



St Winefride's Catholic Primary School

Safeguarding and Child Protection Policy

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Mission Statement

St. Winefride's is a Catholic Primary School where our mission statement underpins every aspect of school life.

We celebrate God's love for everyone. We enjoy learning and growing together in our caring and welcoming family.

Jesus said, "Let the children come to me."

Matthew 19:14

Introduction

All schools are required to have a Safeguarding and Child Protection Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare. St Winefride's takes very seriously its duty towards all its pupils who have been entrusted to its care and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to.

St Winefride's understand that our work in safeguarding and protecting children must always have regard for the national guidance issued by the Secretary of State and should be in line with local guidance and procedures.

We understand the term safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

All staff at St Winefride's believe that a range of other school policies are central to many aspects of the school's Early Help, Safeguarding and Child Protection Policy, and this document should therefore be read in conjunction with our Policies for:

- Anti-Bullying
- Attendance
- Behaviour for learning
- Online Safety/ Acceptable use policy
- Health & Safety

Our Safeguarding and Child Protection Policy is written with due regard to the national guidelines published by the Department for Education in July 2015 entitled "[Keeping Children Safe in Education](#)" (KCSIE) and will be reviewed each time any subsequent guidance is issued by the Secretary of State. The KCSIE document was updated in May 2016 to take effect from September 2016 and this policy has taken this guidance into account.

Our school procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board. These procedures, which have been adopted by the Newham Local Safeguarding Children Board, are available from the [Newham Local Safeguarding Children Board](#) website.

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the school.

Our Policy was adopted on 12th September 2016 and is reviewed annually by the Governors of our school, the Head teacher and the Designated Safeguarding Lead (DSL). It will be reviewed on 12th September 2017 together with the review of the Annual Report to Governors (Section 11 Safeguarding Audit).

This policy is available to all parents either in hard copy or from our website: www.st-winefrides.newham.sch.uk

1. St Winefride's Safeguarding and Child Protection Policy

St Winefride's is committed to Early Help, Safeguarding and Child Protection in order to promote the welfare of all of its pupils and the Governors expect all staff and volunteers to share this commitment. Staff must demonstrate their understanding of how each individual adult working on behalf of the school has an active part to play in identifying a child or young person's concerns early - to prevent needs escalating and to protect those at risk of harm.

- 1.1. All staff must be clear about their responsibility and that of others in providing a caring and safe environment for all pupils to learn.
- 1.2. To this end St Winefride's will ensure that all staff, whether permanent or temporary, and volunteers are aware of systems within the school which support early help and safeguarding and should be explained to them as part of staff induction.
- 1.3. All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- 1.4. All staff should know who the Designated Safeguarding Leads and deputy are. Currently those people are: Mrs Sheila Britton and Mr Paul Underwood
Both of whom have received training in order to undertake the role and support staff to carry out their early help and safeguarding duties and responsibilities.
- 1.5. The Lead Safeguarding Governor is: Mr David Graves.
- 1.6. St Winefride's will always follow safe recruitment procedures so that we can be confident that all adults working in our school are safe to do so.

Aims of our School Policy

- To raise awareness of all staff of the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse.
- To have a structured internal procedure to be followed by all staff in cases of suspected abuse.
- To create a sensitive, caring and listening ethos which encourages children to confide in members of staff about their fears and anxieties.
- To promote multi-agency working relationships.
- To promote a systematic means of monitoring children thought to be at risk.
- To support the development of the child/young person towards a positive self-image thereby fostering and increasing their security, confidence and independence.
- To build on the work of child protection within the curriculum so that it helps children protect themselves and develop responsible attitudes to adult life and parenthood.
- To ensure there are adequate mechanisms for offering ongoing support to staff members and children/young people involved in child protection cases.
- Provide a safe environment for children/young people to learn.

Policy Objectives

Schools are most likely to have effective practice in relation to child protection when:

- Children feel secure, valued, encouraged to talk and listened to.
- There is an ethos of mutual respect that underpins all interactions.
- All adults take their responsibilities seriously, use close observational skills and take notice of the children in their care.
- Adults provide suitable welfare and guidance and are accessible.
- Staff make parents aware of the school's responsibilities, policy and procedures.
- Staff are trained and supported to be vigilant and to recognise the signs and symptoms of child abuse.
- Procedures are known to all staff and are carried out consistently; confidentiality is always maintained.
- Practice is regularly reviewed and monitored.
- All staff are aware of the different social and cultural patterns and practices of the school communities and are supported to consider their concerns in context.

- Information is promptly passed on to relevant professions when required.
- Children identified as being at risk are monitored; records are maintained of pupil's progress; reports are submitted when needed.
- Relevant Staff attend case conferences and are well prepared.
- Up to date training on Child Protection is regularly offered.
- New staff, newly qualified staff and temporary staff are given an induction to the school's procedures.
- Liaison with other agencies is encouraged and supported.
- Teachers use the curriculum, particularly PSHCE/SEAL, to raise pupil's awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

Roles and Responsibilities

Key personnel at St Winefride's are:

Designated Safeguarding Lead (DSL): Mrs Sheila Britton

Designated Safeguarding Deputy (DSD): Mr Paul Underwood

Child Protection Team: Mr Paul Underwood, Mrs Sheila Britton, Mrs Percina Nunez, Miss Rubina Khanom and Mrs Nicola Brosnan.

Child Protection Governor: Mr David Graves

2. Keeping Children Safe – Early Help, Safeguarding and Child Protection

2.1 Responding to Concerns

2.1.1 All children at St Winefride's must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

2.1.2 All Staff Must:

- Listen to what the child is saying without interruption and without asking leading questions.
- Respect the child's right to privacy but not promise confidentiality.
- Reassure the child that they have done the right thing in telling.

- Explain to the child that in order to keep them safe from harm the information that has been shared must be passed on.
- Report what has been disclosed to the Designated Person in the school.
- Record, as soon as is practicable, what was said using the child's actual words
- Sign and date the record.

2.1.3 The Child Protection Lead will:

- Consider if early help can be offered to support and prevent the child or young person's needs escalating.
- Assess any urgent medical needs of the child.
- Consider whether the child has suffered, or is likely to suffer significant harm.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- Seek advice if unsure that a child protection referral should be made.
- Be fully aware of local Authorities and School Child Protection procedures.
- Co-ordinate action on child abuse within the school.
- Ensure that all staff are aware of their responsibilities in relation to Child Protection.
- Organise and deliver training on all aspects of Child Protection for teaching and non-teaching staff.
- Provide up to date information, advice and support to all staff.
- Adhere to procedures when reporting.
- Attend Local Authority training.
- Be aware of and liaise with other agencies including Early Intervention Teams (EITs)/Family First Team who through the attendance lead and other professionals offers advice to the school.
- Attend case conferences or, if it is not possible for them to attend, ensure that a suitable substitute is adequately briefed and provide a written report for the child protection case conference.
- Take a major responsibility in supporting colleagues when a disclosure has been made.

- Ensure that the school passes on information *immediately* when a child changes schools. This includes transition between Key Stage 2 and Key Stage 3.
 - Play the leading role in curriculum development in relation to Child Protection.
 - Monitor and evaluate the effectiveness of the implementation of the Child Protection and Safeguarding policy.
- 2.1.4 The Designated Safeguarding Lead will decide whether to consider offering Early Help to support the family or to make a referral to Newham's Triage Service when there are complex needs or child protection concerns. We will use the [Early Help and Safeguarding Thresholds](#) to inform our decision making.
- 2.1.5 If a referral to Children's Triage has not met the threshold for targeted support or statutory intervention the Designated Safeguarding Lead will make a full written record of the decision and outcome. The school will continue to offer early help and interventions, supported by the use of the Early Help Record and Plan.

2.2 Dealing with Disclosures

- 2.2.1 Handling of the disclosure is critical to good child protection practice. For example, it may be the start of the healing process for the child/young person, or notes made at the time may be used in evidence later on. Disclosure may come from various sources, the person being abused, a friend, apparent or even the abuser.

The following points are important when dealing with a disclosure:

- Give the child/young person time to talk in a place where you will not be interrupted, if this is not possible agree on a specified time later.
- Take what the child/young person says seriously, children rarely lie about abuse.
- Inform the DSL/DSD as soon as possible.
- Stay calm; listen to the child without pressurising, without being judgemental or expressing anger or horror. The child may feel shame and guilt and may have feelings of love for the abuser, which can be very confusing.
- Ask 'open ended' questions if it is necessary. Leading or probing questions may contaminate evidence needed in the future.
- Do not promise confidentiality. You will have to talk to the DSL and other agencies. The child has placed their trust in you. Explain to the child that to safeguard them you will need to talk to someone else. Let them know you will tell the relevant person and what you have to do next and if it is possible make brief notes at the time.

- Record as soon as possible the content of the conversation, using a cause of concern sheet.
 - Separate out fact from opinion and record both.
 - Record any noticeable non-verbal behaviour, and
 - Record the actual words used by the child as far as possible rather than technical words and use a diagram to indicate the position of any bruising or injury.
 - Make sure you continue to support the child, providing a safe place and time throughout the process of the investigation and afterwards get some support for yourself. Do not disclose confidential information about the child/young person to colleagues, clearly you must tell the DSL or DSD the details, as this is part of the procedure and referral system.
- 2.2.2 It is vital to tell the DSL or DSD of any concern about a child as soon as possible, in order that a decision to make a referral – or not – may be made. The school is NOT an investigatory agency. We must hand over this responsibility to the appropriate agencies.

2.3 Recognition and Response

- 2.3.1 Owing to the nature of the day-to-day relationship children at St Winefride's have with staff, all adults working in the school are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill-treatment of another person and we understand that not all children will choose to talk, but may communicate through different ways. We will always be aware of and alert to any possible indicators that a child is suffering harm.
- 2.3.2 All staff will report any concerns to the Designated Safeguarding Lead for Early Help and Child protection.
- 2.3.3 All adults working in the school will receive regular Safeguarding training in order that their awareness to the possibility of a child suffering harm through physical abuse, emotional abuse, sexual abuse and neglect remains high.
- 2.3.4 We will ensure that the training our staff undertake contains opportunities for learning about those specific areas of child protection about which everyone working in education should be aware of and alert to:
- [Child Missing from Education](#)
 - [Child Sexual Exploitation \(CSE\)](#) and see page 9
 - [Bullying including Cyberbullying](#)
 - [Domestic Violence](#)
 - [Drugs](#)
 - [Fabricated or induced illness](#)

- [Faith Abuse](#)
- [Female Genital Mutilation \(FGM\)](#) and see page 9
- [Forced Marriage](#)
- [Gangs and Youth Violence](#)
- [Gender based violence/Violence against women and girls \(VAWG\)](#)
- [Mental Health](#)
- [Private Fostering](#)
- [Preventing Radicalisation](#) and see page 10
- [Sexting](#)
- [Teenage Relationship Abuse](#)
- [Trafficking](#)

2.4 Safeguarding – Providing a Safe Environment

2.4.1 All parents and carers of pupils attending St Winefride's must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will do this by:

- Promoting a caring, safe and positive environment within the school.
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken.
- Ensure that our staff are fully inducted and comply with the school's staff behaviour/code of conduct policy.
- Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what acceptable behaviour is and what is not and know who to turn to for help.
- Working in partnership with all other services and agencies involved in the safeguarding of children.
- Displaying appropriate posters that detail contact numbers for child protection help-lines.
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school.
- Welcoming visitors in a safe and secure manner.
- Undertaking risk assessments when planning out of school activities or trips.
- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and

understanding evidenced by a policy or are prepared to adopt our own policy.

2.5 Early Help, Safeguarding and Child Protection in Specific Circumstances

2.5.1 Attendance

We are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.

- We will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker within one day
- We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day
- We will always report a continued absence about which we have not been notified by the parent or carer to the Attendance Management Service, if we have been unable to confirm the reasons for absence.
- We will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.
- We will always report to the Attendance Management Service the continued absence of a child known, or thought, to have been taken overseas if the child does not return to school on the expected return date.

2.5.2 Pupil Behaviour

We will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour for learning policy.

We are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.

- No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action.
- We will always record any occasion when physical intervention has been necessary.
- We will always notify parents or carers of any such incident.

2.5.3 Bullying

We understand that bullying is harmful to children. We have an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where

bullying behaviour is known to be unacceptable. We will always take seriously any reports of bullying and respond appropriately.

We understand that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy.

2.5.4 Online Safety

We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We have an online safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school.

We also recognise that all members of staff and volunteers must always be mindful of the need to follow our policy of acceptable use of our computing equipment.

2.5.5 Health & Safety

We have a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

2.5.6 Child Sexual Exploitation (CSE)

We recognise that 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.

We will consider the following CSE indicators:

- 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.
- 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.

2.5.7 Female Genital Mutilation

We recognise that there is a range of potential indicators that a girl or young woman may be at risk of FGM. We are aware that this is a Mandatory reporting duty from October 2015.

If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care. Further guidance is available through [Multi-Agency Practice Guidance](#).

2.5.8 Preventing Radicalisation

St Winefride's is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and the expression of beliefs and both pupils/students and adults have the right to speak freely and voice their opinions.

- Extremism is views and actions that promote:
 - Enable students to acquire a broad general knowledge
 - Violence against others.
 - Hatred towards others.
 - Undermining the rights of others.
- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences, such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

From 1st July 2015 schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and Computing policies.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate they may be in need of help or protection. If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care.

Through our provision of social, moral, spiritual and cultural experiences and reference to British and Gospel values we:

- Enable students to develop their self-knowledge, self-esteem and self-confidence.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of the United Kingdom.
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

- Enable students to acquire a broad general knowledge of and respect for public institutions and services in the United Kingdom.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
- Encourage respect for other people.
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which law is made and applied in the United Kingdom.

2.5.8.1 Why might a young person be drawn towards extremist ideologies?

- They may be searching for answers to questions about identity, faith and belonging.
- They may be driven by the desire for 'adventure' and excitement.
- They may be driven by a need to raise their self-esteem and promote their 'street cred'.
- They may be drawn to a group or individual who can offer identity, social network and support.
- They may be influenced by world events and a sense of grievance resulting in a need to make a difference.

2.5.8.2 How might this happen?

Online

The internet provides entertainment, connectivity and interaction. Children may need to spend a lot of time on the internet while studying and they use other social media and messaging sites such as, but not limited to, Facebook, Youtube, Twitter, Instagram, Vine or Whatsapp. These can be useful tools but we need to be aware there are powerful programmes and networks that use these media to reach out to young people and can communicate extremist messages.

Peer Interaction

Young people at risk may display extrovert behaviour; start getting into trouble at school or on the streets and mixing with other children who behave badly, but this is not always the case.

2.5.8.3 Recognising Extremism

Signs may include:

- Out of character changes in dress, behaviour and peer relationships.
- Secretive behaviour.
- Losing interest in friends and activities.
- Showing sympathy for extremist causes.
- Glorifying violence.

- Possessing illegal or extremist literature.
- Advocating messages similar to illegal organisations such as “Muslims Against Crusades” or other non-proscribed extremist groups such as the English Defence League.

2.6 Working Together with Parents and Carers

2.6.1 Pupil Information

We recognise the importance of keeping up-to-date and accurate information about pupils. We will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- Names and contact details of persons with whom the child normally lives.
- Names and contact details of all persons with parental responsibility.
- Emergency contact details.
- 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.).
- Name and contact detail of G.P.
- Any other factors which may impact on the safety and welfare of the child.

2.6.2 Confidentiality

Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will remain confidential. Staff will be given relevant information only on a “need to know” basis in order to support the child if that is necessary and appropriate.

We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing.

We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the pupil transfers.

2.6.3 Referrals to Partner Agencies

If we have a reason to be concerned about the welfare of a child we will always seek to discuss this with the child's parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Children's Services when

to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

2.6.4 Sharing our Policy

This policy is available to all parents of pupils and prospective pupils via our website and can be made available by hard copy on request.

3 ADULTS WORKING WITH CHILDREN

3.1 Safer Recruitment

3.1.1 All staff and volunteers working with children in our school will be recruited safely:

3.1.2 Preparation

We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role.

We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.

3.1.3 Advertising

We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants. The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment. The advertisement will state that the post is subject to a Disclosure and Barring Service (DBS) check.

3.1.4 Applications

We will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions. We will scrutinise all completed application forms. We will not accept CVs.

3.1.5 References

We will not accept open references or testimonials. We will ask for the names of at least two referees. We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children. We will follow up any vague or ambiguous statements.

3.1.6 Interviews

We will always conduct a face to face interview even when there is only one candidate. Our interview panel will always contain at least one member trained in safer recruitment practice. Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children. All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work.

3.1.7 Appointments

Our offer of appointment will be conditional on all requested checks having been returned as satisfactory. We will refer to the Disclosure and Barring Service any person whose checks reveal that they have sought work when barred from working with children.

3.1.8 Single Central Record

All staff DBS numbers are held on the Single Central Record (SCR). As part of the school's commitment to safeguarding, staff have their DBS renewed every three years.

3.1.9 Induction

We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance. Staff receive safeguarding awareness training on induction.

3.1.10 Continuing Professional Development

We will ensure that all staff receive regular training in Child Protection and are advised of any changes in regulation as they arise.

3.1.11 Supervision

We will always supervise staff and act on any concerns that relate to the safeguarding of children.

3.1.12 Allegations

We will always follow our locally agreed procedures for the management of allegations against staff.

The procedures are available at: www.newhamlscb.org.uk.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher. The Head Teacher, on such occasions, will discuss the content of the allegations with the Newham LSCB, Local Authority Designated Officer (LADO) – 020 3373 3803, Nick Pratt, Principle Officer – 020 3373 2039 and Metropolitan Police – 0300 123 1212.

The Head Teacher may discuss issues with the Children's Planning and Review Team (CPRT) on 020 3373 4107/1208.

If the allegation made to a member of staff concerns the Head Teacher, the designated teacher will immediately inform the Chair of Governors who will consult with LADO as above.

The School will follow the Local Authority's procedures for managing allegations against staff, a copy of which will be readily available in the school.

The LADO referral form should be completed and emailed to: cppt.lado@newham.gov.uk.

If immediate action is required to protect a child, please discuss this with the LADO. Out of hours, contact the Emergency Duty Team – 020 8552 9587 or local police – 030 123 1212

3.1.13 Dismissal

We will always refer to the Disclosure and Barring Service any member of staff who is dismissed because of misconduct relating to a child.

3.2 Safe Practice

3.2.1 We understand that all adults working in or on behalf of our school have a duty to safeguard children and promote their welfare. We aim to provide a safe and supportive environment for our children through the relationship we have with them and their parents or carers and will always seek to ensure that all adults working in our school behave in a manner that fosters this relationship.

3.2.2 We will ensure that all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately.

3.2.3 Staff receive refresher briefings at least annually. The Designated Safeguarding Lead attends termly network meetings and level 2 training at least every two years in line with guidance.

4 Monitoring and Reviewing our Policy and Practice

4.1 Our DSL will continually monitor our child protection and safeguarding practices and bring to the notice of the Head Teacher and governors any weaknesses or deficiencies.

4.2 The Governing Body has a duty to remedy any weaknesses that are identified.

4.3 An annual report will be submitted to the Governors which will outline the child protection and safeguarding work we have undertaken during the year. Names of children will not be shared. Included in the report will be details of:

- The names of members of staff with Designated Safeguarding Lead responsibilities.
- Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete.
- The training that has been undertaken by the designated staff.
- The training that has been undertaken by all other staff and volunteers.
- Details of any incidents when physical restraint of pupils has been used.
- Details of information and guidance that has been given to staff.
- Details of safeguarding and child protection issues included in the curriculum.
- Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school.


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- Details of safeguarding and child protection information given to parents.
 - Details of the safety of the school site and the access given to visitors.
 - Confirmation that all school lettings have been agreed with consideration given to the safeguarding of children.
 - Numbers of child protection referrals made to Children's Services.
 - Details of child protection conferences or meetings attended regarding children (names of children are not shared).
 - Numbers of children identified in need of early help support.
 - Numbers of child who have an Early Help Plan.
 - Numbers of children who are, or have been, subject to a Child in Need or Child Protection Plan.
- 4.4 The Governors, Head teacher and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.
- 4.5 Our Policy will be reviewed annually with Governors.
- 4.6 This Policy was last reviewed on 12th September 2016.

Signed:



Tony Fernandes
Chair of Governors



Paul Underwood
Head Teacher

Date: 12th September 2016

Review date: September 2017

Appendix 1

Categories of abuse.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.