the computer! Education and dialogue are the only realistic ways to protect young people.
5. Please encourage a balanced use of the computer and mobile phones- for example, setting expectations that computers are off at 10pm and phones aren't used at mealtimes or ½ hour before bedtime (and not once in bed!).

How a parent/carer can ensure that their child's online experience is safe.

1. **Learn** - Find out more about online threats
2. **Talk** - Discuss what your child should, and should not, do online and print off a copy of the Safe Internet Use Agreement - sign it and put it on the wall.
3. **Have fun** - Enjoy some of the recommended sites by going online together (let your child show you how).
4. **Take action** - Make searching on the internet safer by blocking pornography on Google and YouTube and get a healthy balance by setting time restrictions on your child's computer.
5. **Care** - Make each child's computer use more comfortable – avoid posture problems by getting a laptop riser and separate keyboard and mouse and finally – encourage each child to learn to type.