

St Alban's Catholic High School



Safeguarding Policy

Named personnel with designated responsibility for Safeguarding:

Date	Designated Safeguarding Lead	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2019/20 onwards	Jason Horne	Helen Arthur Carolyn Land Laura Lawrence Nisa Heys	Rita Jenner	Joanna McCall

Approved by Full Governing Body on: October 2019

Recommission Date: October 2020

Contents

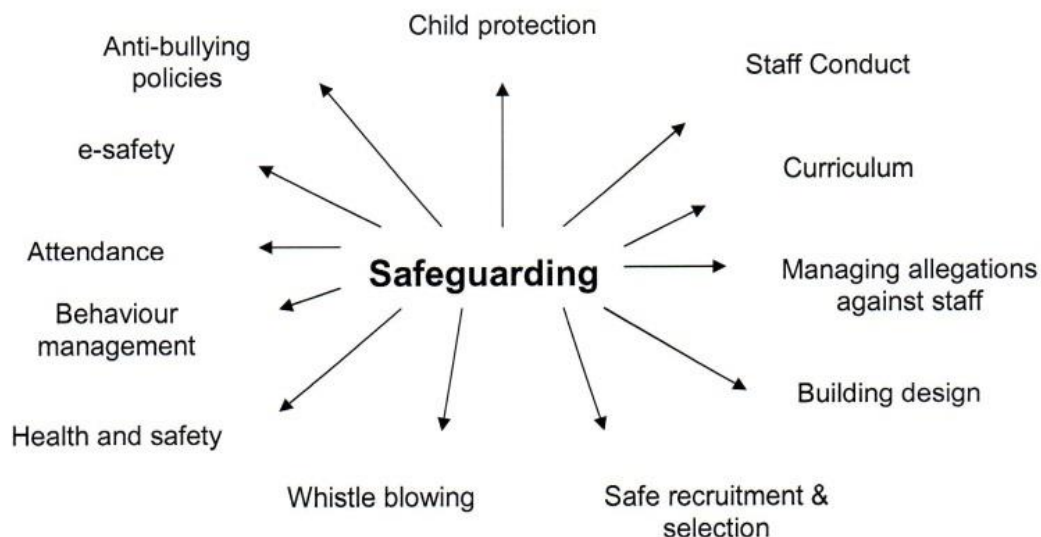
Section 1	Introduction
Section 2	School Commitment
Section 3	Providing a Safe and Supportive Environment
Section 4	Identifying Children who are suffering or likely to suffer Significant Harm
Section 5	Taking Action to Ensure that Children are Safe at School and at Home
Appendices	

Section 1 Introduction

- 1.1 This policy is in line with the Department for Education document “Keeping children safe in education” September 2019.
- 1.2 This policy applies to all adults, including volunteers, working in or on behalf of the school.
- 1.3 ‘Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:
- providing a safe environment for children and young people to learn and develop in our school setting, and
 - identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting’

Section 2 School Commitment

St Alban’s Catholic High School is committed to Safeguarding and Promoting the Welfare of all of its students. Each student’s welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse and also that barriers may exist when recognizing signs of abuse for children who have SEND. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students.



Section 3 Providing A Safe And Supportive Environment

3.1 Safer Recruitment and Selection

The school pays full regard to current DfE guidance Department for Education document “**Keeping Children Safe in Education**” September 2019. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors. Safer recruitment practice covers the full recruitment cycle including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and Enhanced Disclosure and Barring Service (DBS) checks.

In line with statutory guidance, underpinned by regulations, the following will apply:

- a DBS Enhanced Disclosure is obtained for all new appointments to our school’s workforce. Where individuals are employed by third parties we will require written confirmation from their employers that an appropriate DBS disclosure has been obtained;
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff;
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate and we are guided by HR personnel for this;
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- identity checks must be carried out on all appointments to our school workforce before the appointment is made.

The following have undertaken the Safe Recruitment training. One of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Mr M Baker	(Headteacher)
Mr S Corless	(Deputy Headteacher)
Mrs L Lawrence	(Assistant Headteacher)
Mrs S Morris	(Assistant Headteacher)

3.2 Safe Practice

Our school will comply with the current Safe Practice guidance to be found in Suffolk Safeguarding Board Procedures at <http://www.suffolkscb.org.uk/>

Safe working practice ensures that students are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made, including those by students’ peers;
- apply the same professional standards regardless of gender or sexuality;
- be aware of confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

3.3 Safeguarding Information for students

We ensure that all students in our school are aware of staff members who they can talk to. It is the responsibility of all staff to safeguard the students. The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We ensure that all students are told who the senior member of staff is who is responsible for safeguarding. We inform students of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. This information is on display in the school, on the website and in a leaflet in reception.

Our school will ensure that students are made aware that information can be found in relevant and appropriate websites.

School's arrangements for consulting with and listening to students are in the first instances through the form tutors, pastoral team, peer mentors etc; however; students are welcome to approach any member of staff.

3.4 Partnership with Parents/Carers

The school shares a purpose with parents/carers to educate and keep children safe from harm and to have their welfare promoted. The school strives to achieve this by promoting the following websites and telephone numbers through 'Contact' and the school website. Training sessions are run for parents/carers throughout the year.

We are committed to working with parents/carers positively, openly and honestly. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The following may be useful:

<http://www.suffolkscb.org.uk/>

Customer First 0808 8004005,

NSPCC Child Protection Helpline 0808 800 5000,

Parentline 0808 800 2222

St Alban's Catholic High School will share with parents/carers any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents/carers to discuss any concerns they may have with any member of staff who may in turn direct them to a more appropriate person if and when necessary e.g. Designated Safeguarding Lead (DSL), pastoral team. We make parents/carers aware of our policy through 'Contact' and the school website. The policy is uploaded onto the policies page of the website.

3.5 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Suffolk Safeguarding Children Board. e.g. Local Authority (LA), Social Care, Barnardo's, Police, Health, District Council, NSPCC, National Youth Advocacy Service, Surestart, Children's Fund etc. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children. The CEOP link is on the school's website.

3.6 School Training and Staff Induction

The school's Designated Safeguarding Lead with designated responsibility for child protection undertakes basic child protection training and training in inter-agency working, (provided by the Suffolk Safeguarding Children Board) and refresher training at 2 yearly intervals.

The Headteacher and all other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 2 yearly intervals.

The training is designed to support staff in a way that allows them to gain a greater understanding of the Common Assessment Framework, Child Protection and Information Sharing requirements.

The school has records of which staff signed into the two year cycle training sessions; when there is need for new staff to be trained a session is run. This is done periodically.

All staff (including temporary staff and volunteers) are informed of school's child protection arrangements on their own induction.

3.7 Support, Advice and Guidance for Staff

Staff will be supported by St Alban's Catholic High School, LA and professional associations. The Designated Safeguarding Lead for Child Protection will be supported by the nominated governor, other designated person(s) and Headteacher. Advice is available from Customer First 0808 800 4005 and the Police Child Abuse Investigation Team 01473 613500.

3.8 Children Missing from Education

The school follows the Suffolk LA procedures "Children Who May Be Missing/Lost From Education". Contact Missing Education Team on: Tel: 01473 265224 or email cme@suffolk.gov.uk, where children on roll at a school do not turn up, and this school has made the usual enquiries they should refer the case to the education Customer First in the usual way. If the allocated worker can not locate the child/family they will inform the Children Missing Education team and the school will be advised by them or the Education Welfare Officer (EWO) Service that they can take the child off roll (normally after 4 weeks).

3.9 Confidentiality

It is extremely important that when an allegation is made, the school or college makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

It is the duty of the Governing bodies to ensure that staff members do not promise confidentiality to the child and always act in the interests of the child.

The School has a clear and explicit confidentiality procedures. The DfE guidance indicates:

- a) How confidentiality is protected for staff;
- b) How confidences should not be promised to children;

3.10 Student Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives;
- names and contact details of all persons with parental responsibility (if different from above);
- emergency contact details (if different from above);
- details of any persons authorised to collect the child from school (if different from above);
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- if the child is or has been subject to any safeguarding procedures;

- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child.

The school will collate, store and agree access to this information and all files will be archived in accordance with General Data Protection Regulation. Access to this information is permissible by application to the Data Protection Officer.

3.11 Roles and Responsibilities

Our Governing Body will ensure that:

- the school has a Safeguarding policy and procedures in place that are in accordance with DfE guidance, Suffolk Safeguarding Children Board, and the policy is made available to parents/carers;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership is designated to take lead responsibility for child protection (and that there is a designated deputy);
- staff undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed and displayed whistle blowing policies;
- Staff are reminded regularly to safeguard themselves against accusation. This will include advice on digital communication and social media.
- Ensure "Part 1" Safeguarding Information for all staff" and subsequent updates, of 'Keeping children safe in education' are sent to staff.

Senior Member of Staff with Designated Responsibility for Child Protection will:

Referrals

- refer cases of suspected abuse or allegations to the relevant investigating agencies;
- act as a source of support, advice and expertise within the educational establishment;
- liaise with the Headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of how Suffolk Safeguarding Children Board operate, the conduct of a child protection case conference and be able to attend and contribute to these;

- ensure that all staff have access to and understand the school's safeguarding policy;
- ensure that all staff have induction training;
- keep detailed accurate secure written records and/or concerns; obtain access to resources and attend any relevant or refresher training courses as regular updates, at least annually.

Raising Awareness

- ensure the child protection policy is updated and reviewed regularly and work with the Governing Body regarding this;
- ensure parents/carers are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the establishment, ensure the child protection file is transferred to the new school separately from the main student file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Welfare Service.
- where the parents/carers inform school that they wish to 'parentally educate' their child, the Education Welfare Service endeavours to undertake a home visit to discuss this with the parents/carers.

All staff and volunteers will:

- fully comply with the school's policies and procedures;
- attend appropriate training;
- inform the DSL of any concerns.

Section 4 Identifying Children And Young People Who May Be Suffering Significant Harm

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. The relationships between staff, students, parents/carers and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989, 2004 and in 'Working together to Safeguard children' March 2015 a child is anyone who has not yet reached his/her 18th birthday:

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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 a stranger. They may be abused by an adult or adults or another child or children.

Physical Abuse 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.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in

looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 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, though it may occur alone.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, 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 and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment.

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

Section 5 Taking action to ensure that children are safe at school and at home

- 5.1 All staff follow the Suffolk SCB Child Protection Procedures which are consistent with updates to "Keeping Children safe in Education"

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of students will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents/carers.

- 5.2 Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;
- any indication of abuse by students' peers;
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).
- Suspicions of radicalisation and extremist views in line with the PREVENT duty

5.3 Responding to Disclosure

Disclosures or information may be received from students, parents/carers or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity e.g. English as an Additional Language (EAL) students may have the opportunity for an interpreter to be present if they wish or a written recording may be taken if more appropriate.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Principles: Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- try to ensure that the person disclosing does not have to speak to another member of school staff;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person;
- reassure and support the person as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the person will be involved as appropriate.

5.4 Action by the DSL (or other senior person in their absence)

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the child;
- making an enquiry to find out if the child is subject to any safeguarding concern by ringing Customer First 0808 800 4005;
- discussing the matter with other agencies involved with the family;
- consulting with appropriate persons e.g. Headteacher, Social Care;
- the child's wishes,
- Completion and submission of a Vulnerable to Radicalisation (VTR) referral form.

Then decide:

- wherever possible, to talk to parents/carers, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

or

- not to make a referral at this stage;
- if further monitoring is necessary;
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by the appropriate referral form.

5.5 Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All Child Protection (C.P.) documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher and Senior Designated Lead or designated seconds. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be transferred to the Education Welfare Service.

5.6 Supporting the Child and Partnership with Parents/Carers

- The school recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents/carers;
- Whilst we may, on occasion, need to make referrals without consultation with parents/carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child;
- We will provide a secure, caring, supportive and protective relationship for the child;
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why;
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents/carers. The DSL will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child;

5.7 Allegations regarding person(s) working in or on behalf of school (including volunteers).

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child or
- Has behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

The school will apply the same principles as in the rest of this document and we will always follow the "Keeping children Safe in Education" document. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely with the Headteacher.

It is essential that all allegations are investigated properly and in line with agreed procedures. The possible outcomes of an investigation, which are decided by the Local Area Designated Officer (LADO) are:

Substantiated: there is sufficient evidence to prove the allegation; **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive; **False:** there is sufficient evidence to disprove the allegation; **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

5.8 Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the Headteacher/Designated Safeguarding Lead and make a record;

- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher';
 - The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs;
 - The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children;
 - The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage;
 - The Headteacher will consult with the Local Authority Designated Officer (LADO) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation;
 - Consideration will be given throughout to the support and information needs of students, parents/carers and staff;
 - In collaboration with the LADO, the Headteacher will inform the Chair of Governors of any allegation.
-

Signed by J McCall, Chair of Governors:

Date:
