

**SACRED HEART CATHOLIC  
PRIMARY  
CHILD PROTECTION  
AND  
SAFEGUARDING  
POLICY**

# Schools Child Protection Policy Framework for Children and Young People

At Sacred Heart Catholic Primary School the named personnel with designated responsibility for safeguarding are:

<b>Designated Safeguarding Lead</b>	<b>Deputy Designated Safeguarding Lead</b>	<b>Safeguarding Governor</b>
Mrs Julia Bramhall	Mrs Cath Crook Mrs Claire Fitzsimons	Mrs Nicola Phoenix

The named personnel with Designated Responsibility regarding allegations against staff are:

<b>Designated Senior Manager (normally the Headteacher)</b>	<b>Deputy Designated Senior Manager</b>	<b>Chair of Governors (in the event of an allegation against the Head Teacher)</b>
Mrs Julia Bramhall	Mrs Cath Crook	Mrs Mary Bearpark

## **SAFEGUARDING DEFINITION:**

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment;
- Preventing impairment of children’s 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  
(“*Working Together to Safeguarding Children*” DfE 2013)

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

## **RATIONALE:**

At Sacred Heart Catholic Primary School we recognise the responsibility we have under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Body approve the S175/157 return to the LA on a yearly basis. This policy demonstrates the schools commitment and compliance with safeguarding legislation.

Through their day-to-day contact with pupils and direct work with families, staff at our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Services (in Manchester or neighbouring authorities dependent upon the child's area of residence). This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

## **PURPOSE:**

The purpose of the policy is to ensure that:

- The welfare of the child is paramount.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in Safeguarding issues receive appropriate support.
- Staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Head teacher or the Governing Body.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of Sacred Heart Catholic Primary School.

They are consistent with Manchester's Local Safeguarding Children's board (MSCB) child protection procedures.

## **TERMINOLOGY:**

**Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

**Child Protection** refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Staff** refers to all those working for or on behalf of the School in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role – step-parents, foster parents, carers and adoptive parents.

**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care.

## 1. INTRODUCTION

- 1.1 This policy has been developed to ensure that all adults in **Sacred Heart Catholic Primary School** are working together to safeguard and promote the welfare of children and young people. This policy has been ratified by the Governing Body at its meeting on 17<sup>th</sup> January 2018 and will be reviewed in **Spring Term 2019**. See appendix C for a summary of a 'good' safeguarding school.
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be rigorously challenged.
- 1.3 The Headteacher, **Mrs J. Bramhall**, or, in their absence, the authorised members of senior staff, the Assistant Headteacher, **Mrs C. Crook**, and **Mrs C. Fitzsimons**, have the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- 1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of **Sacred Heart Catholic Primary School**. This policy complements and supports other relevant school and Local Safeguarding Board policies (Appendix A).
- 1.5 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children 2015', **Sacred Heart Catholic Primary School** will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

## 2. ETHOS

- 2.1 **Sacred Heart Catholic Primary School** aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Working Together to Safeguard Children 2015' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well being of children, young people and staff.
- 2.2 The school is committed to supporting the delivery of effective early help using The Multi- Agency Levels of Need and Response Framework . The children have access to appropriate curriculum opportunities, including emotional health and well being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and

understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

- 2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of other individuals and potentially vulnerable groups.
- 2.4 **Sacred Heart Catholic Primary School** will exercise diligence and prevent any organization or speaker from using the school's facilities to disseminate extremist views or radicalize pupils and staff.

### **3. EQUALITY STATEMENT**

- 3.1 Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

### **4. THE CURRICULUM**

- 4.1 All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 4.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others. There is access to a range of extra-curricular activities, information and materials from a diversity of

sources which not only promote these values but support the social, spiritual, and moral well-being and physical and mental health of the pupils.

- 4.3 Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues.
- 4.4 **Sacred Heart Catholic Primary School** takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation, e.g. Child Sexual Exploitation, Radicalisation and Extremism, Forced Marriage.
- 4.5 All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

## **5. ATTENDANCE & EXCLUSIONS**

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

## 6. KEEPING RECORDS

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

## 7. ROLES AND RESPONSIBILITIES

7.1 The Headteacher/Manager of **Sacred Heart Catholic Primary School** will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- A Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.
- Ensure that the Safeguarding and Child Protection policy is available on the school's web-site.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities, e.g. CSE and radicalization and extremism.

7.2 The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff.
- A senior member of the school's leadership team is designated to take lead responsibility for safeguarding within the school.

- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities, e.g. CSE and radicalization and extremism.

7.3 The Designated Senior Members of Staff for Child Protection, Mrs Cath Crook and Mrs Claire Fitzsimons, have a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Person will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers
- Ensure that the schools actions are in line with the MSCB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on MSCB website at [manchesterscb.org.uk](http://manchesterscb.org.uk))
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake this role.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file.
- During the term time, the Designated Safeguarding Lead and / or a deputy should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. It is a matter for individual schools and colleges and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours /



out of term activities.

- In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other Designated Safeguarding Leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

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

8.1 The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" September 2016.

8.2 The Headteacher and governing body will ensure that all external staff and volunteers using the school site will have been vetted and checked (will not apply for all schools and settings).

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

9.1 **Sacred Heart Catholic Primary School** has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify social care if:

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

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

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

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

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

11.1 In accordance with "Keeping Children Safe in Education – September 2016" all staff will receive training at induction.

11.2 All staff should receive appropriate child protection training which includes basic safeguarding information about the school's policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalization, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

- 11.3 The Designated Person for Safeguarding will receive refresher training every two years. All staff will receive appropriate child protection training which is regularly updated.
- 11.4 All staff will receive training or briefings on particular safeguarding issues, relevant to the setting, for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Domestic Abuse and Child Sexual Exploitation, E-Safety, Preventing Violent Extremism.
- 11.5 In addition, all staff members should receive regular safeguarding and child protection updates (for example, via e-mail, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

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

- 12.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix B). If a concern arises all staff, volunteers and visitors must:
- Speak to the Designated Person or the person who acts in their absence.
  - Agree with this person what action should be taken, by whom and when it will be reviewed.
  - Record the concern using the school's safeguarding recording system (CPOMs).

## **13. INFORMING PARENTS/CARERS**

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

## **14. DOMESTIC ABUSE**

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

- 14.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.
- 14.3. Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.
- 14.4 Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service Contact Centre will be contacted as soon as possible.

## **15. CHILD SEXUAL EXPLOITATION (CSE)**

- 15.1 **Child Sexual Exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly "consensual" relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

## **16. FORCED MARRIAGE**

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

## 17. FEMALE GENITAL MUTILATION

- 17.1 Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection training and briefings.
- 17.2 The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes a new statutory duty placed on professionals (including teachers) to notify the police if it appears that a girl under the age of 18 has had FGM carried out on her.
- 17.3 Further statutory guidance has been issued under section 5c (1) of the Female Genital Mutilation Act 2003 “**Multi-Agency Statutory Guidance on Female Genital Mutilation – April 2016**”. This includes a new statutory duty placed on professionals (including teachers) to notify the police personally if a girl under the age of 18 has informed them directly that FGM has been carried out on her. If informed by a parent or other adult then this can be reported via the usual safeguarding reporting procedures.

## 18. PREVENTING RADICALISATION AND VIOLENT EXTREMISM

- 18.1 Protecting children from the risk of radicalisation is seen as part of **Sacred Heart Catholic Primary School’s** wider safeguarding duties. It is acknowledged that it is similar in nature to protecting children from other forms of harm and abuse and the importance of early intervention by our school. We follow the guidance set out in Keeping Children Safe in Education 2016.
- 18.2 We work in partnership with others, including the Local Authority and MSCB, to share concerns and improve practice in this area. We regularly review our IT policies in school to ensure that IT use across school is safe. Children and young people are supported to know how to stay safe online when accessing social media both in and out of school.
- 18.3 **Sacred Heart Catholic Primary School** will ensure that all staff are provided with appropriate training, updates and information to enable them to assess the risk of children being drawn into extremist ideas that are part of terrorist ideology and identify any child who may be at risk and how to support them. Staff in this school are aware that Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Staff know that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology but they are alert to the signs and changes of behavior which may be indicators. Staff are confident to challenge and support young people who may be vulnerable. Staff also know what to do if they have concerns that a young person is being radicalised.
- 18.4 Where there are concerns about a child, these will be discussed with the child’s parents / carers whenever possible and with the Local Authority Prevent co-ordinator, and referrals made to the Channel programme when appropriate.
- 18.5 School actively builds students’ resilience to radicalization through the curriculum and a whole school ethos which promotes British Values, including

democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

18.6 **Sacred Heart Catholic Primary School** seeks to have effective engagement with parents and families in order to work in partnership to protect our children and young people.

## **19. SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY (INCLUDING EARLY YEARS PROVISION)**

19.1 Sacred Heart Catholic Primary School recognizes that in a modern learning environment, use of the internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, a child / young person's safety will remain the priority of the school.

19.2 All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature.

19.3 Children/young people are not permitted to directly access items that do not belong to the school.

19.4 If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature, the Head teacher or DSL should be informed immediately.

19.5 Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place; they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

### **Use of Mobile Phones**

Mobile phones have a place in settings, especially when on outings. They are often the only means of contact available in settings and can be helpful in ensuring children are kept safe.

- Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk.
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
- Ensure all mobile phone use is open to scrutiny.
- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.
- Ensure staff are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.

- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.

## **Work Mobiles**

To protect children we will ensure that the work mobile:

- Is only used by allocated people.
- Is protected with a password and clearly labelled.
- Is stored securely when not in use.
- Is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas.
- If used for taking photographs, the images are deleted regularly and written parent/carer permission obtained.

## **Personal Mobiles**

To protect children we will ensure that personal mobiles:

- Are stored securely in locked desk drawers in classrooms or in the lockable cupboards in the staffroom, and will be switched off or on silent whilst staff are on duty.
- Are not used to take pictures of the children attending the setting.
- Will not be used to take photographs, video or audio recordings in our setting.
- Are not used to contact parents or children except in the event of an emergency.
- Visitors not to use on entering the setting.
- Older children have signed consent from their parents giving permission for the child to have a mobile and agreeing that they will be stored securely and be switched off or on silent whilst in the setting.

## **Cameras: Photography and Images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To protect children we will:

- Obtain parents' and carers' consent for photographs to be taken used for or published (for example, on our website or displays).
- Ensure the school's designated camera is only used in the school and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).
- Ensure that children are appropriately dressed, and only use the child's first name with an image.

- Ensure that personal cameras are not used to take photographs, video or audio recordings in our school without prior explicit written consent from the school, for example, for a special event, such as a Christmas play.
- Ensure that all images are stored securely and password protected. Where images are stored the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws.
- Ensure where professional photographers are used DBSs, references and parental consent will be obtained prior to photographs being taken.
- Ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny

## Social Networking Sites

Social Networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all children/young people. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items. Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Head teacher or the DSL.

Any attempt by a child/young person (or parent) to contact staff via such internet sites will immediately be reported to the Head teacher or DSL in order that appropriate advice can be given to the child/young person and their parents/carers regarding professional boundaries and the safety of the child/young person.

## Sexting

'Sexting' is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However **Sacred Heart Catholic Primary School** takes a pro-active approach in its ICT and Enrichment programmes to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed. There are a number of definitions of 'sexting' but for the purposes of this policy sexting is simply defined as:

- Images or videos generated by children under the age of 18, or of children under the age of 18, that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, hand held device, computer, 'tablet' or website with people they may not even know. There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important that **Sacred Heart Catholic Primary School** applies a consistent approach when dealing with an incident to help protect young people and the school. For this reason the Designated Safeguarding Leads (or Headteacher in the absence

of the DSL) needs to be informed of any 'sexting' incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All colleagues are expected to be aware of this policy.

## **20. E-SAFETY**

20.1 **Sacred Heart Catholic Primary School** has an E-Safety Policy which recognises that E-safety is a safeguarding issue not an ICT issue. The purpose of internet use in school is to help raise educational standards, promote pupil achievement, and support the professional work of staff as well as enhance the school's management information and business administration.

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

20.3 It is the duty of **Sacred Heart Catholic Primary School** to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

20.4. **Sacred Heart Catholic Primary School** will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. We use One Education to manage our online security systems, using an up to date Firewall.

20.5 **Sacred Heart Catholic Primary School** has an Acceptable Use Policy (AUP) where both staff and children have access, it will be necessary for us to have separate AUPs for staff and pupils. The AUP should cover the use of all technologies used.

20.6 The school website will contain the school's contact details, including the address, email and telephone numbers. It will not contain staff or pupil's personal information.

20.7 Website photographs that include pupils will be selected carefully and will not enable individual pupils to be identified by name.

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

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



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

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

22.1 The school follows the government guidance "Keeping Children Safe in Education – September 2016" when dealing with allegations made against staff and volunteers.

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

## **23. COMPLAINTS OR CONCERNS BY PUPILS, STAFF OR VOLUNTEERS**

23.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

23.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

## **24. SERIOUS CASE REVIEWS**

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

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

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

## 25. PEER ON PEER ABUSE

25.1 Staff should recognize that children are capable of abusing their peers. Governing bodies should identify procedures to minimize the risk of peer on peer abuse and consider how allegations of peer on peer abuse will be investigated and dealt with. School and settings should have clear procedures on how victims of peer on peer abuse will be supported.

25.2 We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”. Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

25.3 If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

25.4 We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent

- Ensuring pupils know they can talk to staff confidentially.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

## **26. DISQUALIFICATION BY ASSOCIATION**

This section relates to primary schools with nurseries and/or reception classes and other schools where the school provides after school provision for children under the age of 8.

**Sacred Heart Catholic Primary School** will implement the Childcare (Disqualification) Regulations 2009 by ensuring that staff who are disqualified by association because they live in the same household as a person disqualified under the Childcare Act 2006 are not able to work in the early years setting within the school and will ask the staff member to complete an annual declaration form which will be used to assess their suitability to work with children.

To do this the school will follow the statutory guidance 'Disqualification under the Childcare Act 2006' [Disqualification under the Childcare Act 2006 – Publications – GOV.UK](#)

## **27. VISITORS**

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

## **28. VOLUNTEERS**

28.1 Volunteers will be expected to complete enhanced DBS and barred list check for those volunteers who:

- Frequently partake in regulated activity with children and young people.
- Undertaking volunteering activity in an unsupervised capacity.

## **Governors**

As of 1<sup>st</sup> September 2016, schools must obtain an enhanced DBS and barred list check for all governors. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. If governors volunteer or carry out other duties that would be deemed as regulated activity then the appropriate checks must be applied.

## **29. BOOKINGS**

29.1 **Sacred Heart Catholic Primary School** operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils or staff.

This policy has been ratified by the Governing Body at its meeting on **17<sup>th</sup> January 2018** and will be reviewed in **Spring Term 2019**.

**Further Information on Safeguarding and Safeguarding Policies can be found on the MSCB Website at [www.manchesterscb.org.uk](http://www.manchesterscb.org.uk)**

## **APPENDIX A**

### **School Policies:**

- Health and Safety
- Physical Interventions/Restraint
- Work Experience and Extended work placements
- Sex and Relationships Education
- Equal Opportunities
- E-Safety
- Extended Schools Activities
- Behaviour Management including fixed and short term exclusions
- Trips and Visit
- Special Educational Needs
- Toileting and Intimate Care
- Disability Discrimination
- Looked After Children
- Anti-bullying
- Administration of Medicines
- Letting to external organisations
- External visitors/speakers

**For further information, guidance and policies visit MSCB website @ [www.msrb.org.uk](http://www.msrb.org.uk)):**

- Managing Allegations and Concerns Against Staff and Volunteers
- Forced Marriage
- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation
- Preventing Violent Extremism
- Guns and Gangs
- E-Safety Policy
- Safe Staffing and Recruitment

## **APPENDIX B**

**The following definitions are from Working Together to Safeguard Children (2015) (and now an update of February 2017)**

### **Significant Harm**

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

### **Physical Abuse**

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

### **Emotional Abuse**

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

### **Sexual Abuse**

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

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

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.

## **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse for example.

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

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

## A 'Good' Safeguarding School

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

### **ETHOS AND ENVIRONMENT**

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

### **PRACTICES AND PROCEDURES**

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The MCAF and Early Help processes are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date.
- MCAF targets are identified in the School Improvement Plan and effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the Disability and Discrimination Act (DDA) and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

### **PUPIL TRACKING**

- The progress and attendance of pupils in education other than in School (EOTAS) is as carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.



- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

## **STAFF TRAINING**

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

## **PUPIL ENGAGEMENT**

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organizational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

## **THE CURRICULUM**

- A tailored PSHE programme is effectively implemented by all staff and pupils.
- The school promotes pupil's spiritual, moral, social and cultural development through the curriculum and access to a wide variety of teaching resources and cultural activities.
- The curriculum, organization of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety, staying safe and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the INTERNET. This includes tackling issues leading to grooming, child sexual exploitation and radicalisation.
- There are formal and informal opportunities to praise reward and celebrate pupils' behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips, etc.

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

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.

- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school does not exclude pupils but tries to find alternative ways of supporting them.
- The school does not see pupils at risk of gang involvement or criminal activity as a ‘crime and disorder issue’ but as a ‘children in need issue’ and works closely with other partner agencies to support them.

## **INDICATORS OF VULNERABILITY TO RADICALISATION**

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

# Staying Safe

## Designated Safeguarding Leads

Mrs Julia Bramhall  
Mrs Cath Crook  
Mrs Claire Fitzsimons

## Our local contact numbers are:

<b>Safeguarding of children concerns</b>	<p>Manchester Social Services Tel: <u>0161 234 5001</u> (out of hours) Fax: 0161 255 8266 Emergency Duty Team</p>
<b>Safeguarding of children concerns</b>	<p><u>Greater Manchester Police Safeguarding Vulnerable Persons Unit:</u> Tel: <u>0161 234 1214</u></p> <p><u>Multi-Agency Safeguarding Hub (MASH) Team</u> 0161 2192895</p> <p><u>Early Help Advisor Hub</u> 0161 234 1977</p> <p><u>Children and Young People Vulnerable to Violent Extremism – Local Prevent Contacts</u> Samiya Butt (<a href="mailto:s.butt@manchester.gov.uk">s.butt@manchester.gov.uk</a>) 0161 856 9305</p>
<b>Allegations against an adult working with children</b>	<p>Manchester Local Authority Designated Officer Majella O'Hagan (LADO) Tel: 0161 234 1214 <i>E-mail: <a href="mailto:qualityassurance@manchester.gcsx.gov.uk">qualityassurance@manchester.gcsx.gov.uk</a></i></p>
<b>Police (Emergency)</b> <b>Police (Non Emergency)</b>	<p><b>999</b> <b>101</b> Police contact: Mark Chapman 07584407640 <a href="mailto:mark.x.chapman@gmp.polic.uk">mark.x.chapman@gmp.polic.uk</a></p>



### UNIVERSAL

Children and young people whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, schools)

- **RESPONSE:** - Continue meeting child or young person's needs as a universal service in a safe environment. Universal services will remain at all levels of need.

### TARGETED

Children and young people who would benefit from additional help with moderate difficulties in order to make the best of their life chances.

- **RESPONSE:** - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Common Assessment Framework (CAF) can help to identify and plan to meet needs and involve others where necessary.

### COMPLEX

Children and young people who have a range of additional needs affecting different areas of their life.

- **RESPONSE:** Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family.
- Identify a lead professional to co-ordinate support and be primary link with the family.
- Hold a multi-agency meeting and use the Common Assessment Framework (CAF) with child and family to assess their needs. Develop and implement an Action Plan and review progress.

### SPECIALIST

Children and young people who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children's Social Care, or Youth Offending Service.

- Children's Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children's Social Care.
- Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.

## DEFINITIONS OF ABUSE

### “WORKING TOGETHER TO SAFEGUARD CHILDREN” 2013

#### SEXUAL ABUSE

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.

- 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 (including via the internet).

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

#### EMOTIONAL ABUSE

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development.

- It may involve conveying to 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 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 participating in normal social interaction.
  - It may involve seeing or hearing the ill-treatment of another.
  - It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

#### 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.

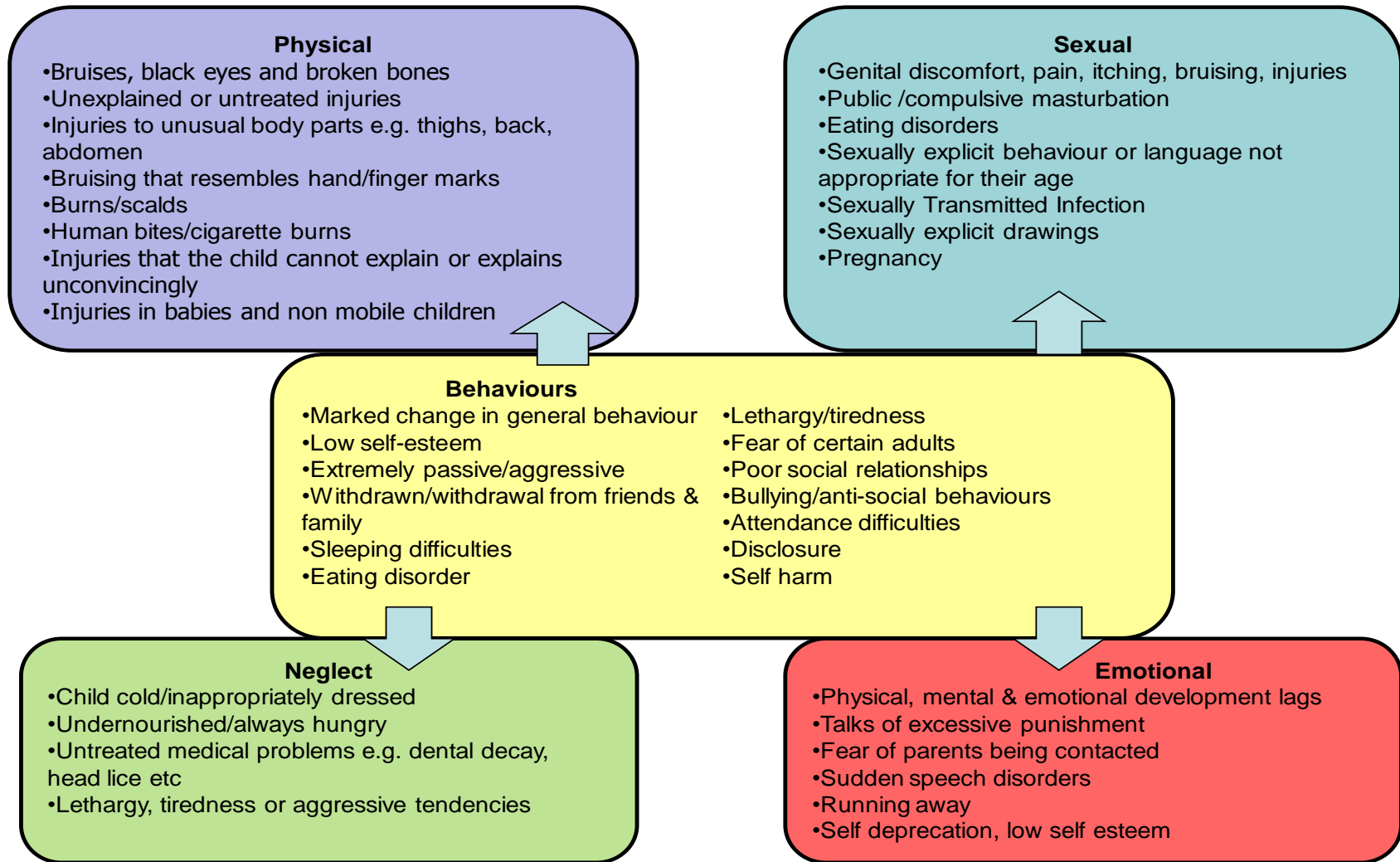
#### NEGLECT

The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent / 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.

# Symptoms of Abuse





## Receiving Disclosures:

### **Receive**

- Listen, try not to look shocked or be judgmental
- Believe what they say 'take it seriously'.
- Accept what the young person says.
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place – using forms from red concerns file that are kept in the classroom.
- Use the young person's own words
- Don't criticise the perpetrator
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)



Tell me what you mean by that?

Explain that to me

Describe that....



### **Reassure**

- Stay calm, tell the young person they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do



### **Report and Record**

- Make a Brief, accurate, timely and factual record using forms in the red concerns file kept in each classroom.
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The Designated Safeguarding Lead will assess the situation and decide on the next steps

#### **Things to include:**

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen
- Whether it is 1<sup>st</sup> or 2<sup>nd</sup> hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Avoid acronyms/jargon/abbreviations
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead (SMART)

*Records should be reviewed regularly and any new concerns should be added and responded to immediately.*

## Appendix I : procedure if you have concerns about a child's welfare

