

Safeguarding and Child Protection Policy



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Person responsible:	Head Teacher Deputy Head Teacher

Policy Statement

St Fidelis, as a Rights Respecting school is committed to raising children's awareness of their rights under the UN Human Rights Charter and instil in the whole school community a sense of how these rights and values should be respected and promoted. St Fidelis is committed to practice which protects children from harm.

Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues, which cause children harm.

Purpose

The purpose of this document is to assist all staff to protect and safeguard children who are at risk of abuse or neglect. This policy and procedures should be read in conjunction with the relevant sections of the London Safeguarding Children Procedures. This policy also reflects the requirements of 'Working Together to Safeguard Children March 2015', 'Keeping Children Safe in Education September 2016' (which all staff have read and signed for) and 'Prevent Duty Guidance June 2015'.

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

Keeping Children Safe in Education (September 2016)

The safeguarding of children is everyone's business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes:

- Preventing the impairment of children's health or development
- Protecting children from maltreatment
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.

The Children Act 1989 defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police.

The following procedures outline the action to be taken if it is suspected that a child may be being abused, harmed or neglected. Categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse

- Neglect
- Radicalisation and Extremism

It is acknowledged that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger, this includes someone in a position of trust such as a teacher or other professional.

Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect for a child are compatible with this aim. If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will consider which route to then take, in line with Bexley services.

Aims

We will aim to safeguard children by:

- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
- Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- Carefully following the procedures for recruitment and selection of staff and volunteers.
- Providing effective management for staff and volunteers through support, supervision and training.

We are committed to reviewing our policy and good practice annually. We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are confident to talk, and are listened to.
- Ensure children know they can approach adults employed in the school if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from harm or abuse.

Procedures

We will follow the procedures set out by London Child Protection Procedures and Local Safeguarding Children Board and take account of guidance issued by the Department for Education to:

- Ensure we have a designated teacher for child protection who has received appropriate training and support for this role. The Designated Teacher at the time of writing this policy is Mark Hannon (Headteacher) and the Deputy Designated Teacher is Catherine Quirke (Deputy Headteacher).
- Ensure we have a nominated governor responsible for child protection. The nominated governor at the time of writing this policy is Linda Ibegbule.

- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Designated Teacher and Deputy Designated Teacher and Safeguarding Governor and their role (see Appendix G).
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns on.
- Ensure all staff know that if they have concerns there are always three routes available to take to raise these:
 - Speak to one of the two Designated Teachers in school, Mark or Catherine.
 - Contact Children's Social Services directly at Bexley, by ringing 0208 303 7777.
 - Contact the Police, by ringing 101 (non-urgent) or 999 (emergency).
- Ensure that parents have an awareness of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify Children's Social Care immediately if there is an unexplained absence of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences. (If it proves impossible to send a representative a written report should be submitted to the child protection conference chairman).
- Keep written chronological records of concerns about children, even if it is assessed that a referral is not necessary; and if that is the case, consider the next step which should be undertaken.
- Ensure all records are kept securely, separate from the main pupil file.
- Follow procedures laid down by the London Borough of Bexley LSCB where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- When a child transfers to another school the Designated Teacher will contact the designated member of staff of the receiving school to inform them that there are concerns.
- All school staff should be prepared to identify children who may benefit from early help, speaking to one of the Designated Teachers so that support can be provided soon as a problem emerges.

Definitions of abuse

These definitions are based on those from '*Working Together to Safeguard Children March 2015*', '*London Safeguarding Children Procedures*' and '*Keeping Children Safe in Education September 2016*'.

The term abuse was updated in '*Keeping Children Safe in Education September 2016*'. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
- Causing children to feel frightened or in danger - e.g. witnessing domestic violence
- Exploitation or corruption of children
- Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts. It may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect involves 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 and development. This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

The **Keeping Children Safe in Education guidance** highlights six broad areas:

1) Children missing from education

Schools should implement safeguarding policies, procedures and responses for children missing from education, particularly on repeat occasions and log their destinations should the child leave to go to another school, especially abroad. It is essential that all staff are alert to signs and individual triggers when evaluating the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system, e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

2) Child Sexual Exploitation (CSE)

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.

3) Female Genital Mutilation (FGM)

Professionals in all agencies and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims are like to come from a community that is known to practise FGM (examples are countries in Africa and Asia). Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

4) Radicalisation and Extremism

Extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

If appropriate, Designated Teachers will make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

The Designated and Deputy Designated Teachers have attended the Workshop to Raise Awareness of Prevent (WRAP) and disseminated key information to all staff. In addition, all staff have completed the Prevent: Channel General Awareness module online.

5) Honour-based violence (HBV)

HBV consists of crimes committed to protect or defend the honour of the family/community. These could include:

- FGM
- Forced marriage

All forms of HBV are abuse. If you have a concern, remember your three routes: Designated Teachers, Social Care direct or Police.

6) Peer on peer abuse

Staff should recognise that children are capable of abusing their peers. This type of abuse should be investigated and dealt with, never being tolerated or passed off as "banter" or "growing up". This abuse could take many forms including bullying, cyber abuse, gender based violence and sexting.

In our Foundation Stage and Key Stage One, children in Reception, Year 1 and Year 2 have lessons specifically linked to the NSPCC's Underwear Rule campaign. The central message of PANTS (which acts like a green cross code for staying safe from abuse) is passed on to children through a memorable word (Appendix F). From P through to S, each letter of PANTS provides a simple but valuable lesson that can help keep a child safe: that their body belongs to them, they have a right to say no, and that they should tell an adult they trust if they're worried or upset.

Possible signs & symptoms of abuse

It is important to recognise that safeguarding incidents could happen anywhere and therefore staff should be alert to possible concerns being raised in the school.

Pupils may exhibit signs may or may not be indicators that physical, emotional and/or sexual abuse, including neglect, has taken place, but the possibility should be considered. *Guidance on recognising signs & symptoms of can be found in Chapter 4 of London Child Protection Procedures.*

What to do if you suspect that abuse may have occurred

Any staff member who has concerns must report these concerns immediately to the Designated Teacher or Deputy Designated Teacher by initially talking about the concern with one of the Designated Teachers. After discussing the concern, a Safeguarding Concern form should be completed explaining the concern. In the absence of the Designated Teacher and the Deputy Designated Teacher speak to the most senior member of staff on the premises. Both the Headteacher and the Deputy Headteacher are contactable on their mobile phone when not on the school premises.

All staff may raise concerns directly with children's Social Care Services.

Role of the Designated Teacher

Obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.

Assess the information quickly and carefully and ask for further information as appropriate.

They should also consult with London Borough of Bexley Children's Social Care (includes the Disabled Children Services) or Safeguarding Children Service to clarify any doubts or worries (For contact details, see *appendix A*)

The Designated Teacher should make a referral to Children's Social Care or the police without delay if it is agreed during the consultation or there is an immediate risk to the child.

The referral should be made to Children's Social Care in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the Social Care Department in that borough. If the child is disabled, the referral should be made to the Disabled Children Service.

A telephone referral should be made and confirmed in writing using an inter-agency referral form (available on the school portal or through the London Borough of Bexley or LSCB websites) within 48 hours.

When making a referral, the designated teacher should keep a written record of:

- Discussions with child
- Discussions with parent/s
- Discussions with staff
- Information provided to Social Care
- Advice given and decisions taken (clearly times, dated and signed)

Children's Social Care should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days.

Following referral, Children's Social Care should, within one working day, consider the next course of action, record their decision in writing and notify the Designated Teacher.

The Designated Teacher is Mark Hannon and has been nominated by the governing body of St Fidelis Catholic Primary School to refer allegations or suspicions of neglect or abuse to the statutory authorities. In the absence of Mark Hannon, the matter should be brought to the attention of Catherine Quirke. In the absence of both of them, speak to the most senior member of staff on the premises. Both the Headteacher and the Deputy Headteacher are contactable on their school mobile phone when not on the school premises.

Suspicious will not be discussed with anyone other than those nominated above.

It is the right of any individual to make direct referrals to the child protection agencies. If for any reason you believe that the nominated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly.

Responding to a child making an allegation of abuse

- Stay calm, listen carefully to what is being said
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others-do not promise to keep secrets
- Allow the child to continue at his/her own pace
- Ask questions for clarification only, and at all times avoid asking leading questions.
- Reassure the child that they have done the right thing in telling you
- Tell them what you will do next and with whom the information will be shared
- Pass this information on immediately to your Designated Teacher or Deputy Designated Teacher in his/her absence.
- When asked, record in writing what was said using the child's own words as soon as possible, note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated before handing it to the Designated Teacher or Deputy Designated Teacher.

After a child has disclosed abuse, the designated teacher should carefully consider whether or not it is safe for a child to return home to a potentially abusive situation. On these rare occasions it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect.

Responding to a child making an allegation of abuse against another child

Treat the disclosure in the same way as you would for any other disclosure. Make initial judgement based on information and decide on the next steps. Involve Bexley Safeguarding Team as appropriate.

Responding to Allegations of abuse against a member of staff, other worker or volunteer

Where an allegation is made that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity the school will follow the Bexley LSCB procedures on allegations against school staff, other workers or volunteers will be followed in all such cases.

It will be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age 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
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Any safeguarding concerns about a member of staff, other workers or volunteers in the school should be brought to the attention of the Designated Teacher or Deputy Designated Teacher. Where the allegation involves the Designated Teacher this should be reported to the Chair of Governors.

The school will follow the guidance set out within Keeping Children Safe in Education document, particularly Part 4 "Allegations of abuse made against teachers and other staff."

Looked after Children

The Designated Teacher and Deputy Designated Teacher are responsible for the induction and monitoring of any Looked After Children who are admitted to the school.

Children with Special Educational Needs and Disabilities

Children with SEND can face additional safeguarding challenges... additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEND can be disproportionately impacted by bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Private fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'.

This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

As the name implies, private fostering is a private arrangement made between the parent(s) of a child who is to be with a private carer for more than 28 days. Private Fostering is regulated in England with the latest regulations being 1 July 2005 called The Children (Private Arrangements for Fostering) Regulations.

Many private fostering arrangements operate successfully, however should the arrangements not work out then this can leave a privately fostered child in a vulnerable situation. In order to monitor privately fostered children, all local authorities in England have a duty to privately fostered children set out in the regulations which includes an assessment of their situation and regular visiting by a worker from the children's social work teams. The worker will assess their living conditions, check on the level of contact between the child and the parents, establish if the child should be in nursery or school and ensure the child is registered with a GP. If the worker regards the child as being 'in need' then the local authority may provide services either directly or indirectly to the child or carers.

Legally parents who make arrangements for their children to be privately fostered must notify the local authority where the child is staying at least six weeks in advance. If the private fostering has been arranged in an emergency then the local authority must be told within 48 hours.

If staff believe that a child is being privately fostered, this should be brought to the attention of Children's Social Care at the London Borough of Bexley.

Recruitment and appointment of workers and volunteers

The school has a separate Safer Recruitment Policy.

Registered Sex Offenders

A person who attends the premises of St Fidelis Catholic Primary School in any capacity who is required to register with the police under the Sexual Offences Act 2003 is required to notify the school's Designated Teachers for safeguarding. The school will require persons to participate in a risk assessment and subsequent written agreement (Appendix E).

Risk Assessment

This is a confidential document which will be shared with only the Designated Teacher and Deputy Designated teacher at St Fidelis. This assessment is completed with two members of the safeguarding team. The assessment will be reviewed annually unless further information is disclosed to establish any changes of details such as address changes, further offences or removal from the Sex Offenders' register. The written agreement will be drawn up following the completed risk assessment.

Supervisory arrangements for the management of St Fidelis Catholic Primary School out of school hours activities

We will aim to protect children from abuse and our team members from false allegations by adopting the following guidelines in line with the school's Safer Working Practices Policy and Code of Conduct:

- All volunteers receive an induction and are given clear written guidance on responsibilities, acceptable behaviour and limits to their role, based on the school's staff handbook.
- As part of induction, all volunteers are given a copy of this policy and asked to sign to say they have read it.
- All volunteers, peripatetic teachers and coaches are given a copy of part one of Keeping Children Safe in Education 2016 and asked to sign to say they have read and understood it.
- We will keep a register of all children attending our activities.
- We will keep a register of all staff / outside providers (both paid staff members and volunteers).
- Registers will be taken.
- Our team members will record any unusual events on the accident/incident form.
- Written consent from a parent or guardian will be obtained for every child attending our activities.
- Where possible staff / outside providers should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful.
- Staff / outside providers should not be alone in a closed room with a child.
- Staff / outside providers may escort children to the toilet but they should not go into the toilets. They are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian, and a procedure for this has been agreed.
- Physical contact should be avoided unless required for the child's safety and wellbeing or the safety and wellbeing of others. However our team members will be discouraged from this in circumstances where an adult or child are left alone.
- All team members should treat all children with dignity and respect in both attitude language and actions.

Student who go missing on / off school site

While students are in school, we have a responsibility for duty of care to the students and act in loco-parentis by taking steps that are reasonable to ensure their safety and well-being. While on school visit, each student is issued a high-visibility jacket and wristband to wear which details the school's name and contact telephone number in case they go missing. Procedures are in place if a student should go missing in / out of school (see *appendix B*).

Additional Support Plans (Behaviour support)

This includes strategies that help to prevent safeguarding issues in school such as:

- Positive physical intervention when necessary
- Behaviour interventions
- Specific strategies for students who are allocated to a member of staff they can talk to about issues of concern or another professional preferably a counsellor that they can talk to
- Clear systems and routines for dealing with behaviour across the school day including lunchtimes
- Students with 1:1 Teaching Assistant support

Management of Children with Child Protection Plan

Child Protection is the term used to describe the procedures we use for children at risk of significant harm or who have been harmed. If a child is subject to a Child Protection Conference, the Designated Teacher will attend the conference to share any relevant information. If the child has a Child Protection Plan, the Designated Teacher is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences. Information will be shared with staff on a need to know basis but key personnel working with child should have sufficient information to support them in their work with that child.

If a child with a Child Protection Plan has an unexplained absence from school for two or more consecutive days, the Designated Teacher will inform the Social Worker.

Exclusions Policy

A student who physically or sexually harasses others may be excluded.

Support and Training of staff and volunteers

We, St Fidelis Catholic Primary School, are committed to the provision of safeguarding training for all our team members.

At the start of each academic year, every member is required to read and sign that they have read, the Safeguarding and Child Protection policy, which is shared by the Designated Teachers.

Each term staff are reminded of key aspects of the school's Safeguarding policy by the Designated Teachers. Level 1 and 2 training for all staff is organised for the school as a whole by an external trainer, or for those staff who join the school at other times, through online providers.

The Designated and Deputy Designated Teachers undertake Level 3 training in inter-agency working and refresher training at 2 yearly intervals to keep his/her knowledge and skill up to date. In addition, the Designated Teachers attend other training pertinent to their role, for example FGM, WRAP, Serious Case Review as well as regular attendance at the half termly Bexley Local Safeguarding Children Board's (BLSCB) Designated Teachers meetings to ensure they are aware of anything new to look out for in this area.

Induction for all new staff, those on placements and volunteers involves the school's Safeguarding policy and practice.

For all areas of abuse defined in this document, staff are made aware of the signs to look for, through regular awareness briefings in school, as well as through the training received from external providers, and the routes to take if they wish to raise a concern.

Record Keeping

Department of Education guidance says that the Designated Teacher should keep detailed, accurate, secure written records of referrals and concerns. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children unless subject to a court order.

The school uses a chronological record to track and follow-up concerns. This is placed at the front of each pupil file.

If a child transfers to another school or other educational establishment, the Designated Teacher should forward the child protection file to a named person at the receiving school/establishment under separate cover from the academic records. The file should be marked '*confidential, to be opened by addressee only.*'

The Designated Teacher should retain a copy of the child protection file, which should be stored in a secure cabinet accessible only by appropriate senior staff members. Child Protection records about a pupil who has ceased to become of compulsory school age should be archived and catalogued.

The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.

Confidentiality

We recognise that all matters relating to child protection are confidential.

The Designated Teacher will disclose personal information about a pupil to other members of staff on a need to know basis only.

However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

We will always undertake to share our intention to refer a child to Children's Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Bexley Safeguarding Children Service on this point.

Working together with parents / guardians to better safeguard children:

To better safeguard children, parents / carers will be asked to agree to an Information Sharing Protocol so that the school can liaise with other agencies involved. The school will also inform parents /carers (unless to do so could put the child at greater risk of harm), if their child is referred to another agency.

Bexley Local Authority, in conjunction with members of the Police and Social Care have worked to create a form of words which the school uses with parents to define what is meant by physical abuse. It is made clear to parents that the school has a statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children both in and out of school.

This form of words is used at the start of a child's career in Nursery and Reception and signed by the parent:

As a parent/guardian I understand that I am responsible for disciplining my children or those under my care when they are not in school. I fully understand and am aware that the use of physical force in disciplining them may be illegal in certain circumstances. This may include where an implement has been used or where the use of that force resulted in injury and the use of prolonged physical stress positions. (This is where children are placed in a position of discomfort for a long period of time). I understand in these circumstances the school has a statutory duty to report such incidents to Children's Social Care and that the police may be asked to investigate.

E-Safety in St Fidelis Catholic Primary School

The school has a separate E-Safety policy which is available on the school website. The following provides key information about issues and procedures which may arise linked to E-Safety.

Most young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities. However, issues of E-Safety do arise as some students use the technologies negatively. Staff should guide pupils in on-line activities that will support the learning outcomes planned for the pupils' age and maturity. Pupils will be educated in the effective use of the internet in research, including the skills of knowledge location, evaluation and retrieval. Teachers should ensure that the use of internet derived complies with copyright law.

Emerging technology

Emerging technologies will be examined for educational benefit and evaluated for risk before use in school with pupils.

How will the risks be assessed?

To guard against accidental access to materials which are inappropriate we access the internet by means of the London Grid for Learning which provides an appropriately filtered service (including Google). However, due to the international scale and linked nature of internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. If staff or pupils discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the ICT leader in order for the site to be blocked in the future.

How will ICT system security be maintained?

Filtering software and/or equivalent systems will be used in order to minimise the risk of exposure to unsuitable material. Pupils and teachers will be provided with training and regular updates in the area of Internet safety. Virus protection software will be used and updated on a regular basis. Regular back-ups are made of all school data and are kept in secure locations. The school network is regularly maintained and monitored by competent technical support.

In the Foundation Stage and Key Stage 1, access to the internet will be by adult demonstration with occasional directly supervised access to specific, approved on-line materials.

Keeping pupils safe online

If staff or pupils discover an unsuitable site, it must be reported to the ICT leader. The Internet is for educational purposes only during school hours. Children will only be able to access the internet (at school) when under adult supervision.

Cyber-bullying is unfortunately another area which is growing rapidly. It is different from more traditional forms of bullying. Some students have 24 hour access to the internet or a mobile phone and so it can be hard to escape. The audience for the bullying can be potentially huge and comments and pictures are likely to stay online forever. As with all forms of bullying, the School will deal with this in accordance with the Behaviour Policies (particularly the Anti-bullying and Cyberbullying policies), even if the cyber-bullying is happening outside School hours. If parents / guardians have any concerns that their child is being cyber-bullied, they should please print off any available evidence and report it to the School as soon as possible.

Helping children to safeguard themselves

Assemblies, PSHE lessons, School Trip Risk Assessments and Circle Times are a common feature of how we educate pupils to keep themselves safe at St Fidelis.

'Tell Someone' poster

The 'tell someone' poster is visible throughout the school to help children to understand that they need to speak up if they are unhappy with how someone is treating them or how someone else is being treated.

Circle Times

Circle Time is a tool used by all teachers to address issues often specific to the class involved, for example how safe children are feeling, issues relating to hygiene or resolving issues on the playground.

Risk Assessments

In line with our status as a Rights Respecting School, before any residential trip such as those in Year 5 and Year 6, a code of conduct is written by the pupils attending the visit to ensure there is clarity around expectations of behaviour and keeping safe.

For any other trip, a risk assessment is completed with the children prior to the trip taking place. This practice enables children to assess risks they may come across themselves, in other contexts or situations.

The Forest School provides children in the Foundation Stage with first-hand experiences of identifying risk around them, e.g. stepping over fallen branches. Before each Forest School session, the lead staff member carries out a 'sweep' of the area to check it is safe.

Whistle blowing

Staff should be aware that children may feel unable to express concerns in an environment where staff fails to do so. All staff should therefore feel free to voice concerns about the attitude and actions of their colleagues in accordance with the council's whistle blowing policy.

Equality Statement

St Fidelis Catholic Primary School is committed to promoting equality and prevent discrimination on the grounds of disability, ethnicity, gender, age, religion or belief and sexual orientation.

Commitment of the Governing body of St Fidelis Catholic Primary School

The governors of St Fidelis Catholic Primary School are committed to the safeguarding practices, which protect children from harm. This commitment is shared by the staff and volunteers of St Fidelis Catholic Primary School. We accept and recognise our responsibilities to develop awareness of the issues, which cause children harm. We are supported by London Borough of Bexley in all child protection matters.

We have accepted this policy and will implement it. As part of our commitment, we, the governing body of St Fidelis Catholic Primary School, will ensure that this Safeguarding and Child Protection Policy is reviewed on an annual basis. We will also make child protection a standing agenda at all of our meetings and monitor this Policy by replying to reports, from the Head Teacher and staff, tabled at Full Governing Body meetings.

Signed: _____

Date: _____

Linked policies:

Anti-Bullying

Behaviour

E-Safety

Health and Safety

Intimate Care

Positive Handling

Safer Recruitment and Selection

Sex and Relationships Education

Whistleblowing

MAKING CONTACT WITH OTHER AGENCIES

In the case of concern about a child's safety, wellbeing or abuse of a child

Contact	Details
Bexley Safeguarding Children Service - 9 – 5 pm safeguardingchildren@bexley.gov.uk	Tel: 0203 045 3264 0203 045 3260 0203 045 3856 0208 303 7777
Bexley Child Care Duty Team 9 – 5 pm - for all enquiries childrensocialcare.admin@bexley.gov.uk For highly confidential email use: childrensocialcare.admin@bexley.gcsx.gov.uk	Tel: 0203 045 5440
Multi-Agency Safeguarding Hubs (MASH) Michelle Pollard	Tel: 02083037777 ext 4699 Tel: 02083037777 ext 4739 Tel: 0203 045 4022
Bexley Emergency Duty Service outside of office hours including weekends Childrensdutyteam.admin@bexley.gov.uk	Tel: 0203 0455440 0208 303 7777 0208 303 7171
Head of Child Protection and Family Support Lucie Heyes	Tel: 0203 045 3373
Disabled Children's Service Admin – Sharon Lewis Lead – Katherine Demery Complex Needs Manager - Janine Wooster	Admin Tel: 0203 045 3212 Lead Tel: 0203 045 3237 Complex Needs: 0203 045 5025 Fax: 02030453891
Local Authority Designated Officer James McMillan	Tel: 020 3045 5543 Mbl: 07950 562936 LADO@bexley.gov.uk LADO Admin Tel: 020 3045 5645
Deputy Director Schools and Educational Improvement Lauren Ovenden	Tel: 0203 045 4321
NSPCC NSPCC Whistle-blowing helpline	Tel: 0808 800 5000 Tel: 0800 028 0285
Childline Area Coordinator for South East London - Candia Crosfield	Tel: 07795 970594

<p>Police Safer Schools Bexley Team</p> <p>Sergeant Claire Penney Safer Schools Sergeant Bexley Police Station</p> <p>PC Chris Handscombe Ward Officer Erith</p> <p>PCSO Adam Winch PCSO Erith</p>	<p>07884474723 Rymailbox-.saferschools@met.police.uk</p> <p>02082849197 Claire.Penney1@met.pnn.police.uk</p> <p>02087212048 Erith.snt@met.police.uk</p>
Police Child Abuse Investigation Team	<p>8am – 6pm Tel: 0207 230 3700</p> <p>Outside these hours – 999</p>
<p>Prevent (Preventing Violent Extremism) Police Team Clair McGarry</p> <p>Claire Farrell</p>	<p>020 3045 3990 clair.mcgarry@bexley.gov.uk</p> <p>07775 821592 claire.l.farrell@met.pnn.police.uk</p>

In the case of allegations against staff

Contact	Details
Senior HR Advisor Sonya Barnes	Tel: 0203 045 3843
Local Authority Designated Officer James McMillan	Tel: 02030454739 Mbl: 07950562936 LADO@bexley.gov.uk LADO Admin Tel: 02030454699

GUIDELINES IF A STUDENT GOES MISSING

While students are in school, we have a responsibility for duty of care to the students and act in loco-parentis by taking steps that are reasonable to ensure safety and well-being.

If a student goes missing out of school, the following steps should be taken:

- Gather other students together.
- Allocate staff to search immediate area and alert local security.

If a student is missing for more than 20 minutes,

- Contact school to say which measures have been taken.
- Ensure that there is good two way communication established with a range of phone lines.
- Notify the police / security.

If a student continues to go missing,

- Send other students accompanied by staff back to school (if possible), in bus, cabs asking school to send transport, and additional staff to help search.
- School alert parents after 30-45 minutes and keep them posted.
- School alert London Borough of Bexley Deputy Director for Schools and Educational Improvement (Moyra Pickering).
- Set up link headquarters at school (i.e. Identify roles, rota for manning phones, making tea etc. preparing posters and alert transport police (bus and trains), taxi firms, local police, other police.
- Try to secure radio and TV help.

Ensure all staff are aware of these procedures:

- On outings, always take a school mobile phone leaving the number of the phone you have taken with the school office.
- Ensure that the school has the numbers of any other phones you have on the trip and make sure these are ON.
- Do not hesitate to alert school when there is a problem.

If a student goes missing in school, the following steps should be taken:

- Let the main office / Headteacher know immediately.
- One member of staff must go to the roadside to search.
- One member of staff must circumnavigate the grounds.
- One member of staff must search all rooms inside.
- Let all these people know when the student has been found.
- If the student remains missing, school should alert parents after 30 – 45 minutes and keep them posted.
- Avoid any blame culture, celebrate the success of the mission when the student is found and learn from the investigation.
- Headteacher evaluate what happened afterwards in order to learn from the situation and to satisfy ourselves that the best possible was done.

E-SAFETY GUIDELINES FOR PARENTS / GUARDIANS

Consider some of the points below to ensure that your child is using the fantastic new technologies available to them as safely as possible.

1. Please consider employing the strict "safe search" setting on Google. For more information on this and further guides you could look at www.candp-s.com/familysafety - a website full of useful material and advice on Online Safety.
2. Look into setting Parental Controls on a Windows Vista, Windows 7 or Mac computer to restrict specific web sites and also the time when the computer can be used.
3. Mobile phones offer children an amazing amount of opportunity in what they look at and what they can text, including picture messaging. If your child has a smart phone, then please consider setting safe searches on Google and YouTube on these as well.
4. Please take time to talk to your child about their use of the internet. It will be impossible and perhaps not even desirable to ban everything; indeed they are often much more able than us at using the computer! Education and dialogue are the only realistic ways to protect young people.
5. Please encourage a balanced use of the computer and mobile phones- for example, setting expectations that computers are off at 10pm and phones aren't used at mealtimes or ½ hour before bedtime (and not once in bed!).

***How a parent/carer can ensure that their child's online experience is safe:**

1. **Learn** - Find out more about online threats
2. **Talk** - Discuss what your child should, and should not, do online and print off a copy of the Safe Internet Use Agreement - sign it and put it on the wall.
3. **Have fun** - Enjoy some of the recommended sites by going online together (let your child show you how).
4. **Take action** - Make searching on the internet safer by blocking pornography on Google and YouTube and get a healthy balance by setting time restrictions on your child's computer.
5. **Care** - Make each child's computer use more comfortable – avoid posture problems by getting a laptop riser and separate keyboard and mouse and finally – encourage each child to learn to type.

**(Culled from www.candp-s.com/familysafety)*

Safeguarding Concern Form



Pupil Name: Date:

Year Group: Class: Reported by:

Risk Factors:

- Alcohol misuse by child
- Domestic violence
- Fabricated illness
- Gang affiliation/youth violence
- Learning disability of adult
- Mental health of adult
- Physical abuse
- Self-harming

- Alcohol misuse by adult
- Drug misuse by child
- Family in acute stress
- Homeless young person
- Missing from home
- Neglect
- Private fostering
- Trafficking

- Anti-social behaviour
- Drug misuse by adult
- Female genital mutilation
- Learning disability of child
- Missing from school
- Physical disability of child
- Radicalisation
- Unaccompanied child

- Child sexual exploitation
- Emotional abuse
- Forced marriage
- Learning disability of adult
- Mental health of child
- Physical disability of adult
- Sexual abuse
- Young carer

Summary of Concern:

Received by: Date:

Actions Taken:

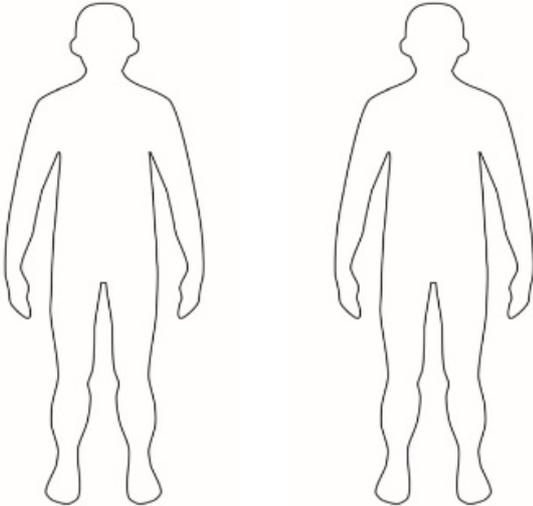
Date:	Person taking action:	Action:	Next Steps:

Date feedback given to referrer: Feedback given by:

Safeguarding Concern Form (Continued)

Additional information and body map (if useful):

Front: Back:



Guidance on completing a Safeguarding Concern Form

In the first instance, speak to one of the school's designated teachers for safeguarding, Mark or Catherine. Safeguarding children will always be the priority for school leaders, which means that all other matters can be dropped to respond to any concern.

It is important that concern forms are fully completed in a timely way. The details are important. To help the safeguarding team respond appropriately, please follow the guidance below:

- Enter all the admin details, including surname, year group and class.
- Include your full name (not initials).
- Make sure the concern is given in detail, preferably in the child's own words- don't report what other people have told you- they must write their own concern form.
- Only write about one child on each concern form (use a separate form for each child).
- Remember that concern forms are used by the police, in court cases and inquests as primary documents, so they must be complete and accurate.
- Make sure you use a Concern Form to record your concern. Do not use other any other form or piece of paper. Writing on the back of other forms can cause confusion and error. Do not make copies of this document.
- If you jotted your notes down on a piece of paper whilst talking to the child or immediately afterwards, attach that to the completed concern form.
- Completed concern forms must be handed to either Mark or Catherine.
- Please alert the safeguarding team to concerns as soon as possible. It can take several hours to deal with even urgent concerns and the earlier we start the better.
- Finally, please sign, date and time the concern form.

Further information can be found in the school's safeguarding and child protection policy which is available through the school's website.



Registered Sex Offenders Risk Assessment

Meeting Date: _____

Meeting attended by: _____

Name of person	
Details of disclosure	
Sexual offences history	
Child's Name/Year group/Class name	
Relationship to child	
Lives with child	Yes/No
Details of contact with child	
If you are not a family member, who has given you permission to have contact with the child.	Name: Address:
<i>This form is housed securely and will only be shared with persons by hand. This form is reviewed at least annually.</i>	
Date form discussed with Head Teacher:	
Further action:	



Signs of child abuse and neglect

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including non-contact activities.

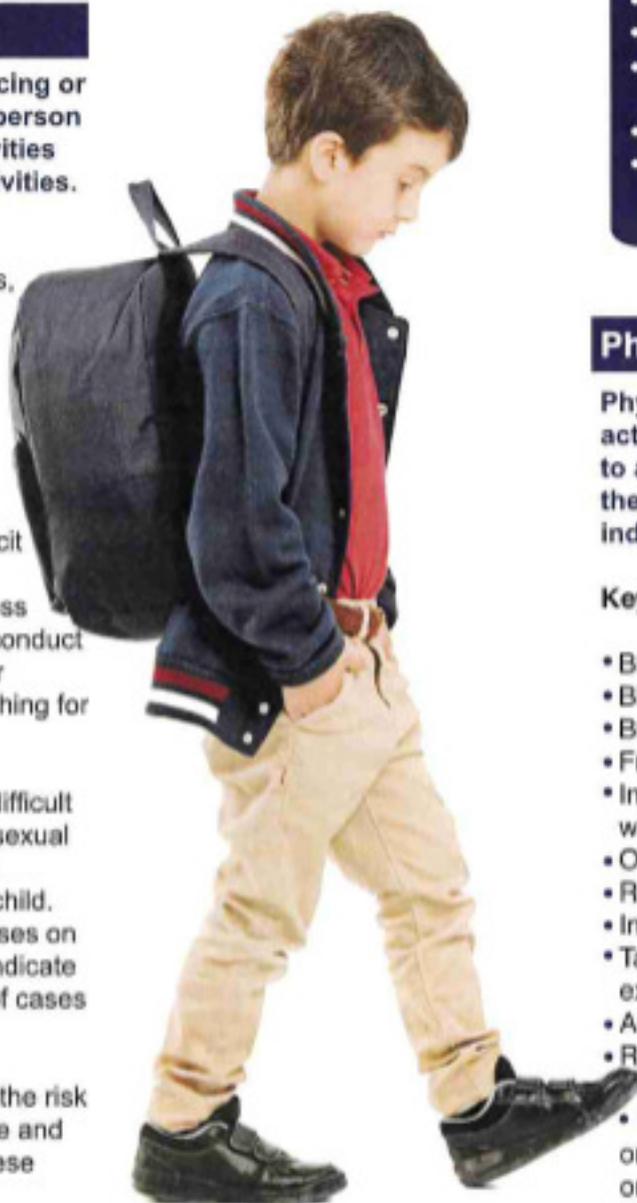
Key features

There are few physical signs, more likely to be emotional and behavioural factors.

- Aggression
- Withdrawn
- Self harming, including eating disorders
- Drawings of sexually explicit behaviours
- Promiscuity/ precociousness
- Inappropriate sexualised conduct
- Sexually explicit behaviour
- Reluctance to remove clothing for swimming or PE

Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Whilst the media often focuses on 'stranger danger', studies indicate that between 80 and 90% of cases involve a known adult.

The internet has increased the risk of non-contact sexual abuse and children must be alert to these dangers when online.



High Risk Factors

- Families with complex needs
- Parental substance use
- Poor parental mental health
- Parents with learning difficulties
- Children with disabilities
- Families with past history of childhood abuse

Physical Abuse

Physical abuse involves any action that causes physical harm to a child including fabricating the symptoms of or deliberately inducing illnesses.

Key features

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non-mobile children
- Injuries in unusual areas or with well-defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered
- Reluctance to remove clothing for swimming or PE
- The parents are uninterested or undisturbed by an accident or injury

Neglect

Neglect is the failure to meet a child's physical and or psychological needs.

Key features

- Inadequate clothing for the child's size, weather or time of year
- Underweight for age
- Frequent school absences
- Poor health
- Emotionally needy
- Persistently dirty with a body odour

Further Information

The statutory guidance for schools is set out in the following documents:

Keeping Children Safe in Education (2016)

What to do if you're worried a child is being abused (2015) (non-statutory)

Working Together to Safeguard Children (2015)

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child.

Key features

- Development delay.
- Abnormal attachment to parent/ carer.
- Low self-esteem.
- Lack of confidence.
- Inappropriate emotional response.



Safeguarding and Child Protection

St Fidelis Catholic Primary is committed to safeguarding and child protection of children who are at risk of abuse or neglect.

The school works hard to establish and maintain an environment where children feel secure, are confident to talk and are listened to. Mr Hannon and Miss Quirke share responsibility for safeguarding and child protection for all pupils. Mrs Ibegbule is the link governor for Safeguarding.

If you have concerns there are always three routes available to take to raise these:

- Speak to Mr Hannon or Miss Quirke, by making an appointment through the school office.
- Contact Children's Social Services directly at Bexley, by ringing 0208 303 7777.
- Contact the Police, by ringing 101 (non-urgent) or 999 (emergency).

For further information, the school's policy is available to download from the school website.



Mr Hannon
Head Teacher



Miss Quirke
Deputy Head Teacher



Mrs Ibegbule
Safeguarding Governor