



## St. Paul's Catholic Primary School Child Protection and Safeguarding Policy

### Essential Contacts

Role	Name	Contact Details
Designated Child Protection Person	Maxine Sewell (Head Teacher)	01454 866790
Deputy Designated Child Protection Persons	Rachel Griffin Ann Maria Feldman (Deputy Head Teachers)	01454 866790
Safeguarding Governors	Mrs Carol Lawler Mrs Sharon Palmer	<a href="mailto:carol.lawler@stpaulscatholicprimary.co.uk">carol.lawler@stpaulscatholicprimary.co.uk</a> <a href="mailto:sharon.palmer@stpaulscatholicprimary.co.uk">sharon.palmer@stpaulscatholicprimary.co.uk</a>
Chair of Governors	Mrs Carol Lawler	<a href="mailto:carol.lawler@stpaulscatholicprimary.co.uk">carol.lawler@stpaulscatholicprimary.co.uk</a>
LADO (Local Authority Designated Officer)	Tina Wilson	01454 868924
ART (Access and Response Team)	For direct referral of concerns	01454 866000
Out of Hours Duty Team (emergency)	For emergency referrals – which need to be made outside normal working hours	01454 615165

Southwest Child Protection Procedures: <http://www.proceduresonline.com/swcpp/>

Keeping Children Safe in Education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

South Gloucestershire Children's Safeguarding Board (SGCSB): <http://www.proceduresonline.com/swcpp/southglos>

# St. Paul's Catholic Primary School

## Child Protection and Safeguarding Policy

Our school's mission states that 'St. Paul's Catholic Primary School provides an education which realises the full potential and talents of each individual in accordance with Gospel values and the teaching of our faith, thereby... 'Raising God's children to distinction'. In accordance with this mission, the health, safety and welfare of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school, therefore St Paul's Catholic Primary School will ensure it creates a culture of awareness and vigilance to protect all pupils in our care.

As a school, we will ensure all those working with the pupils in our care understand that there could be wider environmental factors in a child's life that may be a threat to their safety and welfare (Contextual safeguarding) and that if identified, these factors should be shared with the Designates School Lead in the same way as any other disclosures/concerns.

This policy has been compiled using the South Gloucestershire Education Service model safeguarding policy.

A copy of this policy is available on request to parents/carers and is also accessible via the school website <https://www.stpaulscatholicprimary.co.uk/>

Our policy applies to all staff, volunteers, governors and directors working in the school. Concerned parents/carers may also contact the Designated Safeguarding Lead (DSL) or Deputy DSL(s) in their absence.

Throughout this policy 'children', 'child' or 'young person' refer to anyone under the age of 18 years old.

We recognise the need for all to be alert to the risks posed by those who may wish to harm children and young people in school or travelling to and from school and their homes, and to maintain an attitude that "it could happen here where safeguarding is concerned" (Keeping Children Safe in Education, 2018).

### PRINCIPLES

Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State including:

- Keeping Children Safe in Education 2019
- Equality Act 2010
- Prevent Duty Guidance 2015
- Working Together to Safeguard Children 2018
- What to do if you are worried a child is being abused 2015 (updated 2018)
- Information Sharing 2018
- Childcare Act 2006 (amended 2018)
- Sexual Violence and Sexual Harassment Between Children May 2018
- Child Sexual Exploitation DfE Guidelines Feb 2017
- Local Authority Guidelines for Children Missing Education Sept 2016
- Information sharing: advice for practitioners providing safeguarding services. DfE 2018
- Teaching online safety in schools June 2019
- OFSTED Inspection Framework 2019
- OFSTED Inspecting Safeguarding in Early Education and Skills Sept 2019

All staff are expected to have read and familiarised themselves with the above documents, which can be found in the Staff Safeguarding Folder on the **J drive**. (A File containing hard copies of these documents can be found in the Admin Office).

This school recognises its legal and moral duty to promote the well-being of children, protect them from harm, and respond to child abuse. We acknowledge our responsibilities to both protect children from maltreatment and prevent impairment. We will promote their welfare by creating opportunities for them to achieve their full potential, thus giving them optimum life chances in adulthood.

We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically, emotionally or sexually damaged, or harmed by neglect. This includes any form of bullying.

We recognise that many of the risks to children in the 'real world' equally apply to the 'virtual world' that children and young people may encounter when they use ICT in its various forms. We take seriously our responsibility to educate our children to help them to become safe and responsible users of new technologies, and allow them to be discriminating users of both the content they discover and the contacts they make online. Our aim is to teach them the appropriate behaviours and critical thinking skills to remain both safe and legal online, wherever and whenever they use technology.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm. In exceptional circumstances contact may be made directly to South Glos Safeguarding Commission.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot and must not promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

Our school believes in the importance of early identification of issues for children and young people. We fully endorse the principles of multi-agency working and will engage in the SAF (Single Assessment Framework) process for any child in our school for whom we feel this is appropriate.

In our school, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures of South Gloucestershire Children's Partnership (Sept 2019) see link below:

<https://sites.southglos.gov.uk/safeguarding/>

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls

- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation
- County Lines exploitation
- the impact of new technologies on sexual behaviour, for example sexting
- self-harm
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation (including the mandatory duty to report FGM disclosures)
- chest Ironing
- forced marriage and honour based-violence
- terrorism and non-violent extremism
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- grooming by a Professional
- peer on peer abuse
- Sexual Violence and Sexual Harassment between Children

Other issues not listed here but that pose a risk to children, young people and vulnerable adults.

**Private Fostering:** When individual cases of Private Fostering<sup>1</sup> arise within the school, we exercise the mandatory duty to inform the local authority.

### **Peer on Peer Abuse**

At St Paul’s Catholic Primary School we believe that all children have a right to attend school and learn in a safe environment. All our children must be free from harm by adults and other pupils.

We recognise that some pupils will occasionally negatively affect the learning and well-being of others – pupils and staff and such behavior will be dealt with under our Positive Behaviour Policy.

The terms “children”, “child” or “young person” refers to anyone under the age of 18 years old.

### **Introduction**

DfE guidance Keeping Children Safe in Education (2019) says that “governing bodies should ensure there are procedures in place to handle allegations against other children”. The guidance also states the importance of minimizing the risks of peer-on-peer abuse.

In most instances, the conduct of our pupils towards one another will be covered by the schools behaviour policy and the schools expectation that all pupils follow “The St Paul’s Way”. However we recognise some allegations may be of such a serious nature that they become safeguarding concerns. These allegations are

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<sup>1</sup> Private Fostering is when a child under the age of 16 (18 if disabled) is cared for by a person not there parent or close relative. This is a private arrangement made between a parent and a carer for more than 28 days.

most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation; however we are aware that the abuse might take any form, including the use of technology and social media.

### **Definition**

- The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse and coercive control in their intimate relationships
- The definition for child sexual exploitation (DfE 2017) captures children and young people under the age of 18, who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another child and/or young person.
- The definition for young people who display harmful sexual behaviour refers to any young person under the age of 18, who engage in “sexual discussions or acts that are inappropriate for their age or state of development” (Rich, 2011). Children and young people can also engage in harmful sexual behaviour online or through the use of technology e.g. grooming, exposing others to extreme/illegal pornography, sexual images and/or chat (Belton and Hollis, 2016)
- Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) such as violence against the person, sexual offences, robbery or gun or knife crime (Metropolitan Police, 2016)

### **The Safeguarding Implications of Sexual Activity between Young People\***

The intervention of child protection agencies in situations involving sexual activity between children can require professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where one at least is below the age of consent) and sexual activity involving a power imbalance, or some form of coercion or exploitation.

- Taken from The Safeguarding Implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review(2015)

### **Prevention**

At St Paul’s School we will minimise the risk of allegations against other pupils by:

- Providing PHSE as part of the curriculum, which will help pupils develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- The PHSE Curriculum will also provide Relationships and Sex Education using a variety of teaching schemes of work and resources
- Having effective systems within our school for pupils to be able to raise concerns with staff, knowing they will be listened to, supported and valued and that the issues they raise will be looked into and addressed
- Liaising and working with other professionals to develop robust risk assessments for pupils that are identified as posing a potential risk to other students
- Liaising with specialists to deliver appropriate targeted work and support to pupils identified as being at potential risk

### **Allegations against other pupils (safeguarding issues)**

Allegations of abuse or that are a safeguarding concern maybe made against pupils within our setting. These may include allegations of physical, emotional and or sexual abuse or exploitation.

Safeguarding concerns or reports of abuse in any form may be made against pupils within our setting.

It may also be considered a safeguarding issue if the allegation:

- Is being made against an older pupil and refers to their behaviour towards a younger or more vulnerable child
- Is of a possible criminal nature
- Puts other children in school at risk or raises the risk factor for others
- Indicates that other pupils may have been harmed or at risk of harm
- Includes bullying (under the definition of emotional abuse) or intimidation

**Specific safeguarding issues against another pupil may include:**

### **Physical Abuse**

- Pre-planned violence
- Physical altercations
- Forcing others to carry out violence
- Forcing others to use drugs, alcohol or other substances

### **Emotional Abuse**

- Bullying
- Threats or intimidation
- Blackmail/extortion

### **Sexual Abuse**

- Sexual assault
- Indecent exposure
- Indecent touching
- Showing pornography to others
- Forcing others to create/share/download indecent images
- Sexting (see "Sexting in Schools and Colleges", 2016)
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

### **Sexual Exploitation**

- Encouraging/enticing other pupils to engage in inappropriate sexual behaviour
- Photographing or videoing other children performing indecent acts
- Sharing (indecent) images through social media
- Upskirting can also fall under this category

### **Procedure**

- When an allegation is made by a pupil against another pupil which is of a safeguarding nature it should be reported to the designated safeguarding lead as soon as possible. (See contact details on the front of policy).
- A factual record must be kept (as normal safeguarding Child protection procedures) and updated with all outcomes and actions
- The incident should not be investigated at this time

- The DSL will contact the Access and Response Team (ART) to discuss the case and make a formal referral where appropriate
- If the allegation indicates a crime has taken place, ART will refer the case to the police
- Parents/Carers of both the alleged victim and the student being complained about should be informed – this must be discussed during the consultation with ART
- A risk assessment will be carried out and actioned in order to protect all parties involved, this may involve a supervision plan
- It may be appropriate, for a fixed period of time, to exclude the pupil against whom the allegation has been made – in line with the schools behaviour policy
- Police and Social Care will lead any investigation, however where neither police nor social care thresholds are met, school will undertake a thorough investigation following the appropriate procedures and policies
- Support will be given to all pupils involved and where appropriate they should be in attendance at all relevant meetings and sign and agree to any plan put in place
- The plan should be monitored and review dates set.

### **If Allegations are Made Directly to Other Agencies**

In some circumstances, parents/carers or the alleged victim(s) may disclose to other settings or agencies. In these cases (if not police or social care) these agencies should make referrals to ART or the police.

ART or the police should liaise directly with the DSL for the school in order to inform them of the allegations/situation.

All professionals involved can support the risk assessment and management of such allegations.

### **Police Action and Responsibility**

Avon and Somerset Police will make an assessment on a case by case basis as to the legality, proportionality and necessity to share information with partner agencies, including schools.

Where a report is made concerning a school-aged child and the school is already involved, the police should keep the DSL for that setting updated with developments in the case. In South Gloucestershire, schools receive domestic abuse reports where the children are involved in those cases where the police identify a safeguarding need.

Where a report is made concerning a school aged child and the school is not already involved, the police must always give active consideration to sharing information with the setting. This will ensure that the setting can take necessary measures to ensure the safety of the children involved and others they may come into contact with. The decision on the appropriate measures to take should be made by the setting with advice and support from the police as necessary.

In the case of police or court bail conditions for safeguarding cases, the police must notify the setting of the conditions which are relevant to keep the child and others in the setting, safe.

If a report indicates a safeguarding concern regarding a child or a risk they may pose to others, the presumption is the report will be shared with those who need to know to help keep children safe. A review strategy meeting may be the most appropriate way of communicating and agreeing a suitable course of action.

### **Prevent Duty**

We take seriously our responsibility to promote British Values and enable children to learn about differences and be tolerant and understanding of others. Children who demonstrate the values are celebrated through our “City of

Values” display, which is made reference to through lessons and assemblies etc. Children has opportunities to learn about other world religions and understand those with views different to their own.

As a consequence, we

- assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process;
- accept totally that safeguarding children is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body
- will ensure, through training and supervision, that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns: he or she will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies
- ensure (through the designated member of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by South Gloucestershire Safeguarding Children Board (SGSCB)
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering, significant harm refer such concerns to the Designated member of staff who will refer on to Children’s Social Care in accordance with the procedures issued by South Gloucestershire Safeguarding Children Board.
- safeguard the welfare of children whilst in the school through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, or technology
- will ensure that all staff are aware of the child protection procedures established by South Gloucestershire Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them;
- will ensure, through our recruitment and selection of volunteers and paid employees, that all people who work in our school are suitable to work with children,
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children

### **Children Missing Education (also see Attendance Policy)**

Children missing education can be at risk of harm, to prevent harm coming to our pupils we will do our best to have at least two emergency contact telephone numbers for each child.

### **Early Help**

[Keeping Children Safe in Education 2018](#) states that “All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years” (p. 5-6) Staff should discuss early help requirements with the DSL (or a deputy). We follow the South Gloucestershire early help process which includes the use of the [Single Assessment Framework early help \(SAFeh\)](#) . It may be appropriate for a member of school staff to initiate a SAFeh and take on the role of Lead Professional, or become a member of a Team around the Child/Family (TAC/F) as part of the SAFeh process. If this is the case, then the staff member should be supported by the DSL, for example, by being given time to write the

SAFeh and attend TAC/F meetings. All staff should have an understanding of the SAFeh process and how they can contribute to it as and when appropriate.

## **Infrastructure and Procedures**

The procedures for safeguarding children and young people will be in line with both the [South West Child Protection Procedures](#)

And

South Gloucestershire Children's Partnership <https://sites.southglos.gov.uk/safeguarding>

## **Designated Safeguarding Leads: Roles and Responsibilities**

### **DESIGNATED MEMBER OF STAFF**

1. The designated senior member of staff (designated person) for child protection in this school is:

**Mrs Maxine Sewell Headteacher\***

2. **In her absence, these matters will be dealt with by:**

**Rachel Griffin – Deputy Head Teacher  
Ann Marie Feldman – Deputy Head Teacher**

**\*Any allegation of abuse by the Head Teacher must be reported immediately to the Chair of Governors**

3. The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.
4. The school recognises that
  - The designated person must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the school.
  - All members of staff (including volunteers) must be made aware of who this person is and what their role is.
  - The designated person will act as a source of advice and coordinate action within the school over child protection cases
  - The designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
  - They should possess skills in recognising and dealing with child welfare concerns.
  - Appropriate training and support should be given.
  - The designated person is the first person to whom members of staff report concerns.
  - The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by SGSCB.
  - In cases of alleged abuse carried out by a member of staff or governors, the Designated Lead must report the allegation, **immediately** to the Local Authority Designated Person (LADO)
  - The designated person is not responsible for dealing with allegations made against members of staff.

- Pupils may share concerns about other pupils' welfare and pupils will be encouraged and supported to share these concerns appropriately.

To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's Social care and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by South Gloucestershire Safeguarding Children Board.
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, refer to the Business manager of SGSCB to investigate further.
- Ensure each member of staff and volunteer at the school, as well as regular visitors (such as Education Welfare Officers, Connexions personal advisors, trainee teachers and supply teachers) are aware of and can access readily, this policy.
- Liaise with the Headteacher (if the designated is not the Headteacher) to inform him/her of any issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place away from other pupil files.
- Ensure parents are aware of the Child Protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the designated person for child protection.
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

The designated person also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case
- Have a working knowledge of how South Gloucestershire Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

## **DESIGNATED GOVERNORS: Roles and Responsibilities**

The Designated Governors for Child Protection at this school is:

**Carol Lawler**  
**Sharon Palmer (Associated Governor)**

Child protection is important. Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated member of staff for Child Protection is given sufficient time to carry out his or her duties, including accessing training.

The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school;
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
- They attend training Child Protection/Safeguarding training for Governors
- Child Protection is integrated with induction procedures for all new members of staff and volunteers
- The school follows the procedures agreed by South Gloucestershire Safeguarding Children Board, and any supplementary guidance issued by the Local Authority
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity
- Where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action
- Governors ensure that arrangements to protect children and learners meet statutory requirements, promote their welfare and prevent radicalisation and extremism.
- The school's Governing Body has elected to DBS check ALL governors in accordance with best practice. They are also asked to disclose any relevant circumstances with regards to the laws relating to Disqualification under the Childcare Act 2006 (updated 31<sup>st</sup> August 2018).
- From Sept 2018, all newly appointed governors will be checked re Section 128

## **RECRUITMENT**

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education", in particular:

- Before appointing someone, follow up each reference with a telephone call or personal contact during which we will discuss the applicant's suitability to work with all children.
- Check that all adults with substantial access to children at this school have an enhanced Disclosure and Barring Service check before starting work, and prior to confirmation of appointment.

We will ensure that at least one member of any interview panel has completed certified NCTL Safer Recruitment Training.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be<sup>2</sup>
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.

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<sup>2</sup> e.g., through birth certificate, passport, new-style driving licence, etc. ...

## Disqualification by Association

During the recruitment process, candidates are made aware of the need to disclose accurately any information that may prevent them from taking up the position at the school.

The Childcare Act 2006 (amended 2018) has deemed that it is no longer necessary to ask school staff if they are aware of any circumstances relating to disqualification by association and therefore any question relating to this will be removed from the interview process

However the amended act does still require schools to ask all staff if they know of any criminal charges or pending charges or reasons/information that may prevent them from taking up the position at the school. This will be done at interview and all staff asked annually.

**For colleagues already in post:** The Childcare Act 2006 (amended 2018) has deemed that it is no longer necessary to ask school staff if they are aware of any circumstances relating to disqualification by association and therefore staff in post will no longer be asked this question.

## VOLUNTEERS

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be subject to the DBS check to ensure their suitability to work with children. They will no longer be asked to disclose any relevant circumstances with regards to the laws relating to Disqualification by Association, see amended Childcare Act 2006 (amended 2018) but will be asked any relevant questions concerning the laws relating to Disqualification under the Childcare Act 2006 (updated 31<sup>st</sup> August 2018).

## INDUCTION & TRAINING

Staff will attend refresher training at least every three years, and the designated person every two years.

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff at the school (including volunteers) will receive basic Child Protection information and a copy of this policy within one week of starting their work at the school. They will be asked to sign a log to indicate they have received **and** read the documents. including Keeping Children Safe in Education SECTION 1, The schools Safeguarding and Child Protection Policy, Staff Code of Conduct and be made aware of What to do if a child is being abused (2018). This training log will be kept in the staff room. Individual training records are kept in staff personnel folders. A Safeguarding Training Record will be kept by the School administrator and monitored by the Safeguarding Governor, at least three times a year.

Existing staff will be asked to read any updates to the documents as they occur and sign a log to say they have done so.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of Child Protection effectively. The school will provide this training in-house, on-line or by a nationally accredited external provider.

Staff have an understanding of when to make referrals when there are issues concerning sexual exploitation, radicalisation and/or extremism or they will seek additional advice and support from the designated person in the first instance.

At least three times a year via meeting with teaching staff 'at-risk' children are discussed and highlighted to ensure appropriate confidential information sharing.

## **DEALING WITH CONCERNS**

Members of staff and volunteers are not required by this school to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to the designated person, who will refer the matter to the appropriate department of the Local Authority Designated Officer (LADO).

To this end, volunteers and staff will follow the procedures below (outlined in appendix 4):

- Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- If anyone observes injuries that appear to be non-accidental, or
- where a child or young person makes a direct allegation or implies that they have been abused,
- makes an allegation against a member of staff<sup>3</sup>

they must record promptly in writing all concerns, including verbal conversations i.e. what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the designated person (or head teacher if an allegation about a member of staff) and agree action to take. Any written record must be signed and dated. Records of individual cases are kept confidential in a secure place in the Headteacher's office.

We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of South Glos Safeguarding Commission

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

## **SAFEGUARDING IN SCHOOL**

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge. Through our teaching and appropriate curriculum areas, we will ensure that our children will be taught about Safeguarding and especially to recognise when they are at risk and how to ask for help when they need it.

To this end, this policy must be seen in light of the school's policies and/or procedures on:

- Whistle Blowing – it is the duty of everyone to report any concerns they have regarding Safeguarding, immediately. If the reporting person feels the school is not responding appropriately, they must follow the Whistle Blowing Policy and report their concerns immediately to the appropriate authority.
- Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the curriculum as appropriate.
- E-Safety
- First Aid/Medical Needs

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<sup>3</sup> Allegation that the member of staff has harmed a child, committed an offence against a child, or behaved in a way that questions their suitability to work with children.

- Anti-Bullying; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, inappropriate use of social media or bullying that is homophobic in nature, radicalisation and extremism or where there appears to be links to domestic abuse in the family home.
- Safer recruitment
- Code of conduct for staff.
- Racist incidents
- Confidentiality
- Behaviour and the school rules
- Health & Safety
- Physical Intervention
- Allegations against members of staff
- Attendance Policy, re Children Missing Education.

Any member of staff, volunteer or Governor seeking additional information or advice on any of the above should refer directly to the Headteacher, or in her absence the deputy head teacher. All policies can be found on the staff hard drive in the Staff Safeguarding folder.

## **PHOTOGRAPHING CHILDREN**

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow others to photograph or film pupils during a school activity without the parents' permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from their parents, and if we do obtain such permission, we will not identify individual children by name.

The school cannot, however, be held accountable for photographs or video footage taken by parents or members of the public at school functions.

**ONLINE SAFETY (E-Safety)** please refer to the Schools' E Safety Policy.

St. Paul's Catholic Primary School provides an education that realises the full potential of each individual child in accordance with Gospel Values and the teaching of our faith. In our school we feel the attainment of good ICT skills is intrinsic in reaching this potential and therefore e-safety is a paramount concern. New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school.

The internet and other digital and information technologies are powerful tools, which open up new opportunities for everyone. Electronic communication helps teachers and pupils learn from each other. These technologies can stimulate discussion, promote creativity and increase awareness of context to promote effective learning. Children and young people should have an entitlement to safe internet access at all times.

The requirement to ensure that children and young people are able to use the internet and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work in schools are bound.

*Pupils, at the request of parents, are permitted to bring mobile phones into school to facilitate their safety to and from school. When entering school all pupils must take their phones to the school office, where they are stored securely throughout the day. Pupils then collect their phone at the end of the school day, as they leave the building.*

## **CONFIDENTIALITY**

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for Child Protection.

"The Data Protection Act May 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent." Keeping Children Safe in Education 2019, paragraph 78. For more details Safeguarding and GDPR see paragraphs 79 and 80 in Keeping Children Safe in Education Part 2 2019

## **CONDUCT OF STAFF**

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and South Gloucestershire Safeguarding Board procedures, we will view this as misconduct, and take appropriate action.

## **PHYSICAL CONTACT & POSITIVE HANDLING**

Members of staff may have to make physical interventions with children. Members of staff should only do this where:

- It is necessary to protect the child, or another person, from immediate danger, or
- Where the member of staff has received suitable training

## **ALLEGATIONS AGAINST MEMBERS OF STAFF**

If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- Committed an offence against a child
- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children

Then the allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by South Glos Safeguarding Commission.

The Headteacher, rather than the designated member of staff, will handle such allegations unless the allegation is against the Headteacher, when the Chair of Governors will handle the school's response.

The Headteacher (or Chair of Governors) will gather information about the allegation, and report these without delay to the Local Authority, through the Local Authority Designated Officer (LADO).

## **BEFORE AND AFTER SCHOOL ACTIVITIES**

Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate Safeguarding and Child Protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

## **CONTRACTED SERVICES**

Where the Governing Body contracts its services to outside providers, we will ensure that these providers have appropriate Safeguarding and Child Protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

**Approved by the FGB 27<sup>th</sup> September 2019**

**Next Review: September 2020**

Signed: \_\_\_\_\_  
**Chair of Governors**

\_\_\_\_\_  
**Headteacher**

## Definitions

### Child Sexual Exploitation

The Statutory Guidance on Safeguarding Children and Young People from Child Sexual Exploitation Feb 2017 defines Child Sexual Exploitation as:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

### County Lines Exploitation

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

The UK Government defines county lines as:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

### Child Criminal Exploitation

Child criminal exploitation is increasingly used to describe this type of exploitation where children are involved, and is defined as:

Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

### Female Genital Mutilation

“Female Genital Mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.” (NHS Choices)

Female Genital mutilation is a **mandatory reporting duty** and requires regulated health and social care professionals and teachers in England and Wales **to immediately and personally report** known cases of **FGM** in under 18-year-olds to the police.

### The Prevent Duty

**The Prevent duty** is the **duty** in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to **prevent** people from being drawn into

terrorism. We positively promote British Values, which underpin the main ethos and 'city of values' of our school.

### **Grooming by a Professional**

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of [sexual abuse](#), [sexual exploitation](#) or [trafficking](#)

Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or **professional. We regard any one employed by the school to be a professional.**

Groomers may be male or female, they may be any age

Grooming happens both online and in person. Groomers will hide their true intentions and may spend a long time gaining a child's trust. Groomers may try to gain the trust of a whole family to allow them to be left alone with a child and if they work with children they may use similar tactics with their colleagues.

Groomers do this by:

- pretending to be someone they are not, for example saying they are the same age online
- offering advice or understanding
- buying gifts
- giving the child attention
- using their professional position or reputation
- taking them on trips, outings or holidays

### **Breast Ironing**

Breast ironing is practised in some African countries, notably Cameroon. Girls aged between nine and fifteen have hot pestles, stones or other implements ribbed on their breast to stop them developing further. This is mostly carried out by mothers or grandmothers (the men in the family are unaware) and is seen as a protection for the girls by making them seen "childlike" for longer and to reduce the likelihood of pregnancy, sexual harassment, rape, forced marriage and kidnapping. It is a form of physical abuse. It does not stop the breasts from growing but can slow development. It can cause malformed breasts, difficulty in breast feeding or producing milk, severe pain, infections and abscesses.

Concerns have been raised that breast ironing is also to be found amongst African Communities in the UK, with as many as 1,000 girls at risk. It is mentioned in the document "Keeping Children Safe in Education on page 54 as part of the section on Honour Violence.

### **Serious Violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

## Forms of Abuse: Signs and Symptoms

There are four main types of abuse. Abuse can be physical, sexual or emotional. It can also take the form of neglectful behaviour towards a child.

### Physical abuse

Physical abuse may involve:

- hitting
- shaking
- throwing
- drowning
- Burning or scalding
- poisoning
- suffocating
- Otherwise causing physical harm to a child

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

**The following signs of abuse are not exhaustive and remember that a child may be experiencing more than one type of harm; for example, emotional abuse and neglect.**

Children regularly collect bumps and bruises in the course of their everyday play or social interaction, but it doesn't mean that they are being abused. All injuries need to be considered in the light of the age of the child, their stage of development, their social background, where injuries are on their body and any explanation given.

### Physical signs include:

- Finger mark bruising on cheeks or any other area of the body where bruises are unlikely to appear in everyday play
- Presence of injuries that are in several stages of healing suggesting that a child has experienced repeated maltreatment over time
- Injuries to the soles of the feet
- Bald patches on a child's head
- Bite marks
- Injuries that form a shape or pattern
- Bruising to babies that are immobile because they are yet to reach the developmental milestone where they can sit without support, roll over, crawl or shuffle
- Scald marks and burning, including cigarette marks
- Black eyes
- Marks that might indicate a child has been restrained or strangled
- Broken bones
- Any injuries that are inconsistent with the explanation given

### Behavioural signs include:

- Flinching when touched
- Inability to recall how injuries occurred

- Avoiding getting changed for sporting or other activity
- Reluctance to go home
- Wearing trousers and shirts or blouses with long sleeves even on hot sunny days, although remember to consider this in the light of the individual child (eg some children are dressed 'modestly' for religious and/or cultural reasons)
- Excessively eager to please
- Very aggressive or withdrawn
- Attempts to run away
- Sad, frequently cries
- Drug and/or alcohol misuse
- Any behaviour that is not consistent with a child's stage of development

## **Sexual abuse**

Sexual abuse involves someone forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

In fact, the majority of children who are sexually abused by a carer will have no visible signs at all, due to the attacker not wanting to leave evidence, amongst many other reasons in the grooming process.

Sexual abuse is not solely perpetrated by adult males. Though less common, women can also commit acts of sexual abuse, as can other children.

The activities may involve physical contact, including:

- Assault by penetration
- Non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing

It may also include non-contact activities, such as:

- watching sexual activities
- Encouraging children to behave in sexually inappropriate ways
- involving children in looking at, or in the production of, sexual images
- grooming a child in preparation for abuse (including via the internet)
- up skirting

### **Physical signs include:**

- Stomach pains
- Genital soreness, bleeding or discharge
- Recurring genital-urinary infections
- Discomfort in walking or sitting
- Sexually transmitted infections

### **Behavioural signs include:**

- A change in behaviour
- Not wanting to undress
- Sexual knowledge, language and behaviours beyond their age
- Eating disorders
- Fear or avoidance of being with a person or a group of people
- Withdrawn behaviour
- Self-harming
- Unexplained amounts of money

- Disturbed sleep
- Sexualised drawings
- Change in handwriting
- The types of questions asked (do they suggest sexual knowledge that a child should not have)

## **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe adverse effects on the child's health and emotional development.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur alone.

Emotional abuse may involve:

- rejecting or ignoring a child completely
- using degrading language or behaviours towards them
- responding to their attempts to interact with emotional detachment
- making fun of them
- threatening them or encouraging them to develop behaviours that are self-destructive
- preventing the child from interacting socially with other children or adults
- a child seeing or hearing the ill treatment or serious bullying (including cyberbullying) of another
- causing children to feel frequently frightened or in danger
- the exploitation or corruption of children

Emotional abuse also includes radicalising a child or young person who may be subsequently drawn into terrorist-related activity.

### **Physical signs include:**

- Self-harm marks
- Erratic weight or growth patterns
- Delayed development, either physically or emotionally
- Erratic behaviour

### **Behavioural signs include:**

- Difficulty in forming relationships
- Inappropriate attention-seeking
- Withdrawn
- Unexplained underachievement at school
- Self-harming
- Bed-wetting
- Disturbed sleep

## **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 misuse.

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

- provide adequate food, clothing or shelter (including exclusion from home or abandonment)

- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment
- respond to a child's basic emotional needs

**Physical signs include:**

- Poor personal hygiene/unwashed clothing
- Inadequate clothing (not having warm clothes in winter)
- Lack of muscle tone (bones appearing to stick out)
- Lack of energy due to inadequate food intake and/or poor nutrition
- Untreated skin or hair problems (rashes, sores, flea bites, head lice)
- Unattended medical or dental problems
- Consistent hunger/big appetite - can't seem to eat enough
- Very thin or swollen stomach

**Behavioural signs include:**

- Difficulty in making friends
- Missing or irregularly attending school or nursery
- Anti-social behaviour
- Withdrawn
- Steals food or begs it from others
- Developmental delay (weight, language, social skills)
- Demands constant attention and affection
- Alcohol or substance misuse

**Female genital mutilation (FGM)**

This involves procedures that include the partial or total removal of the external female genital organs for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious consequences, both at the time the mutilation is carried out and in later life. FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It has been estimated that over 20,000 girls under the age of 15 are at high risk of FGM in the UK each year and that 66,000 women in the UK are living with the consequences, although the true extent of the crime is unknown. The age at which girls may undergo FGM varies a great deal according to the community. The procedure may be carried out when a girl is new born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases are thought to take place between the ages of five and eight, and therefore girls within that age bracket are at a higher risk.

Although we have included this here, FGM is emotional and sexual abuse as well as physical abuse and is illegal in all four nations of the UK.

**Behavioural signs of FGM include:**

- Not turning up for health appointments
- Extended absence or the child goes to school, but absents themselves from lessons, possibly spending prolonged periods in the toilets
- Unable to disobey their parents
- Anxiety leading up to holidays (especially summer holidays as this is a time when families may take their child abroad for the procedure)

- Talk of a 'special ceremony' that is going to take place (although the girl may be unaware of what it is about)
- General anxiety, depression, emotional withdrawal
- Sudden decline in performance, aspiration or motivation
- Being withdrawn from education, sporting and social interaction, restricting their health and educational opportunities and personal development

Female Genital mutilation is a **mandatory reporting duty** and requires regulated health and social care professionals and teachers in England and Wales to **report** known cases of **FGM** in under 18-year-olds to the police.

## Child sexual exploitation

Child sexual exploitation is illegal activity by people who have power over children and young people and use it to sexually abuse them. This can include seemingly consensual relationships or sexual activity in exchange for attention, a place to stay, gifts, money, cigarettes or illegal substances. It can also include serious organised crime.

### Behavioural signs of child sexual exploitation include:

- Being absent from school
- Possessing unexplained gifts
- Having an older boyfriend or girlfriend
- Mood swings
- Alcohol and drug misuse
- Inappropriate sexualised behaviour

## Criminal Exploitation of Children and County Lines

Child criminal exploitation is increasingly used to describe this type of exploitation where children are involved, and is defined as:

Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

### Behavioural signs of criminal exploitation, including county lines include:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls and/or having multiple handsets
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks

- Self-harm or significant changes in emotional well-being

## **Forced marriage and honour-based violence**

In forced marriage, one or both spouses do not or cannot consent to the marriage and duress is involved. This can include physical, sexual, financial and emotional pressure. If families have to resort to violence or emotional abuse to make someone marry, the person has not given consent freely and therefore it is a forced marriage.

Forced marriage is different to an arranged marriage, where the families of both prospective spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement rests with both the people involved.

### **Behavioural signs of forced marriage include:**

- Low self-esteem
- Anxiety, depression, emotionally withdrawn
- Absence from school or permission sought for extended leave

### **Honour-based violence**

This is a term used to describe violence committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim.

## **Self-harm**

Self-harm is when somebody intentionally damages or injures their body. It's usually a way of coping with or expressing overwhelming emotional distress.

Sometimes when people self-harm, they feel on some level that they intend to die. Over half of people who die by suicide have a history of self-harm.

However, the intention is more often to punish themselves, express their distress or relieve unbearable tension. Sometimes the reason is a mixture of both.



DESIGNATED PERSONS FOR CHILD Safeguarding

**DESIGNATED MEMBER OF STAFF**

The designated senior member of staff (designated person) for child safeguarding in this school is:

Mrs Maxine Sewell (Head Teacher)

In her absence, these matters will be dealt with by:

Mrs Anne Marie Feldman (Deputy Head)  
Mrs Rachael Griffiths (Deputy Head)

**DESIGNATED GOVERNOR**

The Designated Governors for Child Safeguarding at this school are:

Mrs Carol Lawler  
[carol.lawler@stpaulscatholicprimary.co.uk](mailto:carol.lawler@stpaulscatholicprimary.co.uk)  
Mrs Sharon Palmer (associate governor)  
[sharon.palmer@stpaulscatholicprimary.co.uk](mailto:sharon.palmer@stpaulscatholicprimary.co.uk)

**CHAIR OF GOVERNING BODY**

The Chair of Governors for academic year 2019 -2020 is

Mrs Carol Lawler  
Contact Details  
[carol.lawler@stpaulscatholicprimary.co.uk](mailto:carol.lawler@stpaulscatholicprimary.co.uk)

**REMEMBER SAFEGUARDING IS THE RESPONSIBILITY OF EVERY SINGLE ONE OF US – DON'T LEAVE IT TO SOMEONE ELSE AND REMEMBER IT IS NOT JUST ABOUT ABUSE BUT ALSO ABOUT POTENTIAL FOR HARM AND PROTECTING ALL CHILDREN IN OUR COMMUNITY**

For concerns outside of school, please refer to:  
LADO (Tina Wilson) 01454 868924  
or  
Action and Response Team (ART) 01454 866000



**WHAT TO DO IF YOU HAVE ANY CONCERNS ABOUT A CHILD OR  
IF A CHILD DISCLOSES SOMETHING TO YOU**

**REASSURE THE CHILD**

- Make sure they know they have done the right thing and give them the message it is not their fault

**DO NOT MAKE A PROMISE NOT TO TELL ANYONE!**

- Always explain that if you think they may be hurt you have to tell someone so that they can help
- Remember do not question or put ideas/words in their mind use

**LITTLE TED**

- **TELL ME**
- **EXPLAIN TO ME**
- **DESCRIBE TO ME**

- Give the child time, if necessary make brief notes but give them your time and attention and comfort
- When appropriate give the child back into the care of their teacher/someone familiar, do not break confidentiality, then **REPORT TO DESIGNATED PERSON IMMEDIATELY** (SEE POLICY ABOVE)
- Write up as far as you can on the cause for concern sheets – keeping to facts and what the child actually said – sign and time and date it and give to the Designated Safeguarding Lead
- **Get support for yourself**

**IF YOU HAVE CONCERNS BUT NO DISCLOSURE**

- **SHARE** – with the Designated Person
- Record concerns on the cause for concern sheets saying what your concerns are and what evidence (if any you have)
- **Get support for yourself**

**WHO TO TELL**

- **HEAD TEACHER**
  - 
  - **IF HEAD IS ABSENT – DEPUTY HEAD**
    - 
    - **IF CONCERN IS ABOUT THE HEAD – CHAIR OF GOVERNORS**

**REMEMBER SAFEGUARDING IS THE RESPONSIBILITY OF EVERY SINGLE ONE OF US – DON'T LEAVE IT TO SOMEONE ELSE AND REMEMBER IT IS NOT JUST ABOUT ABUSE BUT ALSO ABOUT POTENTIAL FOR HARM AND PROTECTING ALL CHILDREN IN OUR COMMUNITY**

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

