



School Safeguarding and Child Protection Procedures



SAINT PAULINUS
CATHOLIC PRIMARY SCHOOL

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1. Audience

1.1. These are the safeguarding and child protection procedures for **St. Paulinus Catholic Primary School**.

1.2 They apply to all staff working within the school, pupils, parents, visitors to the school and the Governing Body.

2. Purpose

2.1. These procedures inform staff and others about the expectations of effective safeguarding practice to ensure all the pupils within the school are kept safe and protected from harm.

2.2. They are intended to promote a whole school culture of vigilance where safeguarding is everyone's responsibility and staff and others work with the attitude of 'it could happen here'.

2.3 They explain the requirements of staff and others in dealing with child welfare concerns and the processes that must be followed to ensure that the child gets the right help at the right time.

2.4 This ensures early and additional help is readily identified to prevent an escalation in the gravity of concern for a child's needs, and that child protection concerns are acted on appropriately and in a professional manner, at all times acting in the best interests of the child.

2.5 Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, no single practitioner can have a full picture of a child's needs and circumstances. The procedures ensure everyone who comes into contact with children and their families has a role to play.

3. Overview

3.1 Schools and their staff are an important part of the wider safeguarding system for children. These procedures ensure that the requirements of the NPCAT Safeguarding and Child Protection Policy is implemented by **St. Paulinus Catholic Primary School** to maintain effective safeguarding practice where the child's welfare is of paramount importance. The school has a Designated Safeguarding Lead with the ultimate lead responsibility for safeguarding and child protection who is supported by two deputy designated safeguarding leads. The deputy is trained to the same level of knowledge and expertise as the Designated Safeguarding Lead.

3.2 It is the ethos of the school that there is a shared responsibility amongst all staff towards safeguarding practice that ensures there is a safe environment for children to learn. This is done by the school continually assessing and managing risk both within the school, the wider community, and that which goes beyond community into the online world, and providing a broad and balanced curriculum that teaches British values and helps pupils to recognise 'when they are at risk and how to get help when they need it'.

3.3 The school works collaboratively with the Trust in ensuring there are safer working practices in place that includes the safe recruitment of all appointments to the school. An

allegation of abuse against teachers or volunteers, including supply teachers, is reported to the Trust Senior Standards Officers.

3.4 The school uses CPOMS, an electronically based safeguarding recording system that ensures the secure recording of information. Through this system the school ensures that information is recorded sensitively and handled appropriately in accordance with the NPCAT General Data Protection Regulations Policy.

3.5 There is an expectation that professional confidentiality will be maintained by all staff when undertaking safeguarding practice and is used for the sole purpose of being of benefit to the child.

4. Definitions & Indicators

Safeguarding and promoting the welfare of children	Protecting children from maltreatment; Preventing impairment of children's mental and physical health or development; Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and Taking action to enable all children to have the best outcomes.
Children	Children includes everyone under the age of 18
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 Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who: is disabled and has specific additional needs; has special educational needs (whether or not they have a statutory Education, Health and Care Plan); is a young carer; is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups; is frequently missing/goes missing from care or from home; is at risk of modern slavery, trafficking or exploitation; is at risk of being radicalised or exploited; is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse; is misusing drugs or alcohol themselves; has returned home to their family from care; and is a privately fostered child.
Abuse	A form of maltreatment of a child.
Physical Abuse	A form of abuse which 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, illness in a child.
Emotional Abuse	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how

	<p>they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.</p>
Sexual Abuse	<p>Involves forcing or enticing a child or young person 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.</p> <p>The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.</p> <p>Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p>
Neglect	<p>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.</p> <p>Neglect may occur during pregnancy, for example, as a result of maternal substance abuse.</p> <p>Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>
Private Fostering	<p>A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under 16 years (under 18 years, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.</p> <p>A close family relative is defined as; grandparent, brother, sister, uncle or aunt, and includes half-siblings and step-parents. It does not include great aunts or uncles, great grandparents or cousins.</p> <p>In some cases privately fostered children are affected by abuse and neglect, or are involved in trafficking, child sexual exploitation and modern-day slavery.</p>

<p>Modern-day slavery</p>	<p>Modern slavery is a complex crime and may involve multiple forms of exploitation. It encompasses human trafficking, slavery, servitude, and forced or compulsory labour. An individual could have been a victim of human trafficking and/or slavery, servitude and forced or compulsory labour.</p> <p>Victims may not be aware that they are being trafficked or exploited, and may have consented to elements of their exploitation, or accepted their situation.</p>
<p>Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)</p>	<p>Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.</p> <p>Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.</p> <p>In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.</p> <p>The abuse can be perpetrated by individuals or groups, males or females, and children or adults.</p> <p>The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.</p> <p>Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.</p> <p>Indicators of CSE or CCE may include the acquisition of money or clothes, mobile phones without plausible explanation, gang association or isolation from peer/social networks, exclusion or unexplained absences from school, leaving home, or persistently going missing from home, returning home under influence of alcohol or drugs, inappropriate sexualised behaviour, sexually transmitted infections, physical or sexual assault, relationships with controlling or significantly older individuals, multiple callers, frequenting areas known for sex work, concerning use of Internet or other social media, increasing secretiveness around behaviours, self-harm or significant changes in emotional wellbeing.</p>
<p>County lines</p>	<p>County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.</p> <p>Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and threaten serious violence and kidnap victims and their families, if they attempt to leave the county lines network.</p>

<p>Peer on Peer Abuse</p>	<p>Children can abuse other children.</p> <p>This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual rituals, harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.</p>
<p>Domestic Abuse</p>	<p>The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.</p> <p>Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases a child may blame themselves for the abuse or may have had to leave the family home as a result of the abuse.</p>
<p>Operation Encompass</p>	<p>Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day.</p>
<p>Honour-based Abuse (HBA)</p>	<p>So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.</p> <p>Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.</p> <p>All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.</p>
<p>Female Genital Mutilation (FGM)</p>	<p>FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.</p> <p>FGM typically takes place between birth and around 15 years old, however, it is believed that the majority of the cases happen between the ages of 5 and 8 years old.</p>

	<p>Risk factors for FGM include a low level of integration into UK society, a mother or sister who has undergone FGM, girls who are withdrawn from PHSE or RSE, a visiting female elder from their country of origin, being taken on a long holiday to their country of origin, talk about a 'special procedure' to become a woman.</p> <p>Symptoms that FGM may have already taken place are difficulty walking, sitting, standing or just being uncomfortable, spending longer in the toilet due to difficulties urinating, spending long periods of time out of the classroom with bladder or menstrual problems, frequent urinary tract infections, prolonged or repeated absences from school, being withdrawn or depressed on their return to school, reluctance to undergo a medical examination, or parent reluctant to consent, talking about pain or discomfort between the legs.</p>
<p>Preventing radicalisation</p>	<p>Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.</p> <p>Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.</p> <p>Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.</p>
<p>The Prevent Duty</p>	<p>All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.</p> <p>Early indicators of radicalisation and extremism are: showing sympathy for extremist causes, glorifying violence, especially towards other faiths or cultures, remarks or comments about being at extremist events, advocating messages of illegal organisations or extremist groups, out of character change in dress, behaviour, peer relationships or involvement with online networks, secretive behaviour, online searches, intolerance or indifference, attempts to impose extremist views, graffiti or art work and writing that displays extremist views, verbalising anti-Western or anti- British views, advocating violence towards others.</p>
<p>Channel Programme</p>	<p>Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.</p>
<p>Upskirting</p>	<p>'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm.</p>

	<p>It is a criminal offence.</p> <p>Anyone of any gender, can be a victim.</p>
<p>Sexual violence & Sexual harassment</p>	<p>When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:</p> <p>Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.</p> <p>Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.</p> <p>Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.</p> <p>When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.</p>
<p>Sexting (Youth-produced sexual imagery)</p>	<p>'Youth produced sexual imagery' best describes the practice as being: 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves. 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context. 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).</p> <p>The types of incidents which this advice covers are: A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18. A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult. A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.</p> <p>This advice does not cover: The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police. Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.</p>

5. Roles & Responsibilities

5.1 All Staff

- Ensure their approach to safeguarding is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
- Never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
- Read at least Part One of Keeping Children Safe in Education 2020 and Annex A if a staff member works directly with children and sign to say that they have read and understand the document.
- Read and sign to say that they have read and understood the NPCAT Safeguarding and Child Protection Policy and the schools child protection procedures; the NPCAT Behaviour Policy; the NPCAT Staff Code of Conduct, the NPCAT Attendance Policy and the school attendance procedures that include the safeguarding response to children who go missing from education; and role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- Provide a safe environment in which children can learn.
- Understand through online safety training the additional risks for pupils online and continue to promote the NPCAT ICT Systems Acceptable User Policy to protect all pupils and ensure the safety of pupils regarding their personal devices whilst on school site and the consequences of any evidence of inappropriate use of the Internet.
- Remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises.
- Having 'due regard to Prevent' and to assess risk of children and young people being radicalised or drawn into extremism (based upon potential risks in local area) and that clear protocols are in place for all visitors so that their views are appropriate and not an opportunity to influence others.
- Identifying concerns, sharing information and taking prompt action.
- Identify concerns early, to provide help for children, and prevent concerns from escalating.
- Be prepared to identify children who may benefit from Early Help.
- Listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Know what to do if a child states they have or are being abused or neglected.
- Immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it.
- Report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to the Redcar & Cleveland Multi-agency Children's Hub if necessary and the police. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).
- Record all discussions, decisions and reasons for them in writing adhering to the Trust practice for using CPOMS.
- Maintain an attitude of 'it could happen here' and report any concerns regarding the behaviour of a child/an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
- Know how to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through the NPCAT Confidential Reporting Whistleblowing procedures.
- Undertake appropriate safeguarding and child protection training which is regularly updated.
- Be aware of the local early help process for Redcar & Cleveland Multi-agency Children's Hub and understand their role in it.

- Be aware of the process for making referrals to children's social care Redcar & Cleveland Multi-agency Children's Hub and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- To support social workers and other agencies following any referral.
- Maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy).

5.1.1 The Teacher (including Headteacher)

- If a teacher or person employed or engaged to carry out teaching work in the school, must undertake mandatory reporting to the police in all cases where it is discovered that an act of Female Genital Mutilation appears to have been carried out on a pupil who is under 18 years old.
- The Teachers' Standards 2012 state that teachers (which includes Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

5.1.2 Designated Safeguarding Lead (& deputies)

As a senior member of staff from the school's senior leadership team, the activities of the Designated Safeguarding Lead can be delegated to appropriate trained deputies, however, they remain the ultimate lead responsibility for safeguarding and child protection in the school. Their responsibilities and that of their deputies include:

To manage referrals

- Refer cases for early help, or suspected abuse or neglect to Redcar & Cleveland Multi-agency Children's Hub.
- Support staff who make referrals to Redcar & Cleveland Multi-agency Children's Hub.
- Refer cases to the Channel programme where there is a radicalisation concern and support staff who make a referral to the programme.
- Refer cases to the Disclosure and Barring Service where a person is dismissed or has resigned their position due to causing harm or the risk of harm to a child.
- Refer cases where a crime may have been committed to the Police, as required.
- Undertake and review risk assessments where there has been an incident of Child on Child Sexual Violence or Sexual Harassment and that both the victim and the perpetrator are supported.
- Ensure children experiencing Peer on Peer Abuse are supported in school.
- Be aware of pupils who have a social worker.

Work with others

- Act as a point of contact with the three safeguarding partners.
- Liaise with the Headteacher regarding issues under section 47 Children Act 1989 and police investigations.
- Attend strategy meetings, child protection conferences and core groups as required, or ensure a suitably trained member of staff attends the meeting.
- As required, liaise with the case manager (in accordance with Part 4 KCSIE) and the local authority designated officer (LADO) in cases which concern a staff member.
- Liaise with the police and children's social care where there has been an Operation Encompass report.
- Liaise with staff (especially pastoral staff, school nurses, IT technicians, SENCO and mental health lead) on matters of safety and safeguarding (including online and digital safety and when deciding whether to make a referral by liaising with relevant agencies).
- Act as a source of support, advice and expertise for all staff.

- Work collaboratively with the Trust Safeguarding Team with regards to safeguarding supervision and safeguarding quality assurance assessments.
- Work collaboratively with the School Attendance Lead and the Trust Attendance Team to monitor attendance carefully and address poor or irregular attendance without delay, including children missing from education, in accordance with the Trust Attendance Policy and school attendance procedures.
- Be aware of all school excursions and residentials and clarify with the appropriate group leader(s) their role and responsibility in connection with safeguarding/child protection during the visit.

Training

- Undertake training to provide the knowledge and skills to carry out the role, to be updated at least every two years.
- Undertake Prevent awareness training.
- Understand and support the school or college with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation and extremism.
- Understand the assessment process for providing early help and statutory intervention and making safer referrals to the local authority.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations 2018.
- Understand the importance of information sharing within the school and with the three safeguarding partners, other agencies, organisations and practitioners.
- Keep detailed, accurate, secure written records of concerns and referrals.
- Understand the unique risks associated with online safety and be confident that staff have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect children.
- Obtain access to resources and attend any relevant or refresher training courses.
- In collaboration with the Trust Safeguarding Team refresh their own skills and knowledge (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

- Ensure copies of policies, including a copy of Part one of Keeping Children Safe in Education 2020 are provided to staff at induction. This should include the NPCAT Safeguarding and Child Protection Policy and the schools child protection procedures; the NPCAT Behaviour Policy; the NPCAT Staff Code of Conduct, the NPCAT Attendance Policy and the school attendance procedures that include the safeguarding response to children who go missing from education; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

- Ensure all staff sign to say that they have read Part One of Keeping Children Safe in Education 2020, and Annex A where staff work directly with children.
- Ensure the school child protection procedures are known, understood and used by all staff appropriately.
- Ensure the schools or college's child protection procedures are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, working with the Trust Safeguarding Team regarding this.
- Ensure the Trust Safeguarding and Child Protection Policy and the school child protection procedures are available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in carrying out this action.
- In collaboration with the Trust Safeguarding Team, link with the safeguarding partners for the South Tees Safeguarding Children Partnership (STSCP) to make sure staff are aware of any training opportunities and the latest local policies or local safeguarding arrangements.
- Through the Vulnerable Learners meetings, help to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. This should include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and visitors to their site follow the NPCAT ICT Systems Acceptable Users Policy.
- Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and Relationships Education or Relationships and Sex Education and 'recognise when they are at risk and how to get help when they need it'.
- Have an overview of the Designated Teacher role, appointed to promote the educational achievement of looked after children, including working with the Local Authority's Virtual School Headteacher and discuss how pupil premium funding for looked after children will be used.

Child Protection File

- Where children leave the school or college (including for in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it will suffice to be available via phone and or Skype, or other such secure media system is acceptable.
- In collaboration with the Trust's Head of Attendance and Welfare, the designated safeguarding lead should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

5.1.3 Safeguarding Governor

- Ensure that the allocation of funding and resources is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.
- Ensure the Trust self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- Ensure that the governing body receives training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the governing body is aware of the South Tees Safeguarding Children Partnership (STSCP) and the need for the school to understand their role in effective multi-agency working.

5.1.4 Chair of Governors

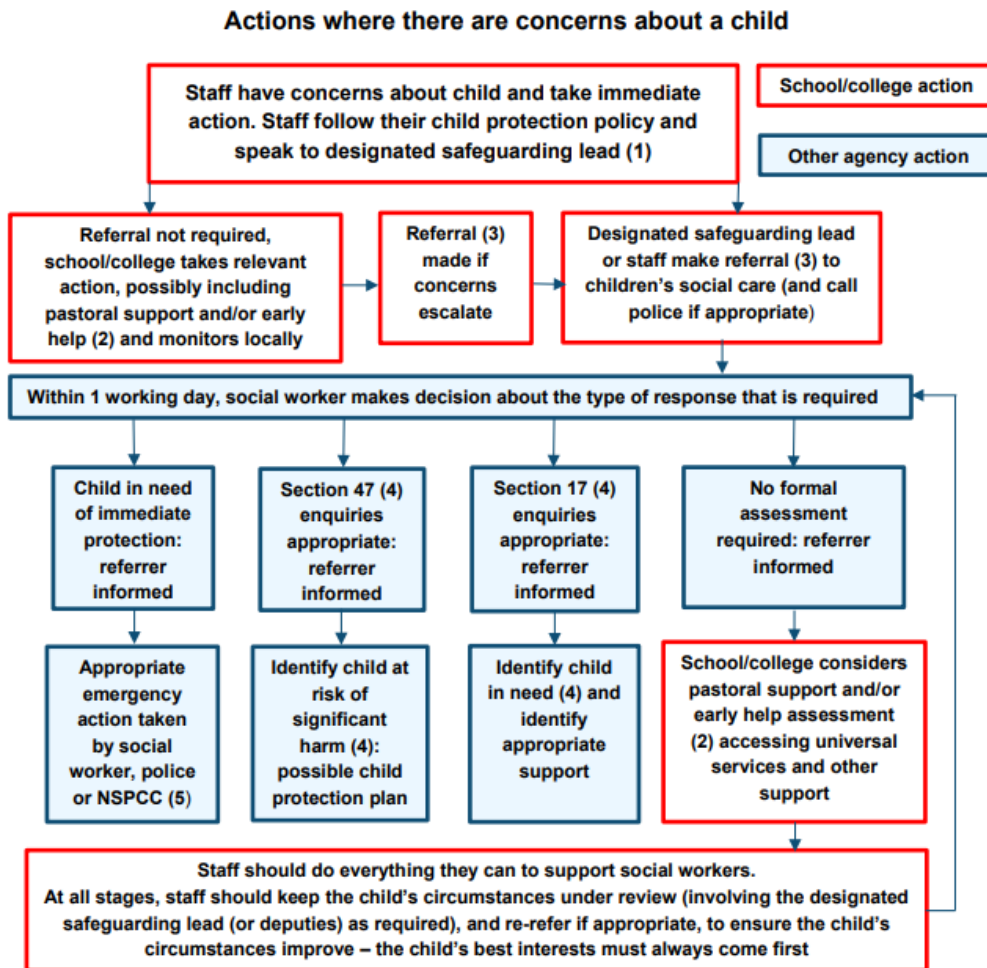
(If the Safeguarding Governor is NOT the Chair of Governors it is important to indicate the role of the Chair in safeguarding).

- Liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher.
- In the event of allegations of abuse being made against the Headteacher, that the allegations are reported directly to the Trust Senior Advisors and with the support of the Trust Head of Attendance and Welfare liaise with the Local Authority Designated Officer (LADO)
- Ensure effective whistleblowing procedures are in place.
- Ensure that the Safeguarding Governor holds the Headteacher to account on all matters involving safeguarding through effective embedding of the school child protection procedures that are followed by the entire workforce.
- Ensure that all staff undergo safeguarding training at induction and that they receive regular updates.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and visitors to their site follow the NPCAT ICT Systems Acceptable User Policy.
- Ensure that the school has in place a curriculum where children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and Relationships Education or Relationships and Sex Education.
- Ensure that a Designated Teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's Virtual School Headteacher and discuss how pupil premium funding for looked after children will be used.

6. Process

6.1 Actions where there are concerns about a child

Flowchart page 17 KCSIE 2020



6.1.1 School Action

This is the action that must be followed by all staff in all cases where there is a concern. If at any time the Designated Safeguarding Lead is unavailable, the staff member should speak to the deputy and if they are unavailable a member of the school leadership team, and thereafter, the Trust Safeguarding Team or children's social care. Where a staff member contacts children's social care directly, they must inform the Designated Safeguarding Lead of this action being taken, as soon as possible.

The Data Protection Act 2018 and the General Data Protection Regulations 2018, do not prevent the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent (section 84).

- The staff member must **IMMEDIATELY ACT** and speak to the Designated Safeguarding Lead.
- The staff member must record in writing the concerns, discussions and decisions made on the CPOMS. If a staff member does not have access to CPOMS they must discuss this with the Designated Safeguarding Lead.
- The Designated Safeguarding Lead must decide what action to take and whether to make a safer referral to **Redcar & Cleveland Multi-agency Children's Hub**.
- If the child has a social worker or early help worker, the Designated Safeguarding Lead must contact the worker.
- The Designated Safeguarding Lead must record all discussions, decisions made and concerns on CPOMS.
- The Designated Safeguarding Lead must notify the SENCO where the concern involves a child that has special educational needs, requires support with a medical condition, or has disabilities that make them vulnerable and they can face additional safeguarding challenges.

SCHOOL REPORTING PROCEDURE

- All staff must immediately speak a Designated Safeguarding Lead or Deputy Designated Safeguarding lead. All discussions, decisions and reasons for them should be recorded in writing (CPOMS) and be based upon factual evidence as soon as possible.
- Actions must be followed up and recorded by the DSL or DDSL and recorded on CPOMS.
- If the child has a Social Worker or Early Help worker then they must be informed.
- At St Paulinus Catholic Primary School, information is held electronically through a secure management system CPOMS and all staff receive training in how to record information.
- Retention guidelines are followed accordingly in line with GDPR 2018
- The SENDCO, who is also a DSL, will be informed of any child on the SEND register who is a concern.

6.2 Safeguarding concerns requiring additional guidance.

6.2.1 Female Genital Mutilation: specific legal duty on teachers

- A Teacher, or other person employed or engaged to carry out teaching work at the school, discovers that FGM appears to have been carried out on a girl under 18 years old.
- The teacher, or other person, speaks to the Designated Safeguarding Lead but it is the duty of the individual and not the organisation to report the matter to the police.
- Telephone the police on the non-emergency number 101 within 48 hours of knowing the information. Make a note of the action taken and record the police reference number as evidence that the duty to report has been complied with. Once the report has been made, the duty has been met.
- The Designated Safeguarding Lead will decide on any further action to be taken and make a safer referral to **Redcar & Cleveland Multi-agency Children's Hub**, quoting the police reference number.
- Honour-based abuse may also be prevalent where FGM is reported.

SCHOOL REPORTING PROCEDURE

- DSL or DDSL informed immediately
- School will follow the FGM mandatory reporting procedure which includes the professional who initially identified the FGM calling 1010 to make a police report. The professional who identifies FGM or receives the disclosure must report with the support of a DSL or DDSL.
- If the child has a social worker then they will be informed.
- Safer referral made to South Tees Mach and safeguarding lead at Mach.

<https://www.gov.uk/government/publications/fgm-mandatory-reporting-in-healthcare>

6.2.2 Peer on Peer Abuse

Abuse must never be passed off as 'banter' or 'part of growing up'. At **INSERT NAME OF SCHOOL** we believe that all children have a right to attend school and learn in a safe environment. We will support the victims of peer on peer abuse. We recognise that some pupils may negatively affect the learning and wellbeing of others and where this occurs their behaviour will be dealt with under the school's behaviour procedures.

SCHOOL REPORTING PROCEDURE

- Staff will follow the schools reporting as explained in the Peer on peer Abuse policy.
- Any allegations of Peer on Peer abuse must be dealt with immediately and sensitively.
- In cases specifically relating to Sexual violence and sexual harassment, two members of staff (one being the DSL or DDSL) will be present to manage the report.
- In any circumstance staff will make it clear to the child that they cannot maintain confidentiality if what is being shared has put or will put the child or another person at risk of harm.
- In all circumstances, staff will speak to all the young people involved separately, gain a statement of facts.
- All staff must immediately share with the Designated Safeguarding Lead information shared with them by a child. A full and clear record of exactly what the pupil has said in their own words must be recorded on CPOMs
- If the information received places a child at risk of significant harm then the DSL will make a referral to social care and where a crime has been committed to the police.

6.2.3 Sexting (Youth Produced Sexual Imagery)

When dealing with incidents of sexting, the school must not download or distribute the image. By doing so offences may be committed.

When an incident involving youth produced sexual imagery comes to a school or college's attention:

- The incident should be referred to the Designated Safeguarding Lead as soon as possible.
- The Designated Safeguarding Lead should hold an initial review meeting with appropriate school staff.
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

SCHOOL REPORTING PROCEDURE

- Staff members will gather the information as soon as possible to get a true, accurate account of the facts around what has happened.
- The incident should be referred to the DSL or DDSL as soon as possible.
- The DSL or DDSL will speak to all the young people involved separately, gain a statement of facts.
- A full and clear record of exactly what the pupil has said in their own language will be made and recorded on CPOMS.
- If we believe any young person to be at risk of significant harm the DSL or DDSL will make safeguarding referral to social care immediately and where a crime has been committed the police will also be informed
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

6.2.4 Child on Child Sexual Violence and Sexual Harassment

The school's or college's initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

When there has been a report of **sexual violence**, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of **sexual harassment**, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.

The Designated Safeguarding Lead will need to consider whether a crime has been committed that should be reported to the police.

SCHOOL REPORTING PROCEDURE

- All staff must immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. All discussions, decisions and reasons for them should be recorded in writing (CPOMS) and be based upon factual evidence. Any allegations of sexual violence and sexual harassment will be dealt with immediately and sensitively.
- In cases specifically relating to Sexual violence and sexual harassment, two members of staff (one being the DSL or DDSL) will be present to manage the assessments and report.
- DSL or DDSL will make it clear to the child that they cannot maintain confidentiality if what is being shared has put or will put the child or another person at risk of harm.
- In all circumstances, staff will speak to all the young people involved separately, gain a statement of facts.
- A full and clear record of exactly what the pupil has said in their own language will be made and recorded on CPOMS.
- If from the information that the member of staff gathers we believe any young person to be at risk of significant harm the DSL or DDSL will make a safeguarding referral to social care immediately and where a crime has been committed the police will also be informed.

6.2.5 Prevent Duty

The school has a duty to 'prevent people being drawn into terrorism'. All staff must be alert to changes in a pupil's behaviour that could indicate they may be in need of help or protection. All staff must use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the Designated Safeguarding Lead (or deputy) making a Prevent referral.

SCHOOL REPORTING PROCEDURE

- All staff must immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. All discussions, decisions and reasons for them should be recorded in writing (CPOMS) and be based upon factual evidence.
- If a member of staff identifies a risk or has a concern about the vulnerability of an individual in relation to radicalisation, safeguarding processes will be followed and the DSL or DDSL will be informed as soon as possible.
- The Cleveland Police Prevent office is resourced 0800 to 1600 Monday to Friday (Tel: 01642 301332). The DSL or DDSL can contact for advice before sending a referral. Outside of those hours contact is via 101.
- The DSL or DDSL will complete a Prevent Referral Form and send it to Prevent.Contest@cleveland.pnn.police.uk.
- <https://www.teescpp.org.uk/specific-issues-that-affect-children/prevent-channel-referral-process/>

6.2.6 Mental Health

Mental health can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not trained to diagnose mental health problems but may notice behaviours of a concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the Designated Safeguarding Lead.

SCHOOL REPORTING PROCEDURE

- Staff will inform the Designated Safeguarding Lead or Deputy Designated safeguarding lead of any information shared with them and record it on CPOMS.
- Advice also sought from SENDCO and these concerns will be monitored. Where necessary, referral to CAHMS, The Link, Junction, school nurse or most suitable outside agency will be made. If from the information that the member of staff gathers we believe the pupil to be at risk of significant harm the DSL or DDSL will make a safeguarding referral to social care immediately and where a crime has been committed the police will also be informed.

6.2.7 Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups.

The school must also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

SCHOOL REPORTING PROCEDURE

- Guidance to be followed as outlined in School Behaviour Policy and Positive handling policy the use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it. Where a situation can be resolved through deescalation and without force then force should not be used.
- Use of reasonable Force reporting procedure to be used and logged on CPOMS
- Where force is used as a last resort, any witness statements and records must be completed.
- All staff must immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it.

6.2.8 Private Fostering

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although the school has a duty to inform the local authority, there is no reciprocal duty for anyone, including the private foster carer or local authority to inform the school. It should be made clear to the school who has parental responsibility and on admission to school, steps must be taken to verify the relationship of the adults to the child who is being registered.

SCHOOL REPORTING PROCEDURE

- School must follow the procedures as set in the Private Fostering regulations. Any child not living with a parent, close relative or person with parental responsibility for more than 28 days is privately fostered and professionals are legally required to notify the local authority.
- All information will be logged on CPOMS
- If a child at St Paulinus has as their registered contact an adult who is not either a parent, close relative or adult with parental responsibility then the DSL or DDSL must be informed so they can enquire about their living arrangements.
- If staff believe the child is privately fostered then the DSL or DDSL must inform the Redcar Mach team or Mandy Byron Deputy Safeguarding Service Manager on 01642 444104
- Out of hours and weekend contact emergencies 08702 402994

6.2.9 Child Missing Education

Knowing where children are during school hours is an extremely important aspect of safeguarding practice. Missing school is an indicator in many cases where abuse and neglect are reported, including the criminal and sexual exploitation of children. We ensure that pupils are expected to attend school but fail to take up the place are referred to the local authority and work in accordance with the NPCAT Attendance Policy and the Trust Attendance Team. The school ensures that parents must provide at least two emergency contact numbers for the child.

SCHOOL REPORTING PROCEDURE

- School will follow attendance procedures in line with NPCAT Attendance policy and inform the attendance team of any concerns
- A pupil who is absent from school for 10 consecutive school days is regarded as a 'child missing from education'. In such cases, a referral will be made to the Trust and the local authority. All necessary enquiries to trace the pupil, through any additional contact numbers or home visits will be made. This is regarded as a major safeguarding concern and may involve contact being made with the Police or the local authority children's services. It is important for a parent to notify the school on each day of absence and ensure a change to contact information is updated. This will avoid unnecessary enquiries or referral being made to the police or the local authority children's services.
- School Response Procedure for Children Missing from Education
- Teachers will enter pupils on the admissions register at the beginning of the first day on which it has been agreed by the school, or the day that the school has been notified, that the pupil will attend the school.
- In the event that a pupil fails to attend the school on the agreed or notified date, the school will undertake reasonable enquiries to establish the reason for this absence, and will consider notifying the LA at the earliest opportunity.
- We will keep an accurate and up-to-date admissions register by encouraging parents to inform us of any changes.
- We will monitor pupils' attendance through a daily register.
- We will agree with the LA what intervals are best to inform them of pupils who are regularly absent from school, or who have missed 10 school days or more without permission.
- Where a pupil has not returned to school for 10 days after an authorised absence, or is absent from the school without authorisation for 20 consecutive school days, we will remove the pupil from the admission register if we and the LA have failed to establish the whereabouts of the child after making reasonable enquiries.
- We will notify the LA and Trust if any pupil is to be deleted from the admission register in the circumstance outlined in Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended in 2016).
- Pupils who remain on our school roll are not necessarily missing education, but will be monitored and attendance will be addressed when it is poor.
- All staff will be alert to the potential need to implement early help for a pupil who is frequently missing/goes missing from care or home.
- All staff will be aware of the school's unauthorised absence and children missing from education procedures.
- Where staff have concerns about pupils relating to CME, staff will use their professional judgement and knowledge of individual pupils to inform their decision as to whether welfare concerns should be escalated to the DSL or their deputy.

7. Legislation

- The Children Act 1989
- Adoption & Children Act 2002 (definition of harm to include witnessing the ill treatment of another person)
- Sexual Offences Act 2003
- Education (Independent School Standards) Regulations 2014
- Equality Act 2010
- The Counter-Terrorism and Security Act 2015
- The Data Protection Act 2018
- The General Data Protection Regulations 2018

8. Publications

- Keeping Children Safe in Education 2020
- Working Together to Safeguard Children 2018
- Sexting in Schools & Colleges: The UK Council for Child Internet Safety (UKCCIS) 2017
- The Prevent Duty 2015
- Supporting pupils at school with medical conditions 2015
- What to do if you are worried a child is being abused - Advice for practitioners
- Information sharing: Advice for practitioners providing safeguarding services

9. Related Policies

- NPCAT Safeguarding & Child Protection Policy
- NPCAT Staff Code of Conduct
- NPCAT Allegations of Abuse Against Staff & Volunteers (including supply staff)
- NPCAT Behaviour Policy
- NPCAT Attendance Policy
- NPCAT ICT Systems Acceptable Use Policy
- NPCAT Educational Visits, Outdoor Learning & Adventurous Activities Policy
- NPCAT Confidential Reporting, Whistleblowing Policy
- NPCAT Complaints Policy

10. Related Procedures

- School Behaviour Procedures
- School Attendance Procedures

11. Supporting Information/Websites

- NSPCC Whistleblowing Helpline 0800 028 0285
- NSPCC - help@nspcc.org.uk
- Education Support Helpline 08000 562 561

12. Contacts

Redcar & Cleveland Multi-agency Children's Hub
01642 130700

RedcarMACH@redcar-cleveland.gov.uk

Mr Simon Geaves
Designated Safeguarding Lead
School Telephone number 01287 637978
enquiries@stpaulinus.npcat.org.uk

Mrs Rachel Bircham
Deputy Designated Safeguarding Lead
01287 637978
enquiries@stpaulinus.npcat.org.uk

Mrs Nichola Turner
Deputy Designated Safeguarding Lead
01287 637978
enquiries@stpaulinus.npcat.org.uk

Name: Mrs A Turnbull
NPCAT Safeguarding Partner
01642 529200
turnbull.a@npcat.org.uk

Jill Benson
NPCAT Head of Attendance & Welfare
01642 529200
07384 113 612
benson.j@npcat.org.uk