



## CHILD PROTECTION & SAFEGUARDING POLICY November 2017

<b>Lead</b>	Headteacher
<b>Policy Status: Approved/Awaiting Approval</b>	Approved 09/11/2017
<b>Prepared</b>	Ciara Dawson
<b>Next Review</b>	Summer Term 2018
<b>This Version No.</b>	3

*Valid only at the time of issue*

## CHILD PROTECTION AND SAFEGUARDING POLICY

### Position Statement

Saint Philip Howard School is a Catholic School.

As such it accepts the primacy of Divine guidance as given in Sacred Scripture and as taught by the Catholic Church.

In the matter of Safeguarding of children and vulnerable adults we note Our Lord's words:

***“Anyone who welcomes a little child...in my name welcomes me. But, alas for anyone who is an obstacle to bring down one of these little ones who have faith in me”*** Luke 17, 1-2

Saint Philip Howard fully recognises its responsibilities for child protection and safeguarding and works in close partnership with Derbyshire County Council and the Diocese of Nottingham Child Protection Officer.

Our policy, which is reviewed and approved by the Governing Body annually, applies to all staff, governors and volunteers working in the school. There are six main elements to our policy:

- 1. Raising awareness of child protection issues with staff and equipping children with the skills they need to keep them safe**
- 2. Ensuring we practice safer recruitment by checking the suitability of prospective staff and volunteers to work with children, vulnerable adults and promote this through all publicity**
- 3. Training and supporting our staff to equip them to properly recognise, respond to and support children and/or adults who are vulnerable and may be in need of safeguarding**
- 4. Implement and review regularly, in the light of experience, our procedures for identifying and reporting cases, or suspected cases of abuse**
- 5. The support of children who have been subject to abuse, in accordance with their agreed protection plan**
- 6. Establishing a safe environment in which children can learn and develop in an ethos where students have confidence to disclose information if they feel unsafe**

We will follow the procedures set out by the Derbyshire Safeguarding Children Board in the Derby and Derbyshire Safeguarding Procedures ([www.derbyshirescb.org.uk](http://www.derbyshirescb.org.uk)) and take account of guidance issued by the Department for Children, Schools and Families (in particular Safeguarding Children and Safer Recruitment in Education 2007). Saint Philip Howard has carried out an audit of its Safeguarding role and continues to keep this under review (*See Self Review tool for Safeguarding Appendix 1*)

Within the community use of the school we will also follow guidelines and procedures set out by National Governing Bodies of sport and other similar bodies to ensure we are safeguarding children and vulnerable adults when they access the activities we promote and host

## Definitions of Abuse

- **Physical Abuse**

Hitting/Shaking/Throwing/Poisoning/Burning or Scalding/Drowning/ Suffocating/or otherwise causing harm to a child/vulnerable adult

Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child/vulnerable adult

- **Emotional Abuse**

Persistent emotional maltreatment/conveying the child/adult is worthless, unloved, inadequate or valued only as a commodity to others

Developmentally or age inappropriate expectations imposed

Interactions beyond the child or adults capability including overprotection/ limitation of exploration and learning/preventing social interaction

Seeing/hearing maltreatment of others

Bullying/causing fear/feelings of danger/exploitation/corruption may occur alone or as a result of other types of abuse

- **Neglect**

During pregnancy by maternal substance abuse

Failure to provide adequate food, clothing or shelter/exclusion from home abandonment

Failure to protect from harm (physical or emotional)/Danger

Inadequate supervision/use of inadequate care givers

Failure to access appropriate medical care/treatment

Unresponsive to/neglect a child or adults basic emotional needs

- **Sexual Abuse**

Forcing or enticing participation of a child/young person/vulnerable adult in sexual activity (including prostitution) whether aware or not. This may be physical/penetrative or non-penetrative or non-contact involving behaving in sexually inappropriate ways/production of sexually explicit materials/watching sexual activities

## Application of the Main Elements

## 1. Raising awareness of safeguarding children and vulnerable adults issues with staff and equipping children with the skills they need to keep them safe

We recognise that because of the day to day contact with children, school staff members are well placed to observe the outward signs of abuse. The School will therefore: -

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to (*Example: Staff available are... Form Tutors, Key Stage Managers, School Nurse, Pastoral Team, Administration Support, Family Resource Worker*)
  - Ensure that children know that there are adults in the school whom they can approach if they are worried (*Example: in PSHE, Assemblies, Form Time*)
  - Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse (*Example: Safe use of the internet, the need to tell, Personal safety*)
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus 2010 edition
- Ensure that all staff and volunteers who work/volunteer during community time within the school setting are fully aware of the schools policy and receive adequate training to ensure that they know what steps to take to keep all children and vulnerable adults safe.

## 2. Ensuring we practice safer recruitment by checking the suitability of prospective staff and volunteers to work with children and vulnerable adults and promote this through all publicity

- Ensure safer recruitment practices are always followed. Every interview panel will have at least one member who has the certificate in Safer Recruitment. We will check on the identity of candidates, follow up references and scrutinise applications for gaps in employment. We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process.
- Ensure that all staff are aware of the government guidance document “Guidance of Safer Working Practice for Adults who Work with Children and Young People” DCSF 2007 and ensure that its recommendations are followed (*The Guidance on the use of new technology is particularly important, this includes advice on safe use of mobile phones and guidance on the maintaining personal and professional boundaries in e-mail and social networking environments*)
- Follow the Derbyshire Handling Allegations Against Staff procedures where an allegation is made against a member of staff or volunteer. This will include in the first instance, seeking advice from Local Authority Designated Officer (LADO), the Child Protection Manager (Education) or a Human Resources Officer. Where an allegation is made against the Head teacher, the chair of governors must be informed who will seek advice from the same sources

- Ensure that all staff/volunteers who are based in the community department receive identity checks to include vulnerable adults and children
- 3. Training and supporting our staff to equip them to properly recognise, respond to and support children/adults who are vulnerable and may be in need of safeguarding**
- Ensure we have designated senior person/s for child protection who has received appropriate and up to date training and support for this role (*See appendix 2 "Roles and Responsibilities of the Senior Person/s"*) They will access safeguarding training at least every two years and currently these persons are Key Stage 3 and 4 Managers and in their absence the Head teacher
  - Ensure we have a nominated governor responsible for child protection and ensure they access appropriate safeguarding training. The Head teacher reports to the governing body annually on school safeguarding activity over the previous year (*This is done as part of the head teacher's report to governors delivered at the full governors meetings three times per school year*)
  - Ensure every member of staff (including temporary, supply, contracted and volunteer) and the Governing Body know the name of the designated senior person/s responsible for child protection and understands their role (*The induction process includes this policy being made available to staff. Any supply staff will be reminded of their safeguarding responsibilities before starting work*)
  - Ensure staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated senior person/s responsible for child protection. All members of staff will receive training in safeguarding at least every three years and a record of attendance kept in school
  - All contractual community employees will attend a sport based or education based safeguarding course every three years. All casual staff/volunteers will be briefed on safeguarding procedures in association with this policy and will be encouraged to attend safeguarding courses. This will be monitored through the community sport management team [Community Sport Manager]. All records of attendance will be held on site in the community office
- 4. Implement and review regularly, in the light of experience, our procedures for identifying and reporting cases, or suspected cases of abuse (either on or off school site)**
- Notify Children's Social Care Team 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 and core groups and the provision of relevant reports
  - Maintain links with relevant agencies when children and families are seeking support and help under Common Assessment Framework (CAF) arrangements or under Child in Need Planning

- Keep written records of concerns about children, even where it is decided that there is no need for immediate referral. These records will be kept separately from the child's education record
- When making a referral, the school will complete a child referral form, sending one copy to Children's Social Care Team, a copy to the Child Protection Manager (Education) and retaining a copy on school file (*See appendix 3 "Child Protection Flowchart"*)
- Ensure all records are kept securely, in locked locations and separate from the main pupil file (*For our school currently, this is in officially documented files in a locked cabinet in the School Business Manager's Office*)
- For all community based sessions, any records will be kept locked away in the community sport filing cabinet and also reported to the school. For the sessions where a welfare officer is identified any concerns will be reported directly to the welfare officer who will have National Governing body of Sport procedures to complete. For all other cases the reporting will be made via one of the community sport management team.

#### **5. The support of children who have been subject to abuse, in accordance with their agreed protection plan**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through: -

- The **content of the curriculum** (*Promoted through for example; Religious Education, PSHE, Citizenship etc;*)
- The **school ethos** which promotes a positive, supportive and secure environment and gives the student a sense of being valued (*Promoted through for example, the Single Equalities Policy, the Behaviour Policy, the Special Educational Needs Policy, Community Cohesion Projects, the School Mission Statement, Rewards systems including loyalty points, stickers and stamps, through School Assemblies, Attendance at special school activities such as trips, discos and "tea and Toast" mornings*)
- The **school behaviour policy** which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- **Liaison with other agencies** that support the pupil, such as Children's Social Care, Child and Adolescent Mental Health Service, Primary Health care services, Education Welfare Service and educational Psychology Service.

- Ensuring that, where a pupil who is the subject of a Child Protection Plan leaves the school, that child's information is transferred to the new school immediately and the Child's Social Worker is informed. Child protection information will be transferred securely and separately from the child's education file. If the new school is unknown, then the file will be sent to the Education Welfare Office without delay
- 6. Establishing a safe environment in which children/adults can learn and develop in an ethos where students/customers have confidence to disclose information if they feel unsafe**
- The school will keep up to date the Single Central Record in line with the DCSF guidance "Safeguarding Children and Safer Recruitment in Education" (ref: 04217-2006BKT-EN) to ensure that identity checks have been completed as appropriate and the date recorded. Required qualifications for any post are recorded alongside any professional registration details
  - In creating a safe environment for children and young people, the school has a well circulated Anti-bullying Policy, the impact of which is regularly reviewed and evaluated. The school works in accordance to the recommendations of Derbyshire's ABC Scheme.
  - Processes for children and young people to report concerns or make complaints about others are understood by both children and staff. The means by which this is done is well advertised in the Anti-Bullying Policy.
  - The use of physical intervention with young people will only be used when circumstances require it in order to prevent damage to the child, to other young people or to an adult. Additionally if the young person is disrupting the learning of others this may also be a reason to intervene. In all cases the intervention must be appropriate to the level of perceived risk, only last as long as is required to reduce this risk and minimise any possible harm to the child. Only staff who have received training whilst working in this school should be approved to intervene. In emergency situations any staff member present should act in the best interests of the child/children. Any use of physical intervention should be reported to the Head teacher without delay (PA to Headteacher in their absence) and the relevant report form completed. Derbyshire's Physical Intervention in Education Policy gives full details of expected practice
  - Security within the school is carefully managed and reviewed annually. All visitors to the school must sign in at all sites (including the public/Community Access during school hours), show any official identification and those unknown to the school (i.e. those without known and appropriate checks via the Disclosure and Barring Service) are accompanied by an adult at all times while on the premises. A lower level of supervision will be required where the school is satisfied that the visitor has had the relevant checks carried out by their employer.
  - Where activities take place off school site or out of school hours, the staff ensure that a full Risk Assessment is completed in which the Safeguarding Policy is always included. The community sport

management team will also ensure that qualification levels are checked against each activity in line with National Governing Bodies of Sport

- The school is fully aware of the relevant Health and Safety legislation and complies with all aspects of this in order to keep both pupils and staff safe. Risk assessments are undertaken when required and advice is sought from Derbyshire's Health and Safety team as appropriate
- This policy is made available to parents and relevant parties who use the facility during community time on request.

ST. PHILIP HOWARD  
CATHOLIC VOLUNTARY ACADEMY



**BULLYING**

All Staff – Miss C Dawson  
Heads of Year  
Form Tutors

**HEALTH AND SAFETY & SECURITY**

Mrs Murphy/ Miss V Parker

**ABSENCE & ATTENDANCE**

Miss C Dawson  
Miss Nash

**DRUG & SUBSTANCE MISUSE**

Miss C Dawson

**SPECIAL NEEDS**

Mrs P Barber (SENCO)

**RACIST INCIDENTS**

Miss C Dawson  
Heads of Year

**SAFEGUARDING AT ST PHILIP  
HOWARD CATHOLIC VOLUNTARY  
ACADEMY**

NOVEMBER 2017

**EDUCATIONAL VISITS**

Miss V Parker

**LOOKED AFTER CHILDREN**

Miss C Dawson  
Mrs P Barber

**STAFF CONDUCT/ALLEGATIONS**

Mrs L Morris  
Chair of Governors – Mr M O'Connell

**DISASTER & CRISIS  
MANAGEMENT**

Mrs L Morris

**FAMILY SUPPORT**

Glossop MAT Team

**CHILD PROTECTION**

Miss C Dawson – Assistant Headteacher  
Mr D Redfern – Assistant Headteacher  
Miss J Nash – Pastoral Support Officer

**COUNSELLING**

Pastoral Team  
Miss Nash  
Mult-Agency Team



**FIRST AID, MEDICAL ACCIDENTS  
REPORTING and CARE PLANS**

(Plus 6 Trained First Aiders)  
Mrs Murphy