

Sacred Heart Catholic Primary School



‘Christ is the centre of our lives’

Hearts that believe
Hearts that achieve
Hearts that inspire



SAFEGUARDING & CHILD PROTECTION POLICY

SACRED HEART CATHOLIC PRIMARY SCHOOL

SAFEGUARDING & CHILD PROTECTION POLICY

School Contacts

Designated Safeguarding Leads (DSL):	Mrs Amanda Howell	(Headteacher)
	Mrs Amanda Palmer	(Deputy Headteacher)
Deputy Designated Safeguarding Leads(DDSL):	Mrs Michelle Grummett	(Assistant Headteacher)
	Mrs Helen Walker	(Assistant Headteacher)
Safeguarding Governor:	Mr Chris Collins	(Chair of Governors)

Stockton & Hartlepool

During office hours:

The Children's Hub, Hartlepool and Stockton-on-Tees

First Contact Stockton and Hartlepool have come together in one team hosted by Hartlepool.

Contact : Telephone: 01429 284284 / 01642 130080

Out of office hours:

Emergency Duty Service: Tel: 01642 524552

In an emergency contact the Police on Tel: 999 /101

Hartlepool & Stockton-on-Tees Safeguarding Children Partnership

Address: Civic Centre, Level 4, Victoria road, Hartlepool, TS24 8AY

Telephone: 01429 523825

Email: HSSCP@hartlepool.gov.uk

Emergency Duty Team 08702 402994

NSPCC whistle-blowing helpline 0800 028 0285

Sacred Heart Catholic Primary School fully recognises the responsibility it has to have arrangements in place about safeguarding and promoting the welfare of children.

This legislation makes Child Protection responsibilities clear and gives Governors, as employers, the ability to dismiss or otherwise discipline Headteachers and Teachers who fail in this duty.

1. INTRODUCTION

1.1 The purpose of this Safeguarding and Child Protection Policy is to ensure every child who is a registered pupil at Sacred Heart Catholic Primary School is safe and protected from harm. The Department for Education (DfE) document 'Keeping Children Safe in Education' (September 2020), states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

1.2 Under the Education Act 2002 schools/settings 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 2020'. Sacred Heart Catholic Primary School will work in partnership with other organisations. Guidance is listed in Appendix 5.

COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19). However, Sacred Heart Catholic Primary School recognises that further measures or adaptations to current policies and procedures may be required in response to the pandemic. Any such measures will be detailed and communicated through addendums to the policy, when necessary, and shared with all stakeholders. We will continue to follow up to date Government Guidance.

2. ETHOS

2.1 Sacred Heart Catholic Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued, knowing they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2018' and implements policies, practices and procedures that promote safeguarding and the emotional and physical well-being of children, young people and staff.

There are four main elements to the Sacred Heart Catholic Primary School Safeguarding and Child Protection Policy:

2.1.1 Prevention - positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families. Reducing risks to children including victimisation, exploitation, radicalisation and issues such as Female Genital Mutilation (FGM) and Forced Marriage.

2.1.2 Protection - following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns. Every member of staff has regular training and is supported to refer their concerns to the DSL/DDSL or First Contact Team Children's Services directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are Single Points of Contact (SPOCS)/named teams and individuals within the police who can be contacted.

2.1.3 Reconsideration - following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances.

2.1.4 Support - to pupils and school staff and to children who may be vulnerable due to their individual circumstances.

2.2 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups that may be considered a minority.

3. ROLES AND RESPONSIBILITIES

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. All staff have a responsibility to provide a safe environment in which children can learn.

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually. The Designated Safeguarding Leads (DSLs) and Deputy Designated Safeguarding Leads (DDSLs) are named at the beginning of this policy.

3.1 The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all permanent staff, volunteers and temporary staff with appropriate training updated annually;
- safe recruitment and selection of staff and volunteers is practised;
- designated senior members of staff for child protection are identified and receive appropriate, on-going training;
- sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate;
- all staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively;
- parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school prospectus;
- ensure that the Safeguarding and Child Protection Policy is available on the school's website;
- ensure that the school is pro-active and co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. child sexual exploitation, radicalisation and extremism;
- ensure that referrals are actively followed up; that the procedures for escalating a concern are followed if and where the DSL/DDSL feel it necessary, in consultation with one another;
- ensure the relevant staffing ratios are met, where applicable;
- ensure each child in the Early Years Foundation Stage is assigned a key person.

3.2 The Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. It will:

- designate a Governor for child protection who will oversee the school's Safeguarding and Child Protection Policy and practice and champion child protection issues. The identified Governor will receive appropriate training and provide the Governing Body with appropriate information about safeguarding and will liaise with the designated members of staff;
- ensure senior members of the school's leadership team are designated to take lead responsibility for safeguarding within the school;

- ensure that this policy is annually updated and reviewed and school complies with local safeguarding procedures;
- ensure the school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers;
- ensure procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in-line with 'Keeping Children Safe in Education 2020' and local authority procedures;
- in response to Childcare (Disqualification) Regulations 2018 ask relevant staff to self-declare that they are not disqualified;
- ensure all staff, including temporary staff and volunteers who have regular contact with young children receive appropriate training and information about the school's safeguarding processes as part of their induction;
- ensure that the school co-operates with appropriate agencies and risk based approaches to ensure that young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. child sexual exploitation, radicalisation and extremism;
- utilise the expertise of their staff when shaping safeguarding policies and provide opportunities for staff to do this.

3.3 The DSLs have a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered at the school. They will:

3.3.1 [Manage referrals](#)

The DSL is expected to:

- refer cases of suspected abuse to the local authority children's social care, as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern, as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or has left due to risk/harm to a child, to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required using NPCC-When to call the Police document.

3.3.2 [Work with others](#)

The DSL is expected to:

- act as a point of contact with outside agencies;
- liaise with the Headteacher to inform her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the designated officer(s) at HBC for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENDCOs), on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and act as a source of support, advice and expertise for all staff.

3.3.3 [Training](#)

The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands the school's Safeguarding and Child Protection Policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually to allow them to understand and keep up with any developments relevant to their role.

3.4 [Responsibilities of Looked After Children Co-ordinator](#)

The Designated Teacher for Looked After Children (DTLAC) will promote the educational achievement of children. They will ensure that staff have the skills, knowledge and understanding necessary to keep looked after and previously looked after children safe. In particular, they will 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. They will have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

- 3.4.1 The DSL/DTLAC, have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.
- 3.4.2 The DTLAC/DSL will ensure that any safeguarding concerns regarding looked after and previously looked-after children are quickly and effectively responded to.
- 3.4.3 They will work with the Virtual School Headteacher (Emma Rutherford), to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The DTLAC should also work with the Virtual School Headteacher to promote the educational achievement of previously looked after children. The DTLAC will also have responsibility for promoting the educational achievement of children

who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. They will support the local authority personal advisor appointed to guide and support the care leavers, and will liaise with them as necessary regarding any issues of concern affecting a care leaver.

- 3.4.4 Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are aware of the local early help process and their role in it. They are aware of signs of abuse and neglect so they are able to identify children who may be in need of help or protection. All staff members are aware of, and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so. If staff have any concerns about a child's welfare, they must act on them immediately and speak with the DSL or DDSL. They do not assume that others have taken action.

4. RECORD KEEPING AND INFORMATION SHARING

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school and when these records should be shared with other agencies.

- 4.1 Sacred Heart Catholic Primary School operates and maintains a Single Central Record in line with DCSF guidance 'Safeguarding and Safer Recruitment in Education' which records in one database the details of staff working and volunteering within the school.
- 4.2 For regular visitors accessing the school site, evidence of identity is checked and the disclosure number and date of issue is taken and recorded on the Single Central Record.
- 4.3 Sacred Heart Catholic Primary School will keep and maintain up-to-date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The two systems we use for this are Capita SIMs and CPOMs.
- 4.4 Sacred Heart Catholic Primary School holds more than one emergency contact for each pupil, which we deem as good practice.
- 4.5 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. This is then presented to the DSL or DDSL who will decide on appropriate action and record this accordingly.
- 4.6 Any records relating to child protection are kept in an individual child protection file for each child (which is separate to the pupil file). All child protection 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 / educational setting.
- 4.7 Where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and hand delivered within the town and marked for the attention of the receiving school's DSL. If the pupil transfers to another school out of town, the records will be sent by registered post, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school. Where appropriate, the DSL may also make contact with

the new educational setting in advance of the child's move, to enable planning for appropriate support to be in place when the child arrives.

- 4.8 Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

5. CHILD PROTECTION PROCEDURES

- 5.1 The '*Use of Reasonable Force*' section of the Behaviour Policy gives clear guidance about when physical intervention is appropriate to use.
- 5.2 All staff have had child protection training. Copies of the DCSF document '*What to do if you think a child is being abused*' have been distributed to staff for their information and 'Keeping Children Safe in Education 2020' Part 1.
- 5.3 Designated teachers have completed the relevant training for this role and undertake re-training when necessary (training is required every two years but updated annually).
- 5.4 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix 1). If a concern arises, all staff, volunteers and visitors must ALWAYS:
- speak to the Designated Leads and record the concern on CPOMs;
 - agree with this person the action to be taken, by whom and when it will be reviewed.

6. EARLY HELP

Early help is a way of providing support for a child as soon as a problem emerges in their life. All staff have a duty to discuss this with relevant staff, so that we provide any necessary support for a child in our school.

- 6.1 Once a problem has been identified, it is the staff member's duty to record it on CPOMs and alert the relevant members of staff.
- 6.2 If early help is appropriate, the DSL or DDSL will generally lead on liaising with other agencies and setting up an inter-agency assessment, as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

7. THE CURRICULUM

- 7.1 All children have access to an appropriate curriculum which is broad and balanced. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question, challenge and to make informed choices in later life.
- 7.2 Religious Education lessons will provide opportunities for children to discuss and debate a range of subjects including lifestyle, family, religious beliefs and practices and human rights issues.
- 7.3 Sacred Heart Catholic Primary School will take account of the latest advice and guidance provided to address specific vulnerabilities and forms of exploitation e.g. Grooming, Radicalisation and Extremism.

7.4 All pupils will know that there are adults in the school who they can approach in confidence, if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

8. ATTENDANCE

8.1 Sacred Heart Catholic Primary School views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. Children who are absent are identified from the registers and first-day response telephone calls are made to parents to establish the reason for their absence.

8.2 The Parent Support Advisor 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.

8.3 Statistics and trends in pupil absence are also monitored and these are reported to Governors on a termly basis. The school is committed to ensuring that children attend regularly and thereby receive the best possible education.

9. SAFE RECRUITMENT AND SELECTION OF STAFF

The school's recruitment and selection policies and processes adhere to the DfE guidance 'Keeping Children Safe in Education 2020'.

10. VOLUNTEERS

All volunteers in the school are subject to an enhanced Disclosure and Barring Service (DBS) check, which includes barred list information.

11. TRAINING

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

11.1 In accordance with 'Keeping Children Safe in Education 2020' all staff receive an 'Introduction to Safeguarding' run by Hartlepool Safeguarding and Child Protection Board (HSCB) as part of their induction and will receive refresher training annually. All staff will also receive any other child protection training which is regularly updated.

12. INFORMING PARENTS

Our approach to working with parents 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. In most cases, parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents should be given the opportunity to address any concerns raised.

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

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

13. TYPES OF ABUSE/SPECIFIC SAFEGUARDING ISSUES

13.1 Keeping Children Safe in Education (DfE, 2020) 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 known 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"*

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

- Physical
- Emotional
- Sexual
- Neglect

13.3 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 to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger (Appendix 2).

14. DOMESTIC ABUSE

14.1 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.

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

14.3 Information about domestic abuse and its effect upon children and young people will be incorporated into staff safeguarding and child protection training and briefings and the school's Safeguarding and Child Protection's Policy will be used to protect children and young people exposed to, and at risk from, domestic abuse.

14.4 Any child or young person thought to be at immediate risk will be reported, without delay to the police service as a 999 emergency and Hartlepool First Contact Service will be contacted as soon as possible.

15. HONOUR BASED VIOLENCE (HBV)

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), forced marriages and practices such as breast ironing. This is abuse and staff should record it on CPOMs and inform the DSLs.

15.2 FGM is illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff safeguarding and child protection training and briefings.

- 15.3 Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies and if a teacher discovers that an act of FGM appears to have been carried out on a girl, under the age of 18, the **teacher** must report this to the police.

16. PEER ON PEER / CHILD ON CHILD 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, such as rape, assault by penetration and sexual assault;
- 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, with the intention of viewing their genitals or buttocks to obtain gratification, or cause the victim humiliation, distress or alarm, (Voyeurism (Offences) Act 2019);
- gender-based violence;
- sexual assaults;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

- 16.2 Staff should record all incidents on CPOMs and inform the DSLs, who will consider the context within which the behaviours occur referring to 'Contextual Safeguarding'.

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

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

17. CHILDREN MISSING FROM EDUCATION (CME)

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. We work with parents and other partners to keep children in school whenever possible.

Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (local authority attendance team, Social Care or Police). Parents are required to provide at least two emergency contact numbers to the school, to enable us to communicate with someone if necessary.

17.1 [Children and the court system](#)

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children aged 5-11 years and 12-17 years.

They explain each step of the process including support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents.

17.2 [Children with family members in prison](#)

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

18. [CHILD SEXUAL EXPLOITATION \(CSE\) / CHILD CRIMINAL EXPLOITATION \(CCE\)](#)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

18.1 The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted that exploitation as well as being physical can be facilitated and/or take place online.

18.2 Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Sacred Heart the definition of Child Sexual Exploitation (CSE) from KCSIE 2020 has been adopted:

“CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young

person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)."

18.3 It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our 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 DSL will lead on these issues and work with other agencies as appropriate.

18.4 Child Criminal Exploitation (CCE) is a form of child abuse, which can happen to boys and girls from any background or community. In Sacred Heart the definition of Child Criminal Exploitation (CCE) from KCSIE 2020 has been adopted:

"CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people."

18.5 **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

19. FEMALE GENITAL MUTILATION (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

19.1 As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the Police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue and in line with local safeguarding procedures.

20. MENTAL HEALTH

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The school should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

- 20.1 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- 20.2 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- 20.3 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the school's Safeguarding and Child Protection Policy and speaking to a DSL or DDSL.

21. FORCED MARRIAGE

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion are used and is a crime. Our staff understand how to report concerns where this may be an issue.

22. PREVENTION OF RADICALISATION

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion;
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology and learn how to challenge these ideas;
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

- 22.1 CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism.
- 22.2 Sacred Heart staff have been trained by Hartlepool Borough Council (HBC) to assess the risk of pupils being drawn into terrorism. It is the school's duty to ensure that children are safe from a range of views which are extremist and seek to radicalise.

23. E-SAFETY

Sacred Heart Catholic Primary School has an Online Safety and Acceptable Use Policy which recognises that E-Safety is a safeguarding issue not an ICT issue and includes safety at home as well as at school. The purpose of internet use in school is to help raise educational standards, promote pupil achievement and support the professional work of staff as well as enhance the school's management information and business administration.

- 23.1 The internet is an essential element in 21st century life for education and at Sacred Heart Catholic Primary School we have a duty to provide children with quality access as part of their learning experience.
- 23.2 It is the duty of Sacred Heart Catholic Primary School to ensure that every child in its care is safe and this equally applies to the 'virtual' or digital world.
- 23.3 Sacred Heart Catholic Primary School will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all inappropriate and unacceptable materials.
- 23.4 Sacred Heart Catholic Primary School also has a staff Mobile Phone Policy that provides guidance on the use of mobile technology and safeguarding issues around such technologies.

24. MANAGING ALLEGATIONS AGAINST STAFF AND WHISTLEBLOWING

- 24.1 For Allegations against staff – Refer to Part 4 of Keeping Children Safe in Education September 2020
- 24.2 All allegations made against a member of staff and volunteers and supply staff, including contractors working on-site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
- 24.3 In all cases where the allegation or suspicion of child abuse involves the DSL/DDSL, other members of staff must share the concerns with the Headteacher who will inform the Local Authority Designated Officer (LADO).
- 24.4 In all cases where the allegation or suspicion of child abuse involves the Headteacher, other members of staff must share the concerns with the Local Authority Designated Officer (LADO).
- 24.5 Sacred Heart Catholic Primary School has adopted the comprehensive local authority Whistleblowing Procedure.
- 24.6 Sacred Heart Catholic Primary School has a comprehensive Confidential Reporting Policy and Procedures (allegations against staff) which is in-line with Hartlepool Borough Council procedure: 'Arrangements for making allegations against people who work with children or those who are in a position of trust.'

25. USE OF REASONABLE FORCE

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for

staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our school recognises that where intervention is required, it should always be considered in a safeguarding context.

26. SECURITY

Access to the school is restricted via an access control system. All staff are expected to wear their photograph ID at all times when on the school site and are required to sign in/out of the building.

- 26.1 CCTV is in operation for the prevention and detection of crime and to protect pupils, staff and visitors to the school as well as the school premises.
- 26.2 A school crossing patrol is in operation at the main entrance to the school at key times to ensure pupils cross the road safely.
- 26.3 Dogs (with the exception of assistance dogs) are prohibited from entering the school site.

27. VISITORS

All visitors to school should be challenged before entry and must provide their DBS Certificate and photographic proof of identity that can be checked and ratified by the school. Police Officers will be asked for their warrant card.

- 27.1 Staff working for any local authority or local health authority should have formal ID provided by their employer. This serves as proof that they have undergone a DBS clearance by their employer and their information does not need to be entered on the school's Central Record.
- 27.2 All staff who attend school rarely should carry their photographic identity and their DBS Certificate so that it can be checked by the school.
- 27.3 Any person visiting the school who does not have a DBS clearance (e.g. building contractors, repair companies etc.) will be escorted to the area they need to visit and will be accompanied by a member of the school staff at all times.
- 27.4 Office staff ensure all visitors sign in and receive a visitor's pass at reception, which needs to be worn at all times. They are required to sign out when they leave and return the visitor's pass.

28. OTHER RELEVANT POLICIES

28.1 Physical Intervention

The Behaviour Policy is set out in a separate document and is reviewed every two years by the Governing Body. We acknowledge that staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to the pupil or other person.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

28.2 [Anti-Bullying](#)

Although the Behaviour Policy includes anti-bullying, it is also set out in a separate document, which is reviewed every two years by the Governing Body. We acknowledge that to allow or condone bullying may lead to consideration under Child Protection Procedures.

28.3 [Racist Incidents](#)

Our policy on racist incidents is set out in the Single Equality Policy and is reviewed every two years by the Governing Body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

28.4 [Health and Safety](#)

Our Health and Safety Policy is set out in a separate document and is reviewed every two years by the Governing Body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school premises when undertaking school trips and visits.

28.5 [Children with Statements of Special Educational Needs \(Education, Health Care Plan\)](#)

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, physical and mental disabilities, sensory impairment and or emotional and behavioural problems are particularly sensitive to signs of abuse. Should advice be required, regarding possible safeguarding issues of SEND children, staff would discuss their concerns with one of the DSL/DDSLs.

28.6 [Confidentiality and Information Sharing](#)

Staff will ensure that confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required.

The DSL and DDSL will disclose any information about a pupil to other members of staff on a need to know basis only.

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

29. [WORKING WITH CHILDREN](#)

It is essential that care is taken to minimise the possibility for abuse and misunderstanding and misinterpretation. Staff/volunteers are made aware of the potential for misunderstanding when touching children. If it is an accepted part of an activity, touching should be appropriate to the situation and follow accepted guidelines where they exist. Consoling a child who is upset, administering first aid or supporting a participant in an activity is acceptable and necessary behaviour.

The following list includes behaviour that the majority of staff/volunteers working with children should never engage in:

- be alone with children out of public view. Leaders should not ask staff/volunteers to work with children in situations where staff/volunteers will be completely unobserved;
- kiss children;
- engage in rough or sexually provocative games;
- make sexual comments;
- invite or allow children into their home (childminders being an exception);
- give a child a lift in their car except in emergencies (unless it is part of their job);
- letting allegations made by anyone, go unacknowledged, unresolved or not acted upon.

Staff/volunteers should however, endeavour to minimise possible misunderstanding of their actions.

29.1 **What To Do If Children Talk About Abuse Or Neglect (Appendix 3)**

It is recognised that a child may seek an adult out to share details of abuse or neglect with, or talk spontaneously individually or in a group when a member of staff is present.

In these situations they must:

- listen carefully to the child and NOT directly question the child;
- give the child time and attention;
- allow the child to give a spontaneous account: do not stop a child who is freely recalling significant events;
- make an accurate record of the information given, taking time to record the timing, setting and people present, the child's presentation as well as what was said;
- use the child's own words;
- explain that they (the staff member) cannot promise not to speak to others about the information they have shared;
- reassure the child that:
 - they are glad they have told them;
 - they have done nothing wrong;
 - what they are going to do next;
- explain that they will need to get help to keep the child safe;
- they MUST NOT ask the child to repeat his or her account of events to anyone.

29.2 This is recorded on CPOMs and the DSL must be made aware of any disclosures. Allegations against a member of staff will be taken seriously and protocol will be followed (Appendix 4).

29.3 It is good practice to ask a child why they are upset or how a cut or bruise was caused, or respond to a child wanting to talk.

29.4 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

- 29.5 Extra support is in place to allow those children to talk about any abuse or neglect.
- 29.6 If staff are concerned about a child they MUST share their concerns. They should speak to one of the DSLs.
- 29.7 If one of the DSL is implicated in the concerns, staff can discuss their concerns directly with Children's Social Care in Hartlepool. The Local Authority Designated Officer (LADO) is Phil Curtis

Phil Curtis direct line – 01429 401844
Email – phil.curtis@hartlepool.gov.uk
Secure email – lado@hartlepool.gcsx.gov.uk

Signed:



(Chair of Governors)

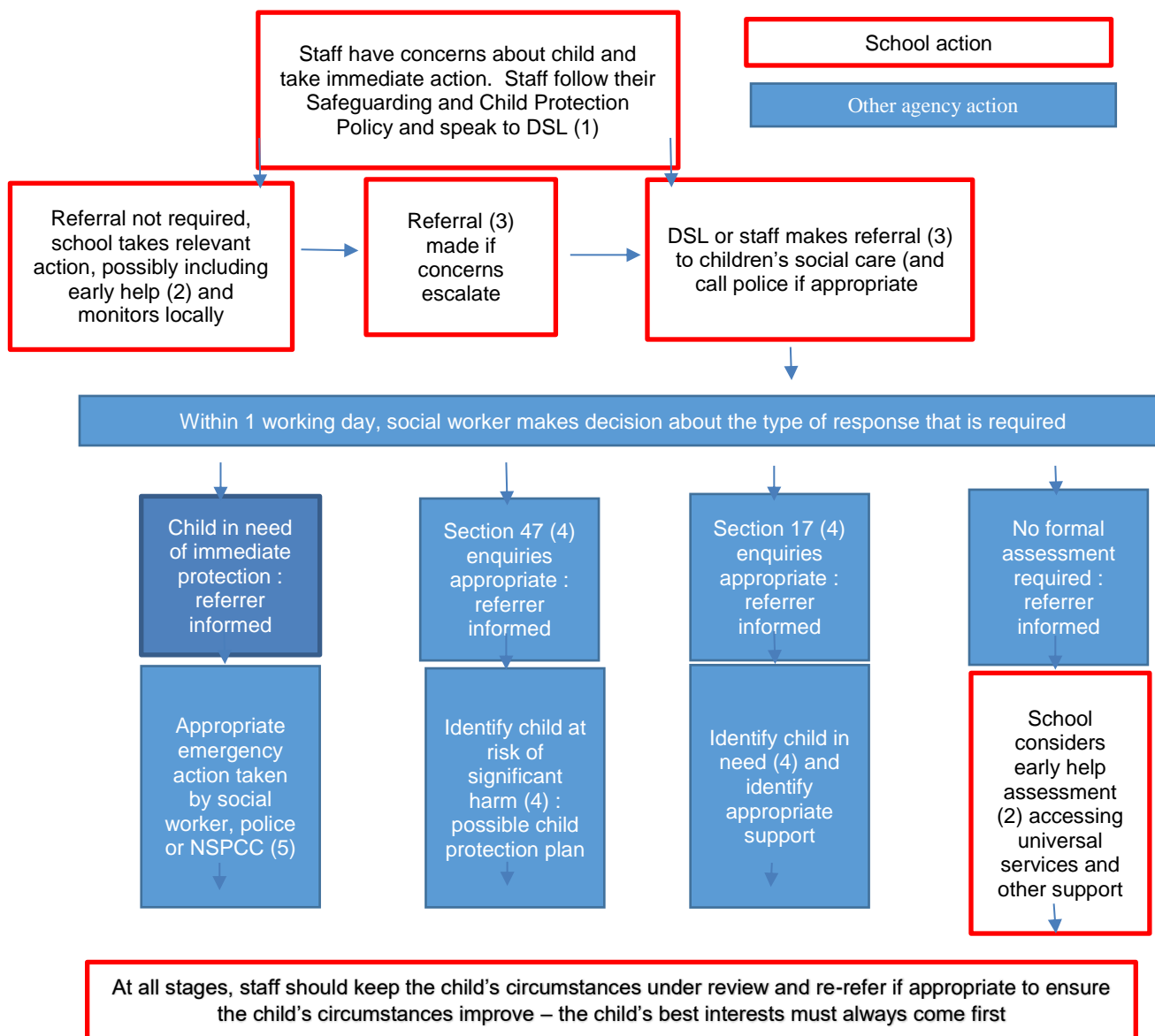
POLICY REVIEW

The term 'parent' used throughout this policy includes carers, guardians and those legally responsible for the pupil.

This policy was approved by governors at a meeting of the full Governing Body on the 14th October 2020 and will be reviewed annually.

Date of Review: October 2021.

Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member see Appendix 4.

(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 co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) 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 section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

INDICATORS OF ABUSE AND NEGLECT (Keeping Children Safe in Education 2020)

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. 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 by 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. The sexual abuse of children by other children is a specific safeguarding issue in education and can manifest themselves via peer on peer abuse (see point 16 in policy).

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, for example, 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);
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

CHILDREN ACT

The main law governing children is called the 'Children Act'. It came into force in 1991.

Some of the main points are:

- the needs of the child come first (they are more important than their parents' rights);
- the parents have responsibility to care for their children's basic needs;
- the local authority (Council, Health, Education, Police etc.) have a duty to promote children's welfare;
- the same local authority must protect children;
- the same local authority must work together to promote and protect;
- the child's opinion should be listened to.

Some important children's rights are:

- the right to be fed regularly;
- the right to be clean;
- the right to play;
- the right to be safe;
- the right to be emotionally secure;
- the right to be valued and understood;
- the right to be allowed to be a child.

DISCLOSURE GUIDANCE

If a member of the teaching or non-teaching staff finds themselves in a position where a child discloses sensitive information, he/she must not lead an investigation into the situation under discussion.

Dealing with Disclosures

Receiving the information

- Listen to the child
- Accept what the child says

Reassure the Child

- Stay calm
- Don't promise confidentiality

React

- Establish the facts
- Do not ask leading questions
- Do not criticise the perpetrator
- Do not ask the child to repeat to another member of staff
- Explain what you have to do next and to whom you have to talk
- Inform the DSL

Record

- Make brief, but accurate notes
- Do not destroy notes (they may be needed in court)
- Record date/time/place and note any non-verbal behaviour
- Record actual words
- Draw a diagram to indicate position of any bruising
- Be objective in recording – not interpretation or assumption
- Record on CPOMs

Support

- Ensure that the child has appropriate support
- Ensure personal support, without disclosing confidential information

TEACHERS FACING ALLEGATIONS OF ABUSE

When an allegation of abuse is made against a teacher there will be immediate consideration of whether a child or children is/are at risk of significant harm and in need of protection. If this is the case there will be immediate referral to the local child protection investigating agencies. The responsibility for this lies with the Headteacher or the Deputy Headteacher if the Headteacher is the person against whom the allegation is made.

Immediate consideration should be given to any need for medical assistance and for seeking medical evidence of suspected or alleged abuse.

Children who report that they have been abused by a member of staff must be listened to. On no account should suggestions be made to children as to alternative explanations for their worries.

Staff cannot always promise total confidentiality to pupils who disclose allegations. Teachers should make it clear to pupils who approach them asking for complete confidentiality that in some circumstances teachers would be bound to pass on what they are told.

DfE guidance on child protection practice is available in the Staff Room and Headteacher's Office.

LOCAL AUTHORITY

The local authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local authority are exercised with a view to safeguarding and promoting the welfare of children.

GOVERNING BODY

The Governing Body shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

The local authority or Governing Body shall, in considering what arrangements are required to be made by them under that subsection, have regard to any guidance given from time to time by the Secretary of State.

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)