

St. Joseph's

PARK HILL SCHOOL

ST. JOSEPH'S PARK HILL



Safeguarding Policy

This Policy also applies to the
Early Years Foundation Stage
and
Before and After School Provision

Mission Statement

**We prepare our children for the
challenges of the future in a nurturing and stimulating environment
built on Catholic foundations.**

Reviewed: November 2018

**St Joseph's Park Hill Safeguarding Policy applies to the whole school,
including the EYFS and our Before and After School Club.**

St Joseph's Park Hill School, its Governors and its staff are committed to safeguarding and acting in the best interests of every child. This Safeguarding Policy is available on our website for all staff, parents and pupils and is also available on request from the school office.

This policy provides clear instructions to staff and others about expected procedures in dealing with child protection concerns and referrals. It demonstrates our commitment to the development of good practice and sound procedures to ensure that child protection concerns are handled sensitively, professionally and in ways which prioritise the needs of the child where alleged or suspected abuse might have occurred either in or outside of school by a member of the school community or other person.

St Joseph's Park Hill follows the procedures established by the Lancashire Safeguarding Children Board (LSCB) and the Pan Lancashire Safeguarding Children procedures.

St Joseph's Park Hill contributes to inter-agency working in line with statutory guidance.

This Policy was written taking regard of the following guidance:

- Lancashire Safeguarding Children Board 'Safeguarding Children Procedures' www.lancashire.gov.uk/safeguardingchildrenboard/
- Keeping Children Safe in Education (KCSIE) (19th September 2018) incorporating disqualification under the Childcare Act 2006 <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (2018) <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- What To Do If You're Worried A Child Is Being Abused (2015) <https://www.gov.uk/government/uploads/attachmentdatafile>
- Information Sharing: Advice for Practitioners
- Prevent Duty Guidance: for England and Wales (July 2015)
Section 26 of the Counter-Terrorism and Security Act 2015 Paragraphs 57 – 76
- The prevent Duty: Departmental advice for schools and childminders (June 2015)
- The use of Social Media for on-line radicalisation (July 2015)
- ISI Regulatory Requirements for Independent Schools

This Policy should be read in conjunction with:

- The Anti-Bullying Policy
- The Behaviour Management Policy
- The Safer Recruitment Policy
- The Whistle Blowing Policy
- The Staff Handbook
- The Social Media Policy

- The On-line Safety Policy
- The Staff Code of Conduct

Purpose and Aim

This Policy provides clear direction regarding Child Protection issues. It aims to make explicit the school's commitment to the development of good practice and sound procedures.

This Policy and related procedures and the efficiency of their implementation are monitored termly at each meeting of the Governing Body.

A review of the Safeguarding and Child Protection Policies and Procedures will take place at least annually, including an update and review of the effectiveness of procedures and their implementation.

Any deficiencies or weaknesses in the implementation of this Policy or its related procedures will be remedied without delay.

Introduction

This school Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the school and is an over-arching document which demonstrates how everyone working in or for our school, shares an objective to keep children safe from harm and abuse and to identify children in need.

The definition of Safeguarding, adopted by Ofsted is summarised as follows:

- protecting children and learners from maltreatment
- preventing impairment of children's or learner's health or development
- ensuring that children and learners are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable those children and learners to have optimum life chances and to enter adulthood successfully

We aim:

- to ensure that children in our school feel safe at all times
- to ensure that all stakeholders feel confident that they are able to put the welfare of children first without concern that there will be any negative consequences attached to their actions
- to ensure that all adults who have contact with children in school have been properly vetted and cleared as suitable to work with and support children
- to ensure that all adults who have contact with children in school have been trained appropriately and are confident to undertake their safeguarding responsibilities effectively

School Ethos

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm or recognised as a child in need.

- St Joseph's Park Hill maintains an ethos where children feel secure and are encouraged to talk and are listened to

- We include opportunities within the curriculum for children to acquire skills and attitudes which give them the confidence to speak out when they have concerns, feel unhappy, anxious or worried (ie reflections and PSHE lessons)
- We have a clear programme of safeguarding training for all staff as specified by the LCSB (see below) and a clear induction process for new staff whether permanent, temporary or volunteers
- All staff are given clear guidelines detailing safeguarding procedures and the names and roles of the DSL and backup DSL

PROCEDURES

St Joseph's Park Hill undertakes to implement procedures in accordance with locally agreed inter agency procedures where applicable to independent schools, set out in the Lancashire Safeguarding Children's Board's Safeguarding Children Procedures and the accompanying Continuum of Need and Thresholds Guidance.

We communicate readily with Lancashire Safeguarding Children Board whenever an allegation or disclosure of abuse has been made and we follow their procedures.

LSCB

Tel: 01772 538357

Address

Room 503/504

East Cliff County Offices

East Cliff JDO

PRESTON

PR1 3JT

Following a disclosure by a child or a serious concern expressed where threshold has been clearly met (see below) we will refer immediately to CSC.

Tel: 0300 1236720 Out of hours (8pm-8am) and weekends (Emergency Duty Team)
0300 1236722

Staff Responsibilities

The School's Designated Safeguarding Lead (DSL) is:

Mrs Maria Whitehead (Headteacher) Tel: 01282 455622

The Deputy Designated Safeguarding Lead (Backup DSL) is:

Miss Charlotte Grillo Tel: 01282 455622

The member of staff with responsibility for Safeguarding within the EYFS is:

Mrs Maria Whitehead (Headteacher) Tel: 01282 455622

The Governor nominated to liaise with school on Safeguarding matters is:

Mrs Catherine Mc Dermott (Chair of Governors) Tel: 01282 455622

The Safeguarding link person for the Institute (proprietors) is: Sr Lindsay Spendelow

Address: Generalate, Convent of Mercy, Cemetary Rd., Yeadon Leeds LS19 7UR

Tel: 01132 500253

Mrs Catherine McDermott to be contacted via Sr Lindsay Spendelow, out of school hours or if the situation dictates.

ROLE OF THE DESIGNATED SAFEGUARDING LEADER (DSL)

The Governing Body is responsible for appointing a Designated Safeguarding Lead (DSL) who is a member of the Senior Leadership Team, to provide support for staff to carry out their safeguarding duties, to liaise closely with other services such as children's social care and to take responsibility for dealing with child protection issues.

The Governing Body appoints one of their member to have responsibility for Safeguarding within the school. The Governing Body is responsible for ensuring that all staff undergo Safeguarding and Child Protection Training, including On-Line Safety Training which is regularly updated. The Governing Body will ensure that all policies and procedures related to Safeguarding and Child Protection are implemented effectively.

The Head Teacher and Governing Body must ensure that sufficient time and resources are allocated to allow the DSL to discharge their duties.

DSL RESPONSIBILITIES

The Designated Safeguarding Lead (DSL) or a deputy, appointed to act in the DSL's absence and who has received the same level of training as the DSL, should always be available to discuss safeguarding concerns. If in exceptional circumstances, the Designated Safeguarding Lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to the SBM and take advice from local children's social care. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or deputy) as soon as is practically possible.

The DSL will:

- ensure that their own training is updated every two years including multi-agency training (Level 4/5)
- ensure that the school operates within the legislative framework and recommended guidance.
- keep detailed, accurate and secure written records of concerns
- have a knowledge of the Lancashire Continuum of Need and know the appropriate form of action needed following a concern being recorded
- recognise how to identify signs of abuse and when it is appropriate to make a referral
- know how to make a referral where there is a case of suspected abuse or an allegation against a member of staff or other adult
- act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies.
- keep detailed accurate and secure written records of referrals
- liaise with other agencies in line with Working Together to Safeguard Children
- attend case conferences and contribute to these effectively when required to do so.
- ensure that all safeguarding and child protection information relating to pupils is recorded and stored within data protection guidelines
- know how to report issues relating to whistleblowing to the LADO (refer: Whistleblowing Policy)

- make referrals to the LADO for child protection concerns which involve a member of staff
- inform the Disclosure and Barring Service in cases where a person is dismissed or left due to risk / harm to a child
- Inform the police in cases where a crime may have been committed
- Inform the Secretary of State if there are grounds for believing a person may be unsuitable for working with children.

Staff Training

The DSL will ensure that

- all staff are aware of the role and identity of the DSL and the deputy DSL
- all staff are aware of the systems, policies, procedures and documents within school which support Safeguarding, including the school's Safeguarding Policy and that these are explained at induction
- all staff read and understand at least Part 1 of KSCIE including Annex A
- all staff know
 - ❖ the identity and role of the Designated Safeguarding Lead and the Deputy DSL
 - ❖ their own roles and responsibilities
 - ❖ information about evacuation procedures
 - ❖ health and safety issues
 - ❖ how to manage a report of peer-on-peer sexual violence and sexual harassment
- all new staff are provided with induction training that includes receiving a copy of the following documents:
 - ❖ *the Child Protection Policy including information about the identity and role of the DSL and the Deputy DSL*
 - ❖ *the Behaviour Management Policy*
 - ❖ *the Facebook Acceptable Use Policy*
 - ❖ *the On-line Safety Policy*
 - ❖ *the Staff Code of Conduct*
 - ❖ *the Staff Handbook including the Whistleblowing Policy and the staff social media policy*
 - ❖ *the safeguarding response to children who go missing from education*
 - ❖ *a copy of Part 1 of KCSIE including Annex A*
- all staff receive safeguarding and child protection updates in staff meetings, as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- all staff are aware of the local early help process and understand their role in it
- all staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments

Other duties

The DSL will also:

- liaise with the Head teacher where the Head teacher is not the DSL
- meet regularly with the Governor responsible for Safeguarding

- ensure the Safeguarding Policy is reviewed at least annually and shared with the Governing Body following review
- keep records of staff training and report to the Governing Body regarding this
- give termly reports to the Governing Body about any issues relating to Safeguarding and Child Protection within school
- ensure parents are aware of the Safeguarding Policy and the fact that referrals may be made and the role of the school in this
- where children leave the school, in addition to handing over any child protection file securely the DSL will share information proactively with the new school to enable the new school to have support in place when a child arrives and to ensure that key staff, such as the SENCO, are aware of any needs

Role of the staff

All staff are aware of the systems, policies and procedures within school which support Safeguarding and Child Protection (see Staff Training above)

Supporting pupils at risk

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way.

At St Joseph's Park Hill, we endeavour to support pupils through:

- The curriculum, to encourage self-esteem and self-motivation;
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- The implementation of the school Behaviour Management Policy
- A consistent approach, which recognises and separates the cause of behaviour from that which the child displays
- Liaison with other professionals and agencies where appropriate.
- A commitment to develop productive, supportive relationships with parents.
- The development and support of a responsive and knowledgeable staff trained to respond appropriately in child protection situations.

What staff should do if they have concerns about a child

If staff have concerns about a child's welfare or believe that a child is or may be at risk of abuse they should act immediately. They should pass any information to the Designated Safeguarding Lead or the Deputy DSL. This also includes situations of abuse which may involve staff members. (Refer to Whistle blowing Policy in the Staff Handbook)

The DSL will usually decide the next steps.

Options will include:

- managing support for the child internally
- an early help assessment: where a child or family would benefit from co-ordinated support from more than one agency there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment. The early help assessment should be undertaken by a lead professional who could be a teacher, SENDCO, GP or DSL.

(refer to *Working Together to Safeguard Children. Chapter 1*)

- a referral to Children's Social Care

If in exceptional circumstances the DSL or Deputy DSL are unavailable, this should not delay appropriate action being taken. Staff should speak to the SBM who will take advice from from local children's social care. Any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

It is important to note that any staff member can refer their concerns to children's social care directly

Staff should also be aware of advice about information sharing. (refer to: *Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers.*)

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. If staff feel unable to raise these concerns with the DSL, Head or SMT then they should raise them with the Governor responsible for Sfaeguarding in school or the Chair of Governors.

General guidance can be found via: [Advice on Whistleblowing](#) or the [NSPCC Whistleblowing Helpline](#). Staff can call 0800 028 0285 – line is available 8.00am – 8.00pm or email: help@nspcc.org.uk

The school's Whistle Blowing Policy forms part of the Staff Handbook.

What staff should do if a child wants to confide in you.

- Be accessible and receptive
- Listen carefully and uncritically, at the child's pace
- Take what is said seriously
- Reassure the child that they are right to tell
- Tell the child that you must pass this information on
- Make sure that the child is safe
- Make a careful record of what was said

What information do you need to obtain?

- School has no investigative role in child protection. Police and Children's integrated services will investigate possible abuse very thoroughly and in great detail. They will gather evidence.
- Never prompt or probe for information, your job is to listen, record and pass on
- Ideally, you should be clear about what is being said in terms of who, what, where and when
- The question you should be able to answer at the end of the listening process is, "might this be a child protection matter."
- If the answer is yes, or if you are not sure, record and pass on to the Designated Safeguarding Lead, Deputy DSL/ Headteacher.

Methods of recording concerns and reporting suspicions of abuse

Internal Notification Forms are available in the file in the office or from the DSL.

Recording should

- State who was present, time, date and place
- Be written in ink and signed by the recorder
- Be passed to the DSL or Deputy DSL immediately (or certainly within 24 hours)
- Use the child's exact words wherever possible
- Be factual / state exactly what was said
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation

What questions are acceptable to ask and which are not?

- Never ask closed questions, i.e. the ones to which children can answer 'yes' or 'no'.
- Never make suggestions about who, how or where someone is alleged to have touched, hit etc.
- Only use minimal prompts such as, 'go on', 'tell me more', 'tell me everything you can remember'.
- An important question is 'When was the last time this happened' as timescales are very important.

You should NEVER

- Investigate or seek to prove or disprove possible abuse
- Ask leading questions
- Make promises about confidentiality or keeping 'secrets' to children
- Assume that someone else will take the necessary action
- Jump to conclusions, be dismissive or react with shock, anger, horror etc.
- Speculate or accuse anybody
- Investigate, suggest or probe for information
- Confront another person (adult or child) allegedly involved
- Offer opinions about what is being said or the person allegedly involved
- Forget to record what you have been told
- Fail to pass on the information to the correct person (The Senior Designated Leader)

Designated Safeguarding Lead considerations

Child in Need or Child at Risk?

The DSL will carry out an urgent initial assessment of all cases referred to them.

This is to ascertain the nature of the suspicion or allegation, the validity of the suspicion or allegation, based on the evidence and the likelihood of future harm to the child.

The DSL will refer to any confidential files held by the DSL and will refer to medical records, children's files and registers. They may talk discreetly with staff or pupils to ascertain relevant information without revealing the nature of the enquiry. This is not an investigation although the child and staff may have to be interviewed.

A written record of the initial assessment will be made, including signed statements where appropriate, which will be kept by the DSL. On the basis of the initial assessment, the DSL will decide on an appropriate course of action which may involve referring the matter to children's social care. This will be recorded. The initial assessment must be completed promptly within 24 hours of the allegation or suspicion being reported.

If an allegation is made against a member of staff then the LADO will be informed immediately. (see below)

Points to consider

- Is this case 'risk' or 'need'?

If a child is considered to be at risk then an immediate referral must be made.

By definition, a child at risk is also a child in need, however, this will help to define the priority/level/immediacy of risk/need.

- Can the level of need identified be met in or by the school (early help) or by accessing universal services without referral to Children's Integrated Services or other targeted services by working with the child, parents and colleagues?
- What resources are available and what are their limitations?
- Is the level of need such that a referral needs to be made to Children's Social Care which requests that an assessment of needs be undertaken?
- Is the level and/likelihood of risk such that a child protection referral needs to be made i.e. a child is suffering or is likely to suffer significant harm?
- What information is available? Child, parents, family and environment.
- Do the cultural norms of a family need to be taken into account?
- What information is inaccessible and potentially how significant might this be?
- Who needs to be spoken to and what do they need to know?
- Where can appropriate advice and support be accessed?
- If there is not to be a referral, what action needs to be taken?

Role of the Headteacher

- to ensure that there is a Designated Safeguarding Leader and a Deputy to take the lead responsibility in dealing with child protection issues
- to liaise closely with the DSL and safeguarding team and be attentive to the concerns raised
- to ensure that the DSL and Deputy DSL undertake training every two years and all other staff undertake basic Safeguarding training on a regular basis both formally via INSET and informally via updates and staff briefings
- to ensure that all new staff receive an appropriate induction which includes Safeguarding procedures and policy
- to ensure that all volunteers and temporary staff are made aware of the school's Safeguarding procedures
- to ensure that checks are made in respect of the central register of appointments, including governors, and that it complies with current regulations and is kept up to date
- to ensure that any deficiencies or weaknesses in the school's Safeguarding Policy and processes are remedied without delay.

Role of the Governing Body

The Governing Body will appoint a member to have responsibility for safeguarding in school. They will take appropriate action in line with LCSB, Allegations Against Staff Procedure if allegations of abuse are made against the Headteacher. The Governing Body will review and evaluate the Safeguarding Policies and procedures and the

efficiency with which the duties have been carried out at least annually and the Headteacher will report to the Board of Governors termly any issues related to Safeguarding.

LANCASHIRE CONTINUUM of NEED

LEVEL 1: Universal

Needs and risks are met through school (Single Agency Assessment)

Thresholds for referral to Children's Services

Where the DSL or the Headteacher considers a referral to Children's Services may be required, there are two thresholds for the types of referral that need to be considered:

1. Is this a Child in Need?

Under section 17 (s17 (10) of the Children Act 1989) a child is in need if:

- a. He/she is unlikely to achieve or maintain, or have the opportunity to achieve or maintain a reasonable standard of health or development, without the provision of service by a local authority.
- b. His/her health or development is likely to be impaired, or further impaired, without the provision of such services.
- c. He/she is disabled.

2. Is this a Child at Risk?

Under section 47 (1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- a. Is the subject of an Emergency Protection Order
- b. Is in Police Protection:
- c. There is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

It is the 'significant harm threshold' that justifies statutory intervention into family life.

The Designated Safeguarding Leader will make judgments around, 'significant harm' and levels of 'need' and when to refer.

Making referrals to Children's Services (Refer to Lancashire Continuum of Need)

LEVEL 2: Early Help

Where there is evidence of unmet needs, the DSL can request Targeted Service Provision via a CAF.

The DSL should complete a common assessment framework (CAF) form and email it to: cypreferrals@lancashire.gov.uk

This is a request for assessment/support/services and, as such, the consent of the parents/carers and young person must be obtained where appropriate. This should be identified on the CAF. Where the parent/carer/child/young person refuses to give consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc. and the possibility of a child protection referral at some point in the future if things deteriorate or do not improve.

LEVEL 3: STATUTORY: CIN (Child in Need)

The DSL will contact CSC (Tel: 0300 1236720 / Our of hours:8.00pm – 8.00am 0300 1236722) and speak to a Customer Care officer whose role is to receive the referral information, enter it onto the appropriate IT system and forward to the relevant Social Work team leader for consideration. A CAF form should be completed and forwarded as soon as possible and certainly within 48 hours to cypreferrals@lancashire.gov.uk

LEVEL 4: STATUTORY: CP (Child Protection)**Child at Risk/Section 47 Referral**

If no crime is committed a telephone call should be made to Lancashire Safeguarding Children Board: 0300 1236720 (Out of hours 8.00pm – 8.00am on 03001236722).

If a crime has been committed, immediately or at least within 24 hours, a call must be made to the police.

The consent of a parent/carer or child/young person is not needed to make a child protection referral. A parent/carer should, under most circumstances, be informed by the referrer that a child protection referral is being made.

The criteria for not informing the parents/carers are:

- Because this would increase the risk of significant harm to the child
- Because in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken
- Because there would be undue delay caused by seeking consent which would not be in the child's best interests.

Fear of jeopardising a relationship with parents because of a need to refer is not sufficient justification for not telling them that you need to refer. On the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to the parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing the parent/carer then you should seek advice and/or make this clear on the forms and in any telephone contacts with Lancashire Safeguarding Children Board: 0300 1236720 (Out of hours 0300 1236722).

Feedback from Children's Social Care

Upon receiving referral, Children's Social Care will decide on a course of action. They should acknowledge receipt of a written referral within ONE working day. If the referrer has not received an acknowledgement within THREE working days they should make contact with the relevant manager in the Children's Social Care Team. The Children's Social Care manager is responsible for ensuring that the referrer and the family (provided this does not increase any risk to the child) are informed of the outcome of the referral and reasons for supporting the decision. This will be done as soon as possible and, in all cases, within a maximum of 7 working days.

Where necessary, the DSL or backup DSL will attend any strategy meetings and conferences.

Records and Monitoring

Well kept records are essential to good safeguarding and child protection practice. St Joseph's Park Hill is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or part thereof, should be shared with other agencies.

All concerns regarding children and any disclosures made will be recorded on the school proforma. This will be done as soon as possible and within 24 hours of the disclosure and then given to the DSL or if not available will be given to the backup DSL. It is recognised that in some cases the initial reporting to the DSL will be verbal to enable a timely response to the concerns raised.

All Child Protection records and concerns are kept in a secure file in the office. Staff need to be aware that these files are confidential and are there as a help to relevant staff and as such are not public records. The file is kept securely and may only be viewed by authorised staff. Staff should NOT keep copies of any records or notes they have written about child protection matters. They must be handed to the DSL.

The monitoring of the administration is the responsibility of the DSL.

If a child transfers to another school their child protection records must be handed over to the DSL at the new school. A receipt should be obtained.

When a child leaves and the new school is unknown, the DSL will inform the local authority so the child's name can be included on the data base for missing pupils.

Attendance at any safeguarding (child protection) conference / multi agency meeting (inc social services, police etc) would be attended by the DSL as the representative for St Joseph's Park Hill.

Confidentiality

Confidentiality is paramount when working in the context of child protection. Training in safeguarding will ensure that every adult working in the school understands the need for and basic principles regarding confidentiality.

This will include:

- Why a member of staff must never guarantee confidentiality to a child.
- What they should say to a child who asks the adult to keep a secret and how the child should be advised that the information may need to be shared with others
- Who needs to be given this information?
- Who should be contacted?

It has been recognised that professionals can only work together to safeguard children if there is an exchange of relevant information between them.

Any disclosure of personal information to others (including Children's Social Care services), must always have regard to both common and statute law. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (GDPR 2018).

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable.

Feedback to staff who report concerns to Designated Safeguarding Lead

Rules of confidentiality mean that it may not always be possible or appropriate for the DSL to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the DSL will decide on which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

Safer Recruitment and Selection

The Governing Body and the Trustees will ensure that Safer Recruitment Procedures are followed when appointing staff and when acquiring the services of coaches, peripatetic teachers etc to work in school and to work with the pupils out of school.

Refer to Safer Recruitment Policy.

St Joseph's Park Hill pays full regard to the current DfE Guidance: Keeping Children Safe in Education. (KCSIE Sept 19th 2018).

We ensure that all appropriate measures are applied in relation to anyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers.

Safer Recruitment practices include completing all required checks (See Safer Recruitment Policy for details)

The School Business Manager and Chair of Governors have undertaken Safer Recruitment Training and one or both are in attendance at interview for all staff and volunteer appointments.

The School will report to the DBS (Disclosure and Barring Service) any person (whether employed, contracted, volunteer or student) whose services are no longer used because they are considered to be unsuitable to work with children.

School has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult.

School will also consider whether to refer the case to the TRA (the Teachers Regulation Authority).

Code of Conduct

There is a Staff Code of Conduct in place which sets out clear expectations of staff behaviour.

Role of the staff

Staff must ensure that their behaviour and actions do not place the pupils or themselves at risk of harm or allegations of harm to a pupil.

All staff and volunteers should:

- Treat everyone with respect
- Provide an example for others
- Respect a young person's right to privacy
- Provide access for children to talk to others about any concerns they may have 'A listening culture'

- Recognise and allow for the special needs of young people with disabilities and learning difficulties
- Encourage children and adults to point out attitudes or behaviour that they do not like
- Adopt an 'it could happen here approach'

Staff should not

- Spend excessive amounts of time alone with children away from others
- Meet children outside school hours or school duties
- Allow or engage in inappropriate touching of any form
- Allow children to use inappropriate language unchallenged
- Do things of a personal nature that a child can do for themselves
- Belittle children in any way which will cause resentment
- Show favouritism to any individual
- Be drawn into inappropriate attention seeking behaviour
- Rely on your good name to protect you
- Believe 'it could never happen to me'
- Jump to conclusions about others without checking the facts.
- Take photographs of children on their personal devices

Staff must be aware of safeguarding arrangements when they are engaged in close one-to-one teaching, particularly in intervention and support work, specialist music tuition and sports coaching

Dealing with allegations of abuse against members of staff

(Please refer to the School's Whistleblowing Policy in the Staff Handbook)

St Joseph's Park Hill has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance to protect children from abuse but also to protect staff and volunteers from false or unfounded allegations. If an allegation is made against a member of staff the quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

If an allegation of abuse is made about a member of the teaching staff, support staff, EYFS staff, governing body, someone working for externally managed services within the school or a volunteer, the headteacher should be informed immediately. Allegations made against the DSL should go to the Chair of Governors who should be informed immediately.

Chair of Governors: Mrs Catherine McDermott 01282 455622

The colleague about whom the allegation has been made should not be informed.

In the case of serious harm, the police should be informed from the outset. The member of staff or individual making the allegation against a member of staff must make a written, signed and dated account of the allegations as soon as possible (and certainly within 24 hours)

ALL allegations of abuse against a member of staff must be reported to the Local Authority Designated Officer (LADO) immediately.

The Local Authority Designated Officer (LADO) for Lancashire is:
Mr Tim Booth Phone: 01772 536694 tim.booth@lancashire.gov.uk

LADO

The LADO is responsible for:

- Providing advice, information and guidance to school around allegations and concerns regarding staff.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

St Joseph's Park Hill will not undertake their own investigation of allegations without prior consultation with the LADO, or in more serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO can be held informally and without naming the school or individual.

The LADO's first step will be to discuss the allegation with the headteacher or Chair of Governors where appropriate to confirm details of the allegation and establish whether there is sufficient substance in the allegation to warrant an investigation.

Suspension of the member of staff may not be an automatic response to an allegation but may be procedural and done without prejudice. Full consideration will be given to all options in order to ensure the safety and welfare of the pupil or pupils involved, to fulfil the need for a full and fair investigation and to ensure the school has fulfilled its obligations with regard to involving other agencies if required.

St Joseph's Park Hill will make every effort to maintain confidentiality and to guard against unwanted publicity up to the point where the accused person is charged with an offence or the DfE / TRA publish information about an investigation or decision in a disciplinary case. The HMGov document on 'The seven rules for information sharing' will be used when guidance is required.

Inappropriate behaviour would be a sign that a member of staff or any other person working with children may need reporting, for example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual role and responsibilities and inappropriate sharing of images.

ALL records of reports, telephone calls and details of all personnel likely to be relevant to any investigation of the allegation and actions taken are recorded in writing, signed, dated and then kept securely.

Information for staff regarding categories of child abuse

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

Keeping Children Safe in Education 2018 (September 19th KCSIE)

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Staff can also access broad government guidance on the issues listed below and in Keeping Children Safe in Education via the GOV.UK website.

Contextual Safeguarding

Safeguarding incidents and behaviours can be associated with factors outside school and can occur between children outside school. Staff should consider the context in which such incidents occur and assessments of children should include where environmental factors are present in a child's life that are a threat to their safety and / or welfare.

Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Abuse

Abuse is a form of maltreatment of a child.

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others (eg. via the internet)

Types of Abuse

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to the child.

Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after.

This situation is commonly known as 'Fabricated or induced illness (FII)'

Also included in physical abuse is Female Genital Mutilation and breast ironing. (see below)

Emotional Abuse

Emotional abuse is the persistent ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the child that they are worthless or unloved, inadequate or valued insofar as they meet the needs of the other person. It may feature age or developmentally inappropriate expectations being imposed on children. 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. They may include limiting exploration and learning, preventing the child participating in normal social interaction or being overprotective. It may involve serious bullying (including cyber bullying) causing the 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, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child 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 penetrative, (rape, oral sex or buggery) and non-penetrative acts (masturbation, rubbing, kissing and touching outside the clothing). They may include non-contact activities, such as involving children in looking at, or the production of, sexual images, pornography, 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.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing or shelter. (Including exclusion from home or abandonment) They may fail to protect a child from physical and emotional harm or danger. They do not ensure adequate supervision including the use of inadequate care givers. They fail to ensure the child has access to appropriate medical care or treatment. It may also include neglect of, or being unresponsive to, a child's basic emotional needs.

Peer on Peer Abuse

In circumstances less serious, the matter will be dealt with through the school's Anti-Bullying Policy. Where there is evidence or accusations of more serious complex behaviour, the Designated Safeguarding Lead must be informed immediately. The DSL will seek immediate advice from Tammy Tywang (Schools Safeguarding Officer) Tel: 01772 531196

When there is 'reasonable cause to suspect that a child is suffering, or likely to suffer significant harm', all the children involved, whether perpetrator or victim, are treated as being 'at risk'.

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. Staff are aware that peer on peer abuse can take place wholly on-line.

Types of peer on peer abuse are likely to include, but not limited to:

- bullying (inc cyber bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/ hazing type violence and rituals
- gender based violence

This type of abuse must NEVER be written off as “banter”, “just having a laugh” or “growing up” Peer-on-peer abuse is unacceptable and will be taken seriously.

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. The perpetrator always holds 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.

CSE Helpline: Engage – 01254 353525

Domestic Violence

Domestic violence includes any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional, including coercive behaviour

If staff have a concern regarding a child that might be at risk of domestic violence they should activate the local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and social care.

Gangs

Anyone worried about a child or young person involved in, or at risk from, gangs can call the NSPCC helpline on 0808 800 5000. Helpline practitioners have been trained as part of the Home Office Ending Gang and Youth Violence programme, and can offer advice, support and information on what action to take to help young people who are in, or at risk from, a gang.

Honour Based Violence (HBV)

So called 'honour-based' violence encompasses crimes which have been committed to protect or defend the honour of the family and / or community. All forms of HBV regardless of motivation are abuse and should be escalated as such. If staff have a concern regarding a child that might be at risk of HBV they should activate the local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and social care.

Female Genital Mutilation (FGM)

Staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Staff should speak to the DSL (or deputy) if they have any concerns about FGM (Female Genital Mutilation). If staff discover that an act of FGM has been carried out on a girl under the age of 18, they have a **legal duty** to report it to the police.

Diversity and Hate Crime including FGM : 01254 353540

Breast Ironing

Also known as breast flattening is the process whereby young prepubescent girls breasts are ironed or bonded down by the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that young girls will be protected from harassment, rape, abduction and being forced into early marriage and therefore can remain in education. Much like FGM breast ironing is a harmful cultural practice and a form of child abuse. Breast ironing in certain cultural communities is a very well kept secret between mothers and daughters and often the father remains unaware. It is a practice associated with regions of Cameroon, although there is concern that these practices have been brought to Britain by African Immigrants. There is no specific law in the UK around breast ironing. However, any practitioners concerned for a child must refer the suspected abuse to the Local Safeguarding Board.

Reporting Diversity and Hate Crime inc. FGM / Breast Ironing – 01254 353540

Forced marriage

Forcing a person to marry is a crime in England. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (learning difficulties, for example) Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

School staff can contact the forced marriage unit if they need guidance on:

020 7008 0151 fm@fco.gov.uk

Trafficking

Trafficking is the recruitment, transportation, transfer, harbouring, or receipt of persons by improper means (such as force, abduction, fraud, or coercion) for an improper purpose including forced labour or sexual exploitation.

It takes on many forms including:

- Domestic Servitude

Employees working in private homes are forced or coerced into serving and/or fraudulently convinced that they have no option to leave.

- Sex trafficking

Women, men or children that are forced into the commercial sex industry and held against their will by force, fraud or coercion.

- Forced Labour

Human beings are forced to work under the threat of violence and for no pay. These slaves are treated as property and exploited to create a product for commercial sale.

- Bonded Labour

Individuals that are compelled to work in order to repay a debt and unable to leave until the debt is repaid. It is the most common form of enslavement in the world

- Child Labour

Any enslavement — whether forced labour, domestic servitude, bonded labour or sex trafficking — of a child.

- Forced Marriage

Women and children who are forced to marry another without their consent or against their will.

- Child Labour

Any enslavement — whether forced labour, domestic servitude, bonded labour or sex trafficking — of a child.

Homelessness

Homelessness or being at risk of homelessness presents a real risk to a child's welfare. The DSL should raise concerns with the Local Housing Authority at the earliest opportunity.

Contact: 01282 425011

Radicalisation

Prevent is the Government's strategy to respond to the challenge of extremism. It is part of a broader terrorism strategy known as Contest. Extremism is a vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism also covers the calls for death of members of the armed forces. Staff have been informed of their legal duty to prevent people from being drawn into terrorism.

St Joseph Park Hill's staff and governors have received WRAP (Workshop to Raise Awareness of Prevent) training. St Joseph Park Hill aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Indicators of someone being radicalised could include:

- Disclosing their exposure to extremist actions

- Possession of or duplication of symbols or materials associated with an extremist cause
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference whether secular or religious or views based on, but not exclusive to gender, disability, race or culture
- Attempts to impose extremist views on others
- Anti-British views

Where school has a concern about extremism or radicalisation, we would contact one of the numbers below for advice and support

Burnley Rob Grigorjevs: 01282 477112 rgrigorjevs@burnley.gov.uk

Police Andy Forsyth / Syed Naqui 01254 353509

Andy.Forsyth@lancashire.pnn.police.uk / Syed.Naqui@lancashire.pnn.police.uk

Anti-terrorist hotline 0800 789321

Contact Channel – DS1436 Maxine Monks 01772413029

Sexting

When an incident involving youth produced sexual imagery comes to the school's attention, the incident should be referred to the DSL as soon as possible. The DSL will hold an initial review meeting with appropriate school staff. There will be subsequent interviews with the young people involved (if appropriate). Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately.

Possible indicators of abuse

Physical Abuse

There can never be a definitive list of indicators of physical abuse but the following are cause for concern. The indicators can be divided into physical and behavioural indicators

Unexplained bruises, marks, welts, lacerations, abrasions

- On face, lips mouth
- On torso, back, buttocks, thighs
- In various stages of healing
- Clustering forming regular patterns
- Reflecting shape of an article used e.g. belt, buckle and electrical flex
- On several different surface areas
- Regularly appearing after absence, weekends or holiday
- Bite marks or fingernail marks
- Cigar, cigarette burns especially on the soles, buttocks, palms or back
- Immersion burns, where hands and feet or body have been forcibly immersed in very hot water
- Patterned like electrical burner, iron etc.
- Rope burns on arms, legs, back or torso
- Unexplained fractures to nose, skull and facial structure in various stages of healing
- Pain when sitting and walking, bleeding. (Female genital mutilation)

Behavioural/Emotional indicators

- Significant changes in the child's behaviour
- Difficult to comfort
- Apprehension when other children cry
- Above normal crying/irritability
- Frightened of parents or carers
- Afraid to go home
- Rebelliousness
- Behavioural extremes –aggressive – withdrawn – impulsiveness
- Regresses to child-like behaviour
- Apathy
- Depression/poor peer relations
- Panics in response to pain
- Refusal to discuss/improbable excuses given to explain injuries • Talking about punishment which seems excessive
- Fear of parents being contacted
- Self destructive tendencies
- Chronic running away
- Children's comments which give cause for concern

Emotional Abuse

Physical indicators

- Failure to thrive
- Not growing or putting on weight
- Delays in physical development or progress

Behavioural/Emotional indicators

- Physical, mental and emotional developmental progress
- Talk about being punished in a way that seems excessive
- Over react to mistakes
- Develop sudden speech disorders
- Show fear of new situations
- Show inappropriate emotional responses to painful situations
- Demonstrate neurotic behaviour – rocking, hair twisting, thumb sucking
- Self mutilation
- Fear of parents being contacted
- Show extremes of passivity or aggression
- Become involved in drink/drug abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food
- Be seen to 'buy' affection
- Deterioration in general well-being

Emotional abuse causes damage to emotions and feelings and because it is difficult to measure it is the most difficult form of abuse to prove. Parents and carers can emotionally abuse a child by being cold and unloving and not giving or returning love

and affection. They may show an active dislike of a child by being rude and unpleasant all or most of the time, being negative and always complaining instead of praising. Equally parents and carers can be inconsistent by being loving one day and very unpleasant the next. Often one child in the family becomes the 'scapegoat' or focus of family unpleasantness.

Neglect

Neglect is not always easy to recognise, but the following may cause concern when considered in relation to the age of the child.

- Constant hunger
- Poor hygiene
- Inappropriate dress
- Poor state of clothing
- Consistent lack of supervision
- Unattended physical problems or medical needs
- Abandonment
- Weight problems
- Stealing food
- Constant fatigue, listlessness
- Problems in relationship with carer
- Regularly not collected on time from school
- Frequent lateness, non attendance at school
- Destructive tendencies
- Low self esteem
- Neurotic behaviour – rocking, hair twisting, thumb sucking
- Begging

Sexual Abuse

Physical indicators

- Pregnancy
- Sickness
- Excessive crying
- Difficulty in walking and sitting down
- Stained or bloody underclothing
- Pain or itching in genital area

Behavioural/Emotional indicators

The possible emotional/behavioural signs of possible sexual abuse are likely to vary according to the extent of the abuse, the duration of the abuse and their age. Children of different ages have different levels of knowledge and understanding about sexual matters. This means that sexual abuse will impact differently on a young child compared to an adolescent.

Children aged 11+

- Hint about secrets they cannot tell
- Say that a friend has a problem
- Ask you if you will keep a secret if they tell you something
- Begin lying, stealing, blatantly cheating in the hope of being caught

- Have unexplained sources of money
- Start wetting/soiling
- Show sudden, inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities such as music, sport, gym
- Be reluctant to undress for PE
- Become fearful of, refuse to see certain adults for no apparent reason
- Act in a sexual way inappropriate for their age
- Draw sexually explicit pictures depicting some act of abuse
- Write about sexually explicit acts that is inappropriate to their age
- Seem old beyond their years
- Develop eating disorders
- Become depressed and even attempt suicide
- Have a poor self image, self mutilate
- Continually run away
- Regress to younger behaviour patterns
- Surround themselves in previously discarded cuddly toys
- Say they are no good, evil, dirty
- Engage in criminal behaviour
- Use drink or drugs
- Unable to concentrate
- Have low self esteem
- Become abusers themselves

This list is not exhaustive. Children who have been the victims of abuse or have witnessed violence or trauma may need additional support and care in order to develop their self esteem. Their behaviour may be challenging and St Joseph's Park Hill will endeavour to support the pupil in a number of ways:

- Ensuring an appropriate curriculum
- Maintaining an ethos promoting a positive, secure and supportive environment to build pupil self esteem
- Ensuring that our Behaviour Management Policy provides support for vulnerable pupils
- Liaison with other agencies and professional services e.g. East Lancashire Child and Adolescent Services. (ELCAS)
- Ensuring that any information about children on the Child Protection register who leaves St Joseph's Park Hill is transferred to the new school and the child's social/case worker is informed. If their new school is not known then school will inform the LEA

Children Missing Education

If a child is absent from school without prior notice or reason and school has had no communication regarding the absence by 9.30am, the school secretary will telephone the parents / guardian of the child in order to establish the reason for their absence. Any child absence reported to a member of staff should be directly relayed to the school secretary, so that there is no uncalled for communication.

School holds at least two different contact members for every child.

Pupils who are absent from school for 10 days or more without a valid reason will be reported by the DSL to the Children Missing Education Officer, Pamela Kornecki on 01254 220690.

School will notify the Local Education Authority

Non-Standard Transitions

If a child leaves school before Year 6 or joins school from another school, the School Business Manager notifies Lancashire County Council via secure webmail and amends the admissions register accordingly.

Missing Child

Staff will immediately inform the headteacher or the School Business Manager if a child goes missing or has run away during the school day. Action will be taken internally to locate the pupil which will include a search of the premises by all available personnel. If that action fails to locate the pupil parents\carers will be informed and the police contacted.

(See Missing Child Procedure)

Safeguarding Information for Pupils

The pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe.

All pupils in our school are aware that they may speak to any member of staff if they have any worries or concerns.

All pupils know that there is a member of staff (Miss Grillo, Pastoral Leader) that they can speak to specifically if they wish to do so. Pupils are aware that they have a right to be listened to and to be heard.

There is a "WORRY BOX" in school and pupils are encouraged to write down any concerns and place them in the box. The Headteacher or Miss Grillo will then follow up these concerns appropriately and look for any patterns.

Issues around the children's safety: social media, texting, health and safety, self-care etc are addressed appropriately within the curriculum and in particular in the following subjects: PSHE / Reflections / Computing / Science

The Lifebus (Cora Education) visits school annually and addresses issues around the children's safety: on-line safety, medicines, drugs, alcohol etc.

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk

Staff can also access broad government guidance on the issues listed in Keeping Children Safe in Education via the GOV.UK website.

On-line Safety

Refer to On-line Safety Policy

At St Joseph's Park Hill, children are taught how to stay safe on-line. This may be within dedicated on-line safety weeks, computing lessons, PSHE lessons, reflections, displays and assemblies.

Coram Education and the local police visit school to speak to the children about on-line safety.

Children are encouraged to use the Internet in a safe way. Procedures are in place to ensure that children are unable to access websites deemed unsuitable. If any member of staff becomes aware of misuse in and beyond school, either by a teacher, staff member, volunteer or child, the matter must be reported to the Headteacher without delay.

Staff with Facebook or similar social networking accounts must not give their details to any pupils and must ensure that appropriate privacy measures, regarding their account are in place and updated regularly. Staff must not give personal details, phone numbers, passwords etc to children.

(Refer to Staff Handbook incl: Staff Social Media Policy)

Use of Mobile Phones, Cameras and Videos

Children at St Joseph's Park Hill may have their photographs taken to provide evidence of their achievements for developmental records, as well as for use in educational activities and school displays.

Photographic images may also be used for publicity; on our website and our Facebook pages providing consent has been obtained from the parents. This is usually carried out upon registration.

All parents and staff have signed an acceptable use policy for Facebook.

The school cannot however be accountable for photographs or video footage taken by parents/carers or members of the public at school functions. We understand that parents like to take photos or video their children in the school play, nursery nativity, sports day, PTA events etc. This is a normal part of family life and we do not discourage parents from celebrating their child's success. We do however ask them not to upload images to any social networking sites.

EYFS

It is a specific legal requirement that the EYFS has a policy and procedure that covers the use of mobile phones, cameras and iPads in the setting.

The following procedures are therefore in place in the EYFS to provide an environment in which children, parents and staff are safe from images being used inappropriately.

The following procedures also apply to staff in school unless stated.

- Under the GDPR 2018, photographs and video images of children and staff are classified as personal data. Using such images for school publicity requires the consent of the parents, which is requested on registration.
- Staff at St Joseph's Park Hill, including Early Years staff are allowed to bring in personal mobile telephones for their own use. Mobile phones are kept in the

teacher's classroom cupboards and in the cupboard in the pre-school room and are only used when staff are on a break and there are no children around.

- Staff bringing personal devices into school, including EYFS staff must ensure there is no inappropriate or illegal content on the device.
- Visitors, including parents may only use phones and / or their personal devices outside the school building and not in any area accessible by pupils.
- If a member of staff has a family emergency or similar they should inform the office staff so that any message to or from their family can be sent / received via the office and conveyed as a matter of priority.
- Staff must only use school devices to photograph or record children.
- All images must be uploaded onto the school system within 24 hours and then deleted from the staff devices.
- Staff are responsible for the secure storage of school devices.
- It is not appropriate for adults to take photographs of pupils for their personal use.

Parents of children in the EYFS are asked to provide school with a Password which is unique to them. If someone other than the parents or someone who is not known to the staff comes to collect the child, the staff will ask for the password before allowing the child to leave with that person.

School Security

The school is a safe and secure environment for all pupils. Both main external doors have a keycode entry. The dining room door is always locked when there are no staff present.

Staff are vigilant to any unknown persons on the school site. A visitors badge is required by all visitors and if not visible, staff are required in their duty of care to take the visitor to reception for a badge.

All staff have key fobs to enter the building.

CCTV is monitored in the School Business Manager's office.

Partnership with Parents

The school shares a purpose with parents to educate, keep children safe from harm and promote their welfare at all times. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission to do so **or** it is necessary to do so to protect a child. We will share with parents any concerns we may have about their child **unless** to do so may place a child at risk of harm. We encourage parents to discuss with us any concerns they may have.

Monitoring

Any Safeguarding issues or concerns are shared at Staff Meetings.

Safeguarding is included on the Agenda for the first staff meeting of every year (September) and guidelines are re-issued to staff.

Any Safeguarding information, including 7 minute Briefings, are relayed to staff at staff meetings or as required.

Monitoring of Safeguarding, including training is included in the termly Agenda of the Governing Body Meetings.

All Policies and Procedures are reviewed by the Governing Body annually or as required.

Visitors to the school

Visitors with a professional role, such as coaches, health professionals, the police, fire service etc should have been vetted to work with children through their own organisation. When there is a planned visit to the school, including visiting speakers (authors or workshop leaders), the School Business Manager will ensure that confirmation is received from the employing organisation that the said individual has been vetted through the DBS within the last three years and cleared to work with children.

Prohibition checks and identity checks are made before the individual has access to the children.

Any visiting speakers who might fall within the scope of the Prevent duty will be checked for their suitability as above. Checks will also be made via the internet or other research. They will be supervised at all times and will not be left alone with pupils.

All checks on professional visitors and speakers will be recorded on the SCR

When an unplanned visit to the school takes place, or a person has access to school for maintenance or repair work etc, a staff member will accompany the individual at all times and no unsupervised access to the children will take place.

No examination / medical treatment of any child will be allowed unless the professional has suitable clearance prior to the visit. It is recognised that in emergency situations it may not be possible to confirm identity. In these cases the Headteacher will use her professional judgement to effectively manage these situations.

Health and Safety Policies and Procedures

The school has a Health and Safety Policy, which is monitored by the School Business Manager and the Health and Safety Governor.

Regular checks of the site are carried out by the School Business Manager and caretaker and any required actions are dealt with and / or brought to the Governing Body's attention for further action.

- Risk Assessments are in place and reviewed regularly.
- Offsite Risk Assessments are sought for activities outside school.
- Fire Safety Policies and Procedures are in place and reviewed regularly.
- First Aid Policies and Procedures are in place and reviewed regularly.
- Food Hygiene Policies and Procedures are in place and reviewed regularly.

Any concerns regarding the above are reported to the School Business Manager and appropriate action is taken.

Anti-Bullying

(See Anti-bullying Policy)

St Joseph's Park Hill School has an Anti-bullying Policy and does not tolerate bullying of any form. The children are aware of what bullying is and the actions they may take if they feel that they are the victims of bullying or know someone in school who is being bullied.

Guidelines for the children, including who to go to with worries or concerns are displayed around the school.

Diversity and Equality (including Race, Gender and Disability)

At St Joseph's Park Hill we ensure that everyone is treated fairly. All children are given equal access to the school and its curriculum. We appreciate that some children will require more support and Care Plans are in place for these children to ensure their safety and well being.

Monitoring

A review of the Safeguarding and Child Protection Policies and Procedures will take place at least annually or in line with new guidance or as required, by the DSL and the Governing Body including an update and review of the effectiveness of procedures and their implementation.

IF AT ANY TIME A DEFICIENCY IS FOUND IN THE SAFEGUARDING POLICY AND PRACTICE, THIS WILL BE REMEDIED IMMEDIATELY.

Accessibility of Policies

Parents and carers are welcome to ask for further information about any Policy matter.

This Policy is available on the website (www.parkhillschool.co.uk) and / or from the school office.

See Annex A and Annex B below.

Annex A

Useful Addresses and Contacts

The Local Authority Designated Officer (LADO) for Lancashire is:

Mr Tim Booth Tel: 01772 536694 tim.booth@lancashire.gov.uk

LANCASHIRE SAFEGUARDING CHILDREN BOARD (LSCB)

Tel: 01772 536288 children.cypsafeguarding@lancashire.gov.uk

The numbers below are to be contacted whenever there is a concern about a child or a child is in need of help.

**Lancashire County Council Customer Service Centre
(Children's Social Care Services)**

Tel: 0300 1236720

Out of hours Emergency Duty Team: 0300 1236722
(8pm – 8am and weekends)

Disclosure and Barring Service

www.homeoffice.gov.uk/agencies-public-bodies/dbs/

PO Box 181

Darlington DL1 9FA

Tel: 01325 953 795

Burnley Social Services Office Adults and Children's Services

Chaddesley House

Manchester Rd

Burnley

BB11 1HW

Tel: 01282 425961 (8.45am – 5.00pm)

Ofsted: enquiries@ofsted.gov.uk

Piccadilly Gate

Store St

Manchester

M1 2WD

Tel: 0300 123 1231

OFSTED Safeguarding Children 08456 404046

Lancashire Early Year's Safeguarding Officer; Catherine Isherwood

catherine.isherwood@lancashire.gov.uk Tel: 07909001430

Lancashire Children's and Young People's Safeguarding Co-ordinator:

Paul McIntyre Tel: 01772 532634

School's Safeguarding Officer: Tammy Tywang Tel: 01772 531196

Safeguarding, inspection & Audit team 01772 532723

National Childline 0800 1111

NSPCC Child Protection Helpline 0800 800 5000
help@nspcc.org.uk

Channel referrals (Prevent) 01772413029
DS 1436 Maxine Monks

counter.extremism@education.gov.uk

Engage (CSE) 01254 353525

The Local Police Force: 01772 614444

Non-emergency police number: 101

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264

Annex B

ST. JOSEPH'S PARK HILL



St Joseph's Park Hill School

CHILD PROTECTION GUIDELINES FOR STAFF

YOU SHOULD

- Treat everyone with respect
- Respect a child's right to privacy
- Be available to talk to children
- Allow for special needs of children
- Be sensitive
- Respect all cultures and backgrounds

If you have concerns about a child you should

- Discuss your concerns with the DSL (Mrs. Robinson)

If a child discloses to you abuse by someone you should

- Allow the child to speak without interruptions (accept what is said but DO NOT investigate)
- Do not ask leading questions
- Tell the child you will support them but that you MUST pass on the information to those who need to know
- Inform the DSL who will then ask you to record and date the information

If you receive an allegation about a member of staff or yourself or you are unhappy about the actions of another member of staff, you should

- Immediately inform the DSL
- If the DSL is not available inform the backup DSL
- Ensure no-one is in a position which could cause further compromise

REMEMBER: ALWAYS REFER! DO NOT INVESTIGATE!

DSL (Designated Safeguarding Lead) Mrs Maria Whitehead
Backup DSL: Miss Grillo
Mrs Maria Whitehead is the lead for Child Protection in the EYFS