

# **Our Lady of Mount Carmel Catholic Primary School**



## **Safeguarding Policy**

**DSL – Mrs Lindsay Gamble**  
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**Safeguarding Governor – Mrs Bernie Ware**

**September 2019**

**Policy on school website or on request from school office**



## Safeguarding and Child Protection Policy

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## 1. INTRODUCTION

- 1.1 This policy has been developed to ensure that all adults in **Our Lady of Mount Carmel R C Primary School** are working together to safeguard and promote the welfare of children and young people. This policy has been ratified by the Governing Body at its meeting on **15<sup>th</sup> October 2019** and will be reviewed in **October 2020**. See appendix C for a summary of a 'good' safeguarding school. The school assess the risk and issues in the wider community when considering the safety and well-being of the children (contextual safeguarding).
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.
- 1.3 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare.
- 1.4 The Headteacher or, in their absence, the authorised member of senior staff (Deputy Headteacher) has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- 1.5 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of **Our Lady of Mount Carmel R C Primary School**. This policy complements and supports other relevant school, Local and national Safeguarding Board policies (Appendix A).
- 1.6 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education September 2019', **Our Lady of Mount Carmel R C Primary School** will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

## 2. ETHOS

- 2.1 **Our Lady of Mount Carmel R C Primary School** aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education September 2019' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well being of children, young people and staff.

2.2 The school is committed to supporting the delivery of effective early help using The Multi- Agency Levels of Need and Response Framework (<http://doncasterscb.proceduresonline.com/pdfs>). The children have access to appropriate curriculum opportunities, including emotional health and well being, to support

the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of other individuals and potentially vulnerable groups.

2.4 **Our Lady of Mount Carmel R C Primary School** will exercise diligence and prevent any organisation or speaker from using the schools facilities to disseminate extremist views or radicalise pupils and staff.

### 3. **The difference between Child Protection and Safeguarding**

3.1 Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means: protecting children from abuse and maltreatment

preventing harm to children's health or development ensuring children grow up with the provision of safe and effective care taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

### 4. **THE CURRICULUM**

4.1 All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

4.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect and empathy for others. There is access to a range of extra curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.

4.3 Personal Health and Social Education, Citizenship and Religious Education Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues. The use of 'Big Talk' supports our Catholic Journey in Love and Religious Education curriculum.

4.4 **Our Lady of Mount Carmel R C Primary School** takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation eg CSE, Radicalisation and Extremism, Honour Based Violence, FGM, Forced Marriage.

4.5 All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

## 5. ATTENDANCE & EXCLUSIONS

- 5.1 **Our Lady of Mount Carmel R C Primary School** views attendance as a safeguarding issue and in accordance with the school's Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.
- 5.2 The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA) or a Parenting Contract.
- 5.3 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people **in accordance to the 'Children Missing Education' September 2016 document.**
- 5.4 The school will only place young people in alternative educational provision which is a registered provider and has been quality assured. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs.
- 5.5 The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

## 6. KEEPING RECORDS

- 6.1 **Our Lady of Mount Carmel R C Primary School** will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant event in a child's life.

## 7. ROLES AND RESPONSIBILITIES

- 7.1 The Head teacher of **Our Lady of Mount Carmel R C Primary School** will ensure that:
- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
  - Safe recruitment and selection of staff and volunteers is practiced.
  - A Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision.
  - Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
  - All staff and volunteers receive appropriate training, which is regularly updated.
  - All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.

- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.
- Ensure that the Safeguarding and Child Protection policy is available on the school's web-site.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE, Radicalisation and Extremism, Honour Based Violence, FGM, Forced Marriage

## 7.2 The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding within the school.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE Radicalisation and Extremism, Honour Based Violence, FGM, Forced Marriage.

## 7.3 The Designated Senior Member of Staff for Child Protection has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Person will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers
- Ensure that the schools actions are in line with the **Doncaster Safeguarding Children Partnership (DSCP)** Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on <http://doncasterscb.proceduresonline.com/pdf>)
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.

- Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file.

## **8. SAFE RECRUITMENT AND SELECTION OF STAFF**

8.1 The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" September 2018.

8.2 The Head teacher and governing body will ensure that all external staff and **volunteers** (see file for process involving regular volunteers) using the school site will have been vetted and checked.

## **9. WORKING WITH OTHER AGENCIES**

9.1 **Our Lady of Mount Carmel RC Primary School** has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify social care if:

- A child subject to a child protection plan is about to be permanently excluded.
- There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.
- It has been agreed as part of any child protection plan or core group plan.

## **10. CONFIDENTIALITY AND INFORMATION SHARING**

10.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only.

10.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

## **11. TRAINING FOR STAFF AND VOLUNTEERS**

11.1 In accordance with "Keeping children safe in education - September 2019" all staff will receive training at induction.

11.2 All staff should receive appropriate child protection training which includes basic safeguarding information about the school's policies and procedures including familiarisation

with the safeguarding and child protection policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, Part One, and Annex A Further Information September 2019, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, FGM and CSE, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

11.3 The Designated Person for Safeguarding will receive refresher training every two years. All staff will receive appropriate child protection training which is regularly updated.

11.3 All staff will receive training or briefings on particular safeguarding issues, for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Domestic Abuse and Child Sexual Exploitation, E-Safety, **Sexting**, Preventing Violent Extremism.

## **12. RECORDING AND REPORTING CONCERNS**

12 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix B). If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Person or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's safeguarding recording system

## **13. INFORMING PARENTS/CARERS including Early Help (One front door)**

- a) Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.
- b) Parents and carers will be informed if a referral is to be made to the Children's Social Care Service or any other agency.
- c) Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Person or Headteacher will seek advice from Children's Social Care.

The Early Help enquiry through the One Front Door (EHOFD) has been established to improve communication, information sharing; and to support more effective delivery of services where there is a need for multi-agency response.

The EHOFD is a multi-disciplinary team with two main functions:

- Providing information, advice and guidance to professionals who have queries about children who made need a coordinated early help response.
- Screening all early help enquires forms to ensure an appropriate level of response for the child and family.



The team is available from 8.30am to 5.00pm, Monday to Friday, and telephone messages will be responded to within one working day. IAG Telephone: 01302 734110

Email: [earlyhelphub@doncaster.gov.uk](mailto:earlyhelphub@doncaster.gov.uk) Or [Earlyhelphub@gcsx.gov.uk](mailto:Earlyhelphub@gcsx.gov.uk)

If you believe that an early help assessment (EHA) or single agency support is needed, contact the EHO GFD to discuss your concerns. After discussing your concerns, if it is agreed this is a case for early help, you will be asked to complete an on line enquiry form and email a consent form which you have with the family.

The EHO FD will assess the case and inform you of the action required. This could be:

- If an EHA has already been completed or there is an existing TAC/F, you will be asked to share your information and join the TAC/F
- Single agency response for a specific piece of work - Lead Practitioner identified
- EHA required - lead practitioner identified
- No further action
- Escalation to Children's Social Care if this case is already known to them or the information gathered during screening indicates escalation is required.

The EHO FD does not replace the existing 'front door' arrangements for children's social care in Doncaster. If at any stage you have any concerns that a child is at risk of harm you must follow your agency's safeguarding procedure and make a referral to Children's Social Care Referral and Response Service on:

Telephone: 01302 737777 (available 8:30am - 5pm Monday to Friday)

Telephone: 01302 796000 (outside office hours)

During this telephone call you will be asked to follow up by completing an online referral form the same day

<https://www.doncasterchildrenstrust.co.uk/worried-about-a-child>

## **14. DOMESTIC ABUSE and CSE**

14.1 The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

14.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

14.3. Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

14.4 Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Doncaster Children's Service Contact Centre will be contacted as soon as possible.

### **14.5 County Lines**

New information added around children being used to carry drugs or money from urban to rural areas. Identifying factors are also included.

"Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources".

## **15 FORCED MARRIAGE**

- 15.1 Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.
- 15.2 Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.
- 15.3 If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

## **16 FEMALE GENITAL MUTILATION**

- 16.1 Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.
- 16.2 The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes a new statutory duty placed on professionals (including teachers) to notify the police when they discover that FGM appears to have been carried out on a girl under 18.

## **17. PREVENTING RADICALISATION and VIOLENT EXTREMISM**

- 17.1 Our Lady of Mount Carmel RC Primary School values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of

our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. **Our Lady of Mount Carmel RC Primary School** seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted, to the following: Far Right/Neo Nazi, White Supremacist ideology, Islamist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

17.2 **Our Lady of Mount Carmel RC Primary School** is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

## 18 Children Missing Education

- A child going missing from education is a potential indicator of abuse or neglect. School and college staff members must follow the Doncaster safeguarding Children Board and LA procedures for children missing education and notify the APSW team in accordance with LA procedures.
- The school will have a number of contacts that are checked on a regular basis (at least 2 contacts are recommended)
- Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School and college staff members should follow the school's or college's procedures for dealing with children who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education - Statutory guidance for local authorities (DfE September 2016).
- Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should complete a cause for concern form and pass onto the designated member of staff for child protection or contact the Education CSE team contacts Carmel Bartlett/Jayne Pezzulo.
- The DSL should complete the CSE checklist tool for partners and refer to the table at the end of the tool to help decide how to proceed; a copy of the completed tool must be kept in the child's child protection records for future reference.
- If the child/young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about sexual exploitation.
- A copy of the CSE checklist tool for partners can be obtained from:
- <http://www.dscb.co.uk/sexual-exploitation>
- We will ensure the school works in partnership with parents/carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

## 19 E-Safety

19.1 **Our Lady of Mount Carmel RC Primary School** has an E-Safety Policy which recognises that E-safety is a safeguarding issue not a Computing issue. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional

work of staff as well as enhance the school's management information and business administration.

19.2 The internet is an essential element in 21<sup>st</sup> century life for education, business and social interaction and **Our Lady of Mount Carmel RC Primary School** has a duty to provide children and young people with quality access as part of their learning experience.

19.3 It is the duty of **Our Lady of Mount Carmel RC Primary School** to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

19.4. **Our Lady of Mount Carmel RC Primary School** will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

## **20. Sexting**

20.1 Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances.

20.2 The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications.

20.2 Refer to Appendix D.

## **21. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS**

21.1 Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

21.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well being as well as relevant family related issues. This information will be shared with the parents/carers.

## **22 MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS**

22.1 The school follows the government guidance Keeping children safe in education -[Sept2019](#) when dealing with allegations made against staff and volunteers.

22.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

## **23 COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS (Whistle Blowing)**

- 23.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
- 23.2 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 23.3 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Lead Advisory Officer for Education Safeguarding or LADO following the Whistleblowing Policy.
- 23.4 Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff (as pertinent to setting).
- 23.5 Ofsted also may wish the LA to investigate any whistleblowing concerns and the school/setting will work with the LA should this arise
- 23.6 KCSIE details Ofsted and NSPCC as additional whistleblowing options.
- 23.7 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.
- 23.8 • The school follows the agreed **Doncaster Safeguarding Children Partnership (DSCP)** local procedures for Procedure for Allegations Against Staff, Carers and Volunteers  
[http://doncasterscb.proceduresonline.com/chapters/p\\_alleg\\_staff\\_vols.html](http://doncasterscb.proceduresonline.com/chapters/p_alleg_staff_vols.html)

• Procedures in the event of an allegation against a member of staff or person in school.

Please also refer to the DCSP LADO page

• These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer 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
- behaved in a way that indicates s/he is unsuitable to work with children

Inappropriate behaviour by staff/volunteers could take the following forms:

• Physical includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.

• Emotional includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.

• Sexual includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.

• Neglect: may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

A safeguarding complaint that meets the above criteria must be reported to the Headteacher immediately. If the complaint involves the Headteacher the allegation must be passed to the Chair of Governors without delay. For all concerns the head teacher should carry out an urgent initial consideration/fact find in order to establish whether there is substance to the allegation. The Head teacher should not carry out the investigation itself or interview pupils without LADO advice. As part of this initial consideration, the Head teacher should consult with their schools HR Advisor/provider/contact who will then contact the Local Authority Designated Officer (LADO), within one working day.

A multi-agency strategy meeting may be arranged to look at the complaint in its widest context. The Headteacher/Chair of Governors (where appropriate) must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.

Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations will be referred to the DBS. The school will keep written records of all of the above. LADO Contacts: Jim Foy on 01302 737748/Education related concerns can be emailed to [educationsafeguarding@doncaster.gov.uk](mailto:educationsafeguarding@doncaster.gov.uk)

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.

- The school will operate safe recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks according to DBS and DfE procedures. The single central record meets Ofsted recommended practice contained within the KCSIE September 2016.
- The named person to manage all allegations is the Head teacher (unless the allegation is against the Head) the LADO advice is sought.
- The school will ensure that staff adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/on-line conduct.
- The school/setting will ensure any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Working Together to Safeguard Children 2018" and "[Keeping Children Safe in Education 2019](#)". We follow DSCP, LADO and HR Policy and Procedures.
- The school/setting will ensure that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents following the model LA Code of Conduct. Adequate risk assessments are in place for extended school, volunteer and holiday activities.
- Staff are confident to report any misconduct. .
- All staff are aware of their Duty of Care and know how to respond to medical/first aid needs.

## 24 SERIOUS CASE REVIEWS

24.1 The Doncaster Safeguarding Children Partnership will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people

24.2 If required **Our Lady of Mount Carmel RC Primary School** will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

## 25 VISITORS

25.1 All visitors, including visiting speakers, are subject to the school's safeguarding protocols while on site and will be supervised at all times.

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Reviewed: September 2019 for academic year 2019/ 2020

Date agreed by Governors: 15<sup>th</sup> October 2019

## APPENDIX A

### School Policies:

- Anti-Bullying policy
- Attendance policy
- Health and Safety
- Induction Policy
- Physical Interventions/Restraint
- Sex and Relationships Education
- Equal Opportunities
- E-Safety
- Behaviour Management including fixed and short term exclusions
- Trips and Visit
- Special Educational Needs
- Toileting and Intimate Care
- Looked After Children
- Administration of Medicines
- Whistle blowing policy

**The following National Guidelines should also be read when working with this policy:**

- Keeping Children Safe in Education September 2018
- Working Together to Safeguard Children [2018](#)
- Prevent Strategy HM Government
- Multi-Agency Levels of Need and Response Framework



The following definitions are from *Working Together to Safeguard Children (2018)*

### **Significant Harm**

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

### **Physical Abuse**

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

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **Neglect**

Neglect is 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 for example.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

# Recording of information on CPOMS

## A simple Guide

1. Ask yourself: Is this child safe going home tonight?

**If in doubt, check it out!**

**YES**

**Speak to the parent. If the story corroborates the information, NO FURTHER ACTION.**

**NO**

**Go straight to the DSL (or DS team member if not available)**  
-take notes with you if needed  
**DO NOT DELAY BY RECORDING ON CPOMS**

Still concerned?

Story doesn't match?  
Something not feel right?

1. Speak to DST or DSL
2. THEN record on CPOMS (one lozenge for prime area)
3. Check actions with DSL

Add to CPOMS for DSL/DST to review.

**DSL (or DS Team):**

1. Ring ACCESS team to;
2. Log child's name, incident and receive advice

**ACTION**

1. DSL or DST phone Access team to log and receive advise  
-record date, time, CHILD'S NAME
2. DSL or DST Update CPOMS with ACTION

**Action**

1. Follow advice given
2. Record on CPOMS  
-get times, dates and name of staff spoken to at Access Team

**Action**

1. Make Referral with ACCESS TEAM by following safer referral protocol

## Guide to CPOMs categories– Choose only main issue

### Child Protection

#### **THE MOST SERIOUS CATEGORY.**

Only put information in here regarding children currently on a child care plan. If this is a new child's incident– see Designated Safeguarding Team to complete Serious Case A3 Log.

### Safeguarding Referral

Only to be completed by DST team referring child to Social Care

### Safeguarding Care Plan

Notes/ actions from Conference or Core group. You will be advised by DST when there are actions for you to complete.

### Child In Need

Categories for Child in Need– Complex or Child in Need-Early Help. Any child in this category will be known to you. This is for reporting any incidents involving CIN children. Inform Care Team and DST.

### Complex

### e-safety

Any e-safety incidents. Inform care team member or DST if considered a significant risk.

### Home Issues

Issues that have occurred at home. See safeguarding CPOMs flow chart to decide if this is a major incident or not.

### Parental Contact Issues

Issues around children being picked up late continually, parent access rights etc. Inform Care Team.

### D.V- Encompass

Completed by person receiving encompass phone call. Inform DST. This is highly unlikely to be anyone other than DSL team.

### LAC

Information regarding LAC child's incidents or feedback from LAC reviews etc. Inform Class Teacher and Tracey Hill (LAC co-ordinator)

### Behaviour

Behaviour= Incidents on the playground or in class. This will replace our behaviour tracker. Inform class teacher and/or team leader  
Not to be used for any safeguarding concerns.

### Pupil Premium

Any Pupil Premium issues involving the child– School bought new uniform etc. Must be linked to Pupil Premium champion.

SEN information and data.  
Inform SENDCo.

## A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

### **ETHOS AND ENVIRONMENT**

- The school is a place where 'Every Child Matters'.
- The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly.

### **PRACTICES AND PROCEDURES**

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The Multi Agency Levels of Need and Response Framework is embedded.
- Effective School Improvement Plan and effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

### **PUPIL TRACKING**

- The progress and attendance of pupils in alternative provision is carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

## **STAFF TRAINING**

- The Leadership and Management of the school is trained in Safeguarding and is effective.
- A Senior Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on Safeguarding and identified staff receive higher level training as appropriate.

## **PUPIL ENGAGEMENT**

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organisational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.
- Extra consideration is given to children with SEND as this can present additional safeguarding challenges and school recognizes their duty to help keep children safe.

## **THE CURRICULUM**

- The curriculum, organisation of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying including, racist, homophobic and cyber-bullying. This includes tackling issues leading to grooming and child sexual exploitation and radicalisation
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.
- Children are taught when they are at risk and where to seek help.

## **WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES**

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence - they know which children are at risk of becoming/or are persistently absent - non-attendance is understood as a potential safeguarding issue.
- The school does not exclude pupils but tries to find alternative ways of supporting them.
- The school does not see pupils at risk of gang involvement, sexual exploitation, radicalisation or criminal activity as crime and disorder issues but as a 'children in need issue' and works closely with other partner agencies to safeguard them.

## INDICATORS OF VULNERABILITY TO RADICALISATION

- Pupil is distanced from their cultural/religious heritage and experience.
- Pupil demonstrates discomfort about their place in society.
- Pupil may be experiencing family tensions at home.
- Low self esteem and sense of isolation.
- Pupil has distanced self from existing friendship groups and become involved with a different group of friends.
- Pupil may be searching for questions about their identity, faith and belonging.
- Pupil may have perceptions of injustice and rejects civic life.
- Pupil is accessing extremist websites and is in contact with extremist recruiters.
- Pupil justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance.
- Pupil uses extremist narratives and global ideology to explain personal disadvantage.

## Appendix D

Our Lady of Mount Carmel RC Primary School will adhere to the guidance issued by the UK Council for Child Internet Safety 'Sexting in schools and colleges: responding to incidents and safeguarding young people' (September 2016).

Sexting is when someone shares sexual, naked or semi-naked images or videos themselves or others, or sends sexually explicit messages.

They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

Sexting may also be called:

trading nudes;

dirties;

pic for pic.

### Why do young people sext?

There are many reasons why a young person may want to send a naked or semi-naked picture, video or message to someone else.

- joining in because they think that 'everyone is doing it';
- boosting their self-esteem;
- flirting with others and testing their sexual identity;
- exploring their sexual feelings;
- to get attention and connect with new people on social media;
- they may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is
  - persistent;
  - exploitation or blackmail.

### What are the risks of sexting?

Loss of control of images and how they're shared

It's easy to send a photo or message but the sender has no control about how it's passed on. When images are stored or shared online they become public. Some people may think that images and videos only last a few seconds on social media and then they're deleted (such as snapchat) but they can still be saved or copied by others.

Images used on social media are also owned in many cases by the media that the child has used, for example anything in the Apple cloud is owned by Apple and anything posted on Facebook is owned by Facebook and will remain within their storage area. These storage areas are open to hacking and frequently are. This means that photos or videos which a young person may have shared privately could still be end up being shared between adults they don't know.

Young people are therefore at risk of:

- Blackmail
- An offender may threaten to share the pictures with the child's family and friends unless the child sends money or more
- images.
- Unwanted attention
- Images posted online can attract the attention of sex offenders, who know how to search for, collect and modify images
- and pose an even greater personal risk to the young person.

- Bullying
- If images are shared with their peers or in school, the child will be humiliated and may be bullied.
- Emotional distress
- Children can feel embarrassed and humiliated. If they're very distressed this could lead to suicide or self-harm.

### Prevention

All staff will be trained in e-safety (\*see our e-Safety policy for more information) and will have a role in preventing young people from sexting. All staff will be available and approachable for students to make disclosures about sexting which will then be referred to the DSP for further investigation. Every child is different, so our approach will be based on their character and our relationship with them.

We will seek to prevent young people sexting through educating them about the laws and potential consequences of sexting.

This may be addressed in: \*e-safety sessions during lessons, specialised e-safety sessions PHSE and Assemblies.

### We will:

- Outline our expectations and explain the rules of having a mobile, tablet or smartphone;
- Ask students what they feel is acceptable to send to other people then discuss appropriate images and the dangers of inappropriate images (listed above);
- Make sure students are comfortable saying no, that they know their body is private and being asked to share explicit images is inappropriate and illegal;
- Explain to students about the importance of trust and consent in a healthy relationship (\*see Sex and Relationships policy);
- Tell students that it's not ok for someone to make them feel uncomfortable, to pressure them into doing things that they don't want to do, or to show them things that they're unhappy about;
- Tell students what can happen if things go wrong through real life examples such as television programs or news stories as far as possible;
- Ask student about the 'Granny rule' would you want your Granny to see the image you're sharing?
- Talk about whether a person who asks for an image from you might also be asking other people for images;
- Discussion revenge sexting after relationships have broken down or a friend has done something as a joke and lost control of the image etc.
- Let students know that they can speak to us if this ever happens and that disclosures will be treated confidentially and without embarrassment and support will be given. Staff will react calmly and listen to the concerns of the child and explain that they must share the information confidentially with the DSP;
- Provide details of sources of support and coping strategies if the young person finds themselves in an uncomfortable position such as the CEOP, Digital Parenting or ChildLine if the situation has got out of control.