



## **ST OSWALD'S CATHOLIC PRIMARY SCHOOL**

*Together we love, learn, respect and appreciate*

# **Child Protection Policy**

## **October 2020**

### DOCUMENT STATUS

Produced By	Version	Date	Action	Review
St Oswald's Catholic Primary School	V2	October 2020	Adopted by Governors	October 2021

## **CHILD PROTECTION POLICY**

The school recognises its obligation under Section 175 of the Education Act 2002 and The Children's Act 1989 and 2005 to promote and safeguard the welfare of all its pupils.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing the impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

St Oswald's Catholic Primary School views its Child Protection Policy as fulfilling a key part of this duty and part of the whole school ethos as outlined in its mission statement.

This policy draws upon the following documents:

- Keeping Children Safe in Education 2020 (particularly Part 1 and Annex A);
- Working Together to Safeguard Children 2018;
- What to do if you are worried a child is being abused – Advice for Practitioners; and
- Staff Code of Conduct.

### **1.0 INTRODUCTION:**

**1.1** St Oswald's Catholic Primary School fully recognises the contribution it makes to Child Protection.

There are three main elements to our policy:

(a) Prevention through teaching and pastoral support offered to pupils.

(b) Procedures for identifying and reporting cases, or suspected cases, of abuse (physical, emotional, sexual or neglect).

Due to our day to day contact with children, school staff are well placed to observe the outward signs of abuse through changes in behaviour and/or appearance.

(c) Support to pupils who may be abused.

**1.2** Our policy applies to all staff and volunteers working in the school, peripatetic education staff and governors. Teaching Assistants, Mid-day Assistants, administration staff as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

### **2.0 PREVENTION:**

**2.1** We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

The school will therefore:

- (a) establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- (b) ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- (c) include in the curriculum, activities and opportunities for Citizenship which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- (d) include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills;

### **3.0 PROCEDURES:**

**3.1** We will follow the procedures set out in the Safeguarding Policy and Procedures Document produced by the Pan Cheshire Safeguarding Children Procedures.

**3.2** The school will:

(a) ensure it has a Designated Senior Leader (DSL/DDSL) for Child Protection. This staff member will have undertaken the training course provided by the LA as a minimum;

(b) recognise the key role of the DSL/DDSL and arrange all necessary support and training;

(c) ensure every member of staff and every governor knows:

the names of the Safeguarding Personnel and their roles:

DSL – Helen Lennon

DDSL (Deputy)– Sharon Orwin

School Safeguarding Team: Helen Lennon, Sharon Orwin, Wendy Bluck

Safeguarding Governor including Child Protection, Safeguarding, Safer Recruitment – Emma Shaw

Chair of Governors – Fr Dave Heywood

(d) ensure that every member of staff and Safeguarding Governor knows where the Safeguarding suite of documents are kept:

Assistant Headteacher's office

Warrington Safeguarding Partnership website

(e) ensure that members of staff are aware of the need to be alert to signs of abuse and neglect and know how to respond to a pupil who may tell of abuse (refer to Appendix 2)

(f) ensure all staff are aware of local early help processes outlined in Chapter 1 of Working together to safeguard children 2018

(g) ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website and in the school prospectus

(Note: The DfE guidance of "Keeping Children Safe in Education 2020" states that: "Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child." Point 2 Page 4).

- (h) Provide refresher training for all staff every year and induction training (including Issuing the Child Protection Awareness document) for new staff so that they know:
  - (i) their personal responsibility,
  - (ii) the local procedures,
  - (iii) the need to be vigilant in identifying cases of abuse, how to support a child who tells of abuse.
  - (iv) notify the local Social Care team if:
    - it should have to exclude a pupil on the child protection register either for a fixed term or permanently.
    - there is unexplained absence of a pupil on the child protection register.
- (i) work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences;
- (j) seek advice from the Education Safeguarding team and refer incidents to MASH (Multi Agency Safeguarding Hub) when required to do so;
- (k) keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately;
- (l) ensure records are kept secure and in locked locations;
- (m) adhere to the procedures set out in the Safeguarding Policy and Procedures Document when an allegation is made against a member of staff;
- (n) employ robust and secure recruitment and selection procedures which are always mindful of protecting children from unsuitable people;
- (o) seek guidance from the Governing Body.

#### **4.0 SUPPORTING THE PUPIL AT RISK:**

**4.1** We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame.

**4.2** Our school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

**4.3** The school will endeavour to support the pupil through:

- (a) The content of the curriculum to encourage self-esteem and self-motivation (see Section 2).
- (b) The school ethos which
  - (i) promotes a positive, supportive and secure environment
  - (ii) gives pupils a sense of being valued (see Section 2).
- (c) The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour of the offence

committed by the child but does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but she/he is valued and not to be blamed for any abuse which has occurred.

- (d) Liaison with other agencies who support the student such as Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service and Behaviour Support Services.
- (e) Keeping records and notifying Children's Social Care as soon as there is a recurrence of a concern.

**4.4** When a pupil on the child protection register leaves, we will transfer information to the new school immediately and inform Social Care.

**BULLYING:**

**4.5** The school's anti bullying policy is reviewed annually by staff and is then ratified by the governing body. A copy is sent home and is also available on the school website.

**Physical Intervention:**

**4.6** Our policy on staff conduct including physical intervention and the management of allegations made against staff is set out in a separate section within the Staff Handbook and is reviewed annually by the governing body.

**CHILDREN WITH STATEMENTS OF SPECIAL EDUCATIONAL NEEDS:**

**4.7** We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems will be particularly sensitive to signs of abuse.

**POLICY REVIEW DATE:**

This policy and related procedures will be reviewed in October 2021 and annually thereafter.

## **APPENDIX 1**

### **CHILD PROTECTION AWARENESS DOCUMENT**

#### **KEEPING CHILDREN SAFE IN EDUCATION SEPTEMBER 2018**

##### **Introduction:**

Schools are advised to give this document to volunteers, staff new to the school/service including supply staff and governors. It is a simple tool that helps to send out the message that this is an “aware” school/establishment.

##### **Child Protection: Summary**

Teachers and others in regular contact with children and young people are in a position to get to know those individuals well, to develop trusting relationships, observe changes in behaviour and may be chosen by the young person to share confidence and concerns. Regrettably, there are occasions where child abuse is alleged or suspected. All such situations must be taken seriously.

It is the policy of this school/establishment to safeguard the welfare of children and all others involved in the school’s activities by protecting them from physical, sexual and emotional harm.

It is the responsibility of each adult to ensure that his/her behaviour is appropriate at all times. A Code of Behaviour is included in this document to give positive guidance for all adults. It is essential that all adults follow the Code of Behaviour whether they work with children, young people, or adults. Details of the steps to take if abuse is alleged or suspected are also included in this document although more detailed LA Child Protection Guidelines are also available to all staff. It is important to remember that school staff are **not** investigating officers.

If there is an allegation or suspicion of abuse then this must be reported immediately to the Designated Senior Lead or Deputy for child protection, whose responsibility it is to refer to Social Care/police (who are the investigative agencies). At all times the welfare of the young person is paramount. Swift reporting will enable the investigative agency to give advice and take appropriate action.

These procedures exist, not to discourage adults from being involved in the life of this school/service, but to ensure, as far as possible, that people who may abuse children do not get the opportunity to do so.

##### **COMPLIANCE TO SCHOOL CHILD PROTECTION POLICY:**

- **All adults coming into contact with children and young people in this school/service must comply with the Child Protection Policy and Code of Behaviour.**
- **You are required to read this document. The form must be read, before you take any duties in this establishment.**
- **In all matters of child protection, the welfare and safety of the child are paramount.**

## **PROCEDURE:**

### **If a child/young person discloses an incident or incidences of abuse or neglect:**

*immediately tell the **Designated Senior Leader for child protection**;*

*record the known facts and give them to the above person using a Pupil Concern Log sheet. A new sheet must be used for each new incident.*

### **Should you have a concern about a child:**

record this information on a Pupil Concern Sheet and refer to DSL/DDSL.

### **If a child or young person tells you he/she is being abused:**

1. Allow him/her to speak without interruption, accepting what is said;
2. Advise him/her that you will offer support, but that you **MUST** pass information on to the Designated Senior Leader for child protection.
3. Immediately tell the Designated Senior Lead for child protection.
4. Record the facts as you know them, including the account given to you by the young person and give a copy to the Designated Senior Lead for child protection.

### **If you receive an allegation about any adult or about yourself:**

1. Immediately tell the Headteacher (or Designated Senior Lead for child protection or Chair of Governors where the Headteacher is implicated).
2. Record the facts as you know them and give a copy to the Headteacher (or Designated Senior Lead for child protection or Chair of Governors where the Headteacher is implicated).

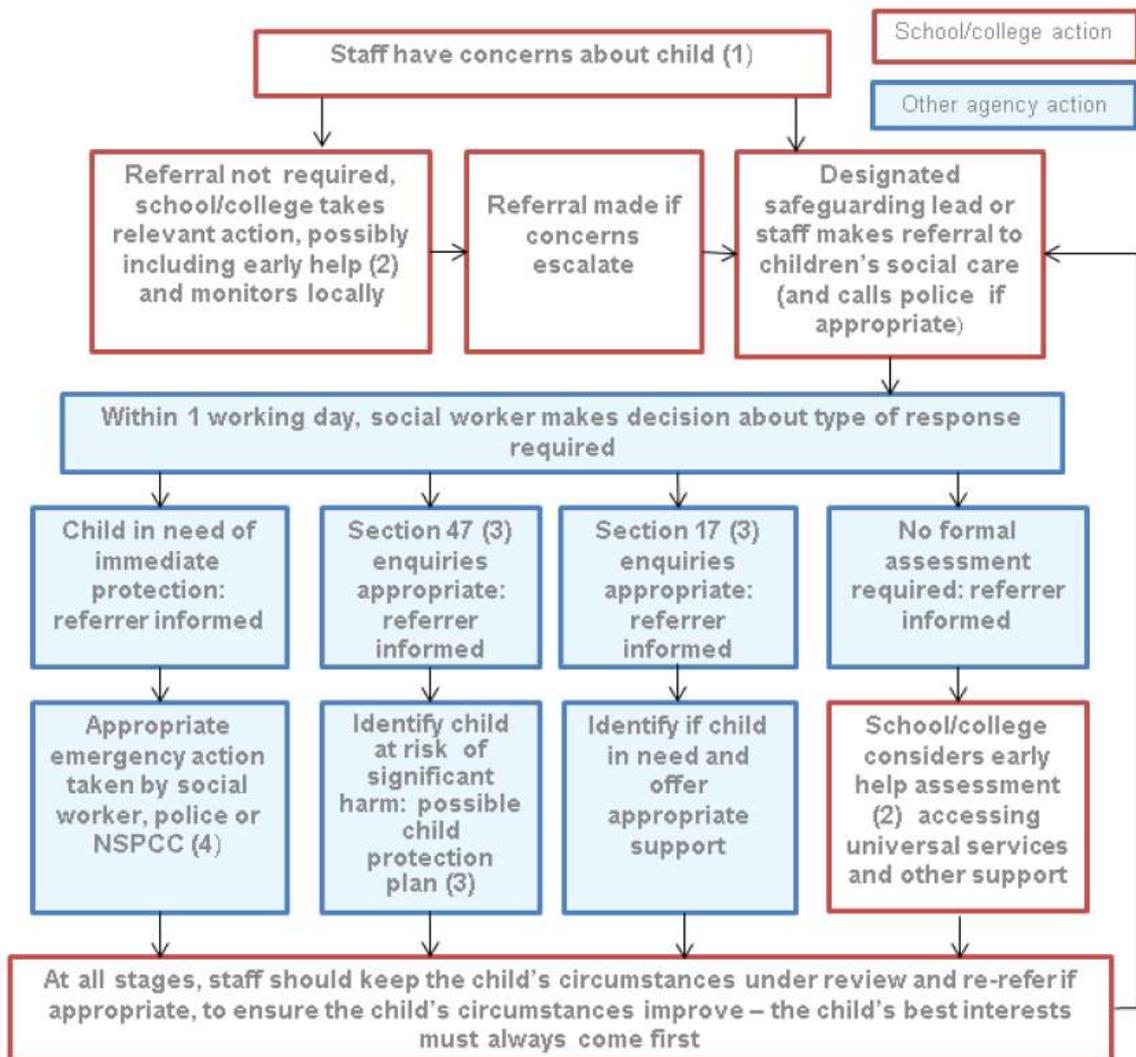
**You must refer. You must NOT investigate.**

### **Important Contact Numbers**

Children's Social Care 01925 443400

Education Safeguarding Team 01925 442928

## APPENDIX 2: TAKING ACTION ON CHILD PROTECTION IN SCHOOL



1. In cases which also involve an allegation of abuse against a staff member, see Safeguarding Policy
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children 2019, provides detailed guidance on the early help process.
3. Under the Children Act 1989 and 2005, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare.
4. This could include applying for an Emergency Protection Order (EPO).

## **Code of Behaviour:**

**Do** treat everyone with respect.

**Do** stay calm and listen carefully.

**Do** plan activities so that they involve more than one person or at least are in sight or hearing of others.

**Do** respect a person`s right to personal privacy.

**Do** provide access for young people and adults to feel comfortable enough to point attitudes or behaviours they do not like, and try to provide a caring atmosphere.

**Do** remember that someone else might misinterpret your actions, no matter how well intentioned.

**Do** act as an appropriate adult role model.

**Do not** permit abusive youth/peer activities (e.g. bullying, ridiculing).

**Do not** play physical contact games, make inappropriate comments, or have inappropriate verbal banter with young people.

**Do not** jump to conclusions without checking facts.

**Do not** make suggestive remarks/gestures or tell sexist, Homophobic “jokes”.

**Do not** rely on your good name to protect you. It may not be enough.

**Do not** believe it could not happen to you. It could.

## **Child protection during the COVID-19 measures**

### **Context**

During the closure of educational settings, schools have been asked to provide care for children who are vulnerable and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This Annex to our Child Protection policy sets out details of our safeguarding arrangements for:

1. Context
2. Version control and dissemination
3. Safeguarding priority
4. Current school position
5. Safeguarding partners' advice
6. Roles and responsibilities
7. Vulnerable children
8. Increased vulnerability or risk
9. Attendance
10. Reporting concerns about children and staff
11. Safeguarding training and induction
12. Safer recruitment/volunteers and movement of staff
13. Peer on peer abuse
14. Online safety
15. New children at the school
16. Supporting children not in school

### **Version control and dissemination**

This is version 1.0 of this annex. It will be reviewed by our DSL or deputy DSL on a regular basis as circumstances continue to evolve or following updated Department for Education advice or guidance. It is available on the school website and school app and is made available to staff by email, school website and copies available around school.

We will ensure that on any given day all staff and volunteers in attendance will be aware of who the DSL and deputy DSL are and how staff and volunteers can to speak to them.

### **Safeguarding Priority**

During school closure, the safeguarding of all children at our school – whether they are currently at home or in attendance – continues to be our priority.

The following fundamental safeguarding principles remain the same:

- the best interests of children continue to come first
- if anyone in our school has a safeguarding concern, they will act immediately
- a designated safeguarding lead (DSL) or deputy DSL will always be available
- no unsuitable people will be allowed to gain access to children
- children should continue to be protected when they are online.

## **Current School Position**

School is open.

All staff and volunteers attending on site from outside our school will complete an induction to ensure they are aware of safeguarding risks and know how to act if they have concerns.

## **Safeguarding Partners' Advice**

We continue to work closely with our three safeguarding partners, and we will ensure this annex is consistent with their advice. This will include expectations for supporting children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need. The current advice is below:

- School is open and accessible to all pupils and staff
- The DSL or deputy DSL is always on site
- Referrals to children's social care will be made in accordance with Child Protection procedures should there be any safeguarding concerns
- Contact calls/home visits for those vulnerable pupils identified will be made on days of absence
- Contact with children's social care will be made via email/telephone calls as required

## **Roles and Responsibilities**

The roles and responsibilities for safeguarding in our school remain in line with our Child Protection Policy.

Either our DSL or deputy DSL will be available on site during the school day. Where this is not possible, we will:

- have a trained member of the Safeguarding Team available by phone and/or online video; or
- ensure we have access to a member of the Education Safeguarding Team 01925 442928.

Where our DSL or deputy DSL cannot be on site, then in addition to one of the above options we will also ensure a senior leader from the school takes responsibility for co-ordinating safeguarding on site.

The designated safeguarding lead (DSL) for child protection is Helen Lennon.

Contact details: email: [stoswalds\\_primary\\_head@warrington.go.uk](mailto:stoswalds_primary_head@warrington.go.uk) Tel: 01925 813 015.

The deputy designated lead is Sharon Orwin.

Contact details: email: [stoswalds\\_primary\\_assistanthead@warrington.go.uk](mailto:stoswalds_primary_assistanthead@warrington.go.uk) Tel: 01925 813015

## **Vulnerable children**

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans.

Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

There is an expectation that vulnerable children who have a social worker will attend school, so long as they do not have to isolate in accordance with the latest Public Health England advice.

Those with an EHC plan will be expected to attend school provided they do not have to isolate in accordance with the latest Public Health England advice.

We will encourage our vulnerable children and young people to attend a school, including remotely if isolating.

We will continue to work with children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

### **Increased Vulnerability or Risk**

**Negative experiences and distressing life events, such as COVID-19, can affect the mental health of pupils and their parents. Staff will be aware of this in setting expectations of pupils' work where they are at home. Where we are providing for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them.**

**Our staff and volunteers will be aware of the mental health of children and their parents and carers and will contact the DSL or a deputy if they have any concerns.**

### **Attendance**

Where a child is expected but does not arrive at school, we will follow our attendance procedure and attempt to contact the family. If contact cannot be made, the DSL or deputy DSL will be informed.

The DSL or deputy DSL will attempt to contact the parents through various methods, such as telephone or by contacting a relative in the first instance. If contact cannot be made or if the DSL or deputy DSL deems it necessary, we will undertake a home visit or ask an appropriate agency to do so. A risk assessment will be carried out before any such visit is made to ensure staff the family are not put at risk.

### **Reporting concerns about children or staff**

The importance of all staff and volunteers acting immediately on any safeguarding concerns remains. Staff and volunteers will continue to follow our Child Protection procedures and advise the DSL of any concerns they have about any child, including those who are not attending school.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff or volunteers. As such, it remains extremely important that any allegations of abuse made against staff or volunteers attending our school are dealt with thoroughly and efficiently and in accordance with our Allegations Against Staff Policy.

### **Staff Training and Induction**

For the duration of the COVID-19 measures, our DSL and deputy DSL are unlikely to receive their refresher training. In line with government guidance, our trained DSL and deputy DSL will be classed as trained even if they cannot receive this training.

All current school staff have received safeguarding training and have read Part One and Annex A of Keeping Children Safe in Education 2020. When new staff are recruited or volunteers join us, they will receive a safeguarding induction in accordance with our Child Protection Policy.

If staff from another setting attend the school site, then, in line with government guidance, we will not undertake any additional safeguarding checks if the setting providing those staff confirm that:

- the individual has been subject to an enhanced DBS and children's barred list check and, that in the opinion of that setting, nothing resulted from those checks that provided any caused for concern
- there are no safeguarding investigations into the conduct of that individual
- the individual remains suitable to work with children

### **Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

When recruiting new staff, we will continue to follow our Safer Recruitment policy.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

For volunteers we will continue to follow the checking and risk assessment process set out in paragraphs 167 to 172 of Keeping Children Safe in Education 2020. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to engage in regulated activity.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff/volunteers are on our school site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record (SCR) during such measures to ensure we have this awareness.

### **Peer On Peer Abuse**

We recognise that children can abuse their peers and our staff are clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously. We also recognise that abuse can still occur during a school closure or partial closure and between those children who do attend the school site during these measures.

Our staff will remain vigilant to the signs of peer-on-peer abuse and will follow the process set out in our Child Protection Policy.

### **Online Safety**

It is likely that children will be using the internet and engaging with social media far more during this time.

Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguarding and support children. Our staff will follow the process for online safety set out in our Child Protection Policy.

Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this annex and report that concern to the DSL or to a deputy DSL.

### **New Children at the School**

Children may join our school from other settings. When they do, we will seek from those settings the relevant welfare and child protection information. This is relevant for all children that join us, but it will be especially important where children are vulnerable.

For vulnerable children we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. As a minimum we will seek access to that child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is).

Ideally this will happen before a child arrives but where that is not possible it will happen as soon as reasonably practicable.

Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case our school senior leaders will take responsibility.

The DSL will undertake a risk assessment based on the information received, considering how risks will be managed and which staff need to know the information.

### **Supporting Children Not in School**

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive additional pastoral support in school, they will ensure that a communication plan is in place to support that child. Details of that plan will be recorded in the safeguarding file for that child. It will be reviewed regularly to ensure it remains current during these measures.