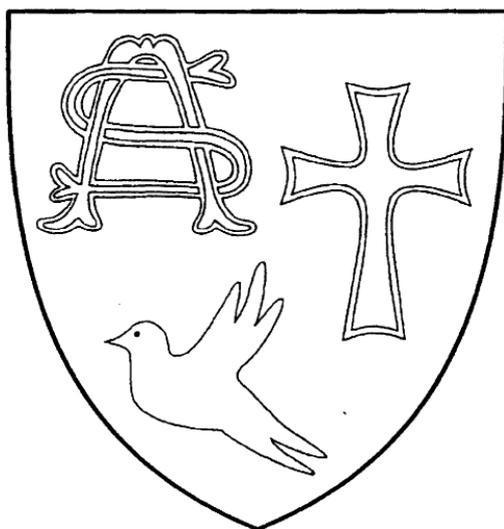


**YSGOL GYNRADD ST. ANTHONY
ST. ANTHONY'S
CATHOLIC PRIMARY SCHOOL**



**SAFEGUARDING AND
CHILD PROTECTION POLICY
2016/17**

1ST NAMED PERSON HEADTEACHER – Mr J Morgan

2nd Named Persons Mrs McNamee Key Stage 2 Leader

3rd Named Person Mrs J Torgersen Foundation Phase Leader.

NAMED GOVERNOR – MRS S FRANKLIN

'Because of their day-to-day contact with individual children during school terms, teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop.'

(Working Together under the Children Act 2004)

1. PURPOSE

An effective whole-school child protection policy is one which provides clear direction to staff and others about their duties and responsibilities in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

2. CONTEXT

Our school fully recognises the contribution it can make to protect children and support pupils in school.

There are three main elements to our child protection policy.

- a) Prevention (eg positive school atmosphere, teaching and pastoral, support to pupils).
- b) Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).
- c) Support (to pupils and school staff and to children who may have been abused).

This policy applies to all pupils, staff, governors and visitors.

3. SCHOOL COMMITMENT

3.1. We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult can help with the prevention and identification of child abuse.

Our school will therefore:

- a) Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to.

b) Ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty.

c) Include in the curriculum activities and opportunities for PSHE, which equip pupils with the skills they need to stay safe from abuse.

d) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

4. FRAMEWORK

4.1. Schools do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children.

The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children Board.

5. ROLES AND RESPONSIBILITIES

5.1. All adults working with or on behalf of children have a responsibility to protect children. There are, however; key people within schools and the Education Services who have specific responsibilities under child protection procedures.

5.2. It is the role of the named persons to ensure that local child protection procedures are followed within the school, and to make relevant referrals to the named agencies according to the guidance given. Additionally, it is their role to ensure all staff employed within the school are aware of the schools internal procedures, to advise staff and to offer support to those requiring this.

The 1st Named Person is Headteacher – Mr Morgan

The 2nd Named Person is Mrs McNamee

The 3rd Named Person is Mrs Torgersen

5.3. The roles and responsibilities of the named governor responsible for child protection are to ensure that the school has an effective policy, that child protection procedures are complied with, and to support the school in this aspect. It is important that governors are not given details relating to specific child protection situations to ensure confidentiality is not breached.

The Named Governor is Mrs S Franklin

5.4. The Education Services Child Protection Coordinator provides advice, support, and the training to the school and to the schools named person. They can also make referrals with the Local Safeguarding Children Board and can raise concerns about procedures on behalf of the school.

6. PROCEDURES

6.1. We will follow the procedures set out in the All Wales Child Protection Procedures and the Protocol for schools produced by the Education Services.

6.2. All Staff are kept informed about child protection procedures, through induction, briefings and awareness training.

6.3. Other adults visiting the school (e.g. peripatetic teachers, learning support staff) will be advised of the schools policy and the named person with whom they should raise any concerns.

6.4. A statement in the school prospectus will inform parents and carers about our school's duties and responsibilities under the All Wales Child Protection Procedures.

6.5. When a child makes a disclosure about a family member, another pupil, or against a member of staff, then the appropriate procedure should be followed to immediately inform:

Mr Morgan (Headteacher – school)
or
The 2nd Named Person is Mrs McNamee
The 3rd Named Person is Mrs Torgersen } who will inform the
Duty Social Worker

or

Mrs S Franklin – Chair of Governors (01244 674346)

Should the allegation be against the Headteacher then the Chair of Governors should be contacted immediately, or one of the agencies below:

- Social Services Duty Social Worker - 01352 701000
- Flintshire C.P. Co-ordinator - 01352 704122
- Gill Howard (I.W.O.) - 07810 155074

6.6. When a referral is made by the school to the Duty Social Worker the appropriate form should be used – Child in Need/Child Protection - which fully outline details needed. They should only be e-mailed to a secure website and confirmation of receipt should be requested. This should be done immediately or within 24 hours at the latest.

All records/forms are kept in the locked filing cabinet in the Headteacher's locked office.

An initial assessment should be completed within 7 working days and the referring agency should be advised of action taken within 10 days.

7. TRAINING AND SUPPORT

7.1. Our school will ensure that the named persons; and the nominated governor for child protection attend enhanced training relevant to their roles.

All staff will undertake awareness raising training during their induction into the school and periodically to refresh and update their knowledge and understanding. Support will be available for staff from the named persons in the first instance, and from other members of the school's management team where there are concerns or queries about child protection.

8. PROFESSIONAL CONFIDENTIALITY

8.1. Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with the pupil to keep a secret, as where there is a child protection concern this must be reported to the named person and may require further investigation by appropriate authorities. This would lead to a breakdown in trust of adults by the pupil and could potentially compromise their wellbeing and safety.

8.2. The named persons will invoke the local agreed guidelines and procedures, where there is a cause for concern.

8.3. Staff will be informed of relevant aspects in respect of child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves.

9. RECORDS AND MONITORING

9.1. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. A file note will be made of the concern raised and action taken. These file notes are kept in a confidential file in the school's office. In the same way notes must be kept of any pupil who is being monitored for child protection reasons.

10. ATTENDANCE AT CHILD PROTECTION CONFERENCES

10.1. The named persons would attend a child protection conference called in respect of a pupil. They may be accompanied by other relevant staff (e.g. the pupil's class teacher) if this is of benefit to the pupil.

11. SUPPORTING PUPILS AT RISK

11.1. Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

11.2. This school will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c) The implementation of school behaviour management policies (required under the Code of Practice, 2002 Education Act).
- d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- e) Regular liaison with other professionals and agencies who support the pupils and their families.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

11.3. This policy should be considered alongside other related policies in school.

These are the policy for the teaching of RE, Spiritual and Moral Policy, the policy on Education in Personal Relationships, the Behaviour and Discipline Policy, the Anti-Bullying Policy, Alcohol and Substance Misuse Policy and the Health and Safety Policy.,E safety Policy and Tackling Extremism and Radicalisation Policy.

11.4. We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

12. SAFE SCHOOL, SAFE STAFF

- Many of our pupils would have difficulty in talking about these issues and most lack the vocabulary for this. Staff will need to be sensitive to the pupil's preferred style of communication and their individual special needs if we are to be able to provide a safe environment for our pupils. When engaging with pupils all staff must be aware of the potential for misinterpreting our pupils' efforts to raise a child protection concern or issue.
- Staff working in a one-to-one situation with a pupil should ensure that they are positioned so as to be visible and audible to other staff where there may be a possibility of misinterpretation of their interaction with a pupil.
- School staff work hard to maintain effective partnerships with parents and carers, and they should be aware that this policy might affect this working relationship at a given time. However, we will maintain our commitment to working with parents and carers to the benefit of all pupils. Sensitive and supportive handling of these issues, whilst affirming that the pupils in our care are our first priority, will help maintain this working relationship.
- All staff are required to complete a criminal record bureau (CRB) check, which has replaced the Police Records search, prior to taking up their appointment, and to sign a declaration regarding convictions relating to the harm of children during their application process. Staff who deliberately seek to mislead the school in respect of this will be subject to dismissal.
- Where a member of staff is subject to an accusation of abuse, this will be fully investigated under the school's disciplinary procedures and All Wales Child Protection Procedures Part 4, Welsh Assembly Government.

13 Preventing Students from being drawn into terrorism -

The School will ensure that the Prevent Duty as outlined in the Counter Terrorism and Security Act (2015) is implemented, taking into account the Local '*Prevent*' policies, protocols and procedures. Detailed procedures to protect students from radicalisation and extremism are outlined in Preventing radicalisation policy 2016/17

In safeguarding students from extremism and radicalisation school governors, staff and volunteers will be alert to:

- Disclosure by pupils of their exposure to extremist actions, views or materials
- Graffiti, symbols, writing or artwork promoting extremist messages or images

- Reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services and police reports of issues affecting pupils in other schools or settings
- Pupils , staff, parents or visitors voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or hate terms to exclude others or incite violence
- Intolerance of difference
- Attempts to impose extremist views or practices on others
- Anti Western or anti British views

All concerns should be reported immediately to the school's designated Safeguarding lead officer.

E-Safety

Children and young people can be exploited and at risk of radicalisation through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people John Morgan , Liz Drew and Governors will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our e-safety policy.

14 Definitions of Child Abuse

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 setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of eighteen years can suffer abuse or neglect and require protection via an inter-agency plan.

Emotional Abuse

Emotional Abuse is the persistent emotional ill treatment 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 in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment 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, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery)

or non-penetrative acts. They may include non contact activities, such as involving children in looking at, or in the production of pornographic material or 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 and development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen's Syndrome by proxy.

Domestic Violence

Domestic violence has been shown to be damaging for children whether they witness it directly or hear it from another room. Domestic abuse has been present in cases where children are seriously harmed. Therefore information about domestic abuse should always be considered with care and properly assessed.

When we become aware of domestic violence we should explore the possibility of harm to children.

Awareness of harm to children should cause us to question the possibility of domestic violence.

15 Schedule 1 Offenders

A Schedule 1 Offender is a person who has been convicted of a Schedule 1 offence, these are offences against children and young people and are listed in the Children and Young Person's Act 1933. They include: Any violent or sexual offences against a child, murder, manslaughter, abduction, exposing a child under 7 to risk of burning, cruelty, ill treatment, neglect etc.

Unborn Children

Where professionals have concern about the future risk of harm to a child not yet born, a referral must be made to the duty social worker.

Circumstances in which a referral would be appropriate are where:

- previous children in the family have been removed because they have suffered harm;
- concerns exist regarding either parents' ability to protect;
- there are concerns regarding parenting capacity, particularly where parents have significant learning difficulties or mental health problems;
- alcohol or substance abuse is thought to be affecting the health of the expected baby, or where alcohol or substance abuse may significantly impair parenting skills.
- the expectant parent is very young and a dual assessment of her/his health needs as well as her/his ability to meet the baby's needs is required;

- there is a previous history of post natal psychosis;
- other children in the family have their names on the child protection register;
- there is concern about the new parents' capacity to parent and it is believed that any child of the family might suffer significant harm;
- the expectant mother/father has previously abused or allegedly abused a child;
- the expectant mother has a partner or is in contact with someone who has abused a child;
- there are known to be incidents of domestic abuse within the relationship;
- the lifestyle of the expectant mother and/or the people she is in contact with, is such that the child may be at risk at birth.

A case conference cannot be called before 24 weeks of gestation.

Substance Abuse

This is not an automatic consideration under the child protection procedures, but will require assessment as to the pattern of substance use, accommodation and environment, provision of basic necessities, how the substances are procured, health risks, family and social network, etc.

Factitious illness

See physical abuse definition.

Sexual abuse by children and young people

Research shows that children who sexually harm others have suffered abuse themselves, most commonly this is emotional abuse and physical harm. They are often scapegoated and isolated having few or no friends, they are also likely to suffer bullying. Even though some of these children may be of the age of criminal responsibility they must have their own needs and child protection needs assessed.

Professional Abuse

Where allegations are made by a child or young person against an adult who has responsibility for them, either in a professional organisation or within a voluntary organisation, those allegations must be pursued in accordance with the child protection procedures and with special attention to part four of the new procedures and to formal guidance issued by the National Assembly.

Child Prostitution

Where it is suspected that a child is involved in prostitution that child must be considered as a child in need and consideration be given to that child's need for protection. Children involved in prostitution should be considered as victims not as criminals.

Female Genital Mutilation

Although this practice is acceptable within some cultures it is a child protection issue within the boundaries of the British Isles. Children are sometimes sent abroad for this mutilation to be carried out. Wherever the act occurred when the child returns to Britain the child should be assessed under the child protection procedures.

Child Abuse may be an act of omission or commission and in this sense the following categories of concern should be considered:

Adult Mental Health Issues

Where an adult has mental health problems which are impacting on the care of a child this matter should be assessed to see if there are child protection issues and what services could be provided under children in need.

Learning Disability

Where learning disability impacts on parenting ability an assessment is required.

S.V. Franklin

September 2016