

# St Wilfrid's RC Primary School, York

## School Safeguarding and Child Protection Policy

### 2020/21



Updated in accordance with Keeping Children Safe in Education 2020

RATIFIED BY THE GOVERNING BODY:	
SIGNED:	<p style="text-align: center;">CHAIR OF GOVERNORS &amp; SAFEGUARDING GOVERNOR</p>
TO BE REVIEWED:	

**SECTIONS WHICH REFLECT KCSIE 2020 UPDATES ARE SHOWN HIGHLIGHTED IN RED**

#### **COVID-19**

**Keeping Children Safe in Education (KCSIE) remains in force throughout the response to Coronavirus (COVID-19). The DfE has issued non-statutory interim guidance on safeguarding in school during the Coronavirus outbreak, which supports governing bodies, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. As children return in September, there will be additional safeguarding protocols in place and an awareness of a potential increase in safeguarding concerns.**

<b>Key Personnel</b>	<b>Name (s)</b>	<b>Contact details</b>
<b>Designated Safeguarding Lead (DSL)</b>	Jane Conway (Headteacher)	01904 659726
<b>Deputy DSL</b>	Helen Keith (Deputy Head)	01904 659726
<b>School's named 'Prevent' lead</b>	Jane Conway (Headteacher)	01904 659726
<b>Designated Safeguarding Governor</b>	Jenny Melbourne	01904 659726
<b>Chair of Governors</b>	Jenny Melbourne	01904 659726
<b>Local Authority Designated Officer (LADO)</b>		01904 551783 lado@york.gcsx.gov.uk using secure email
<b>Local Authority School Safeguarding Advisor</b>	Caroline Wood	01904 555694
<b>City of York Multi Agency Safeguarding hub team (MASH)</b>	Single point contact for Social Care, Early Help, Police and Health Professionals	01904 551900 MASH@york.gov.uk
<b>Out of hours Emergency Duty Team (EDT)</b>		01609 780780 edt@northyorks.gov.uk
<b>Local Police</b>		101 or in emergencies 999

## OUTLINE

At St. Wilfrid's RC Primary School the protection, safety and wellbeing of all children is of paramount importance. We recognise that:

- All children, regardless of age, disability, gender, racial heritage or religious beliefs have the right to equal protection from all types of harm or abuse.
- Working in partnership with children, young people and their parents, carers and other agencies, is essential in promoting young people's welfare.

This document provides a guide for ALL adults working at St. Wilfrid's RC Primary School including staff, supply staff, governors, volunteers and visitors about acceptable and desirable conduct to protect both adults and pupils. We are committed to following the guidelines laid out by The City of York Safeguarding Children Partnership (CYSCP). This document refers to and complements other policies and guidance in our school, including:

- School Behaviour Policy
- School Policy on Physical Interventions
- School Anti-bullying Policy
- School E-Safety Policy
- School Attendance Policy
- School Data Protection Policy
- Staff Code of Conduct / Staff Behaviour Policy

This policy is based on the Keeping Children Safe in Education 2020. As part of our commitment to and compliance with safeguarding legislation and guidance; we also refer to:

- City of York's Safeguarding Children Partnership (CYSCP)
- Working Together to Safeguard Children 2019
- What to do if you are worried a child is being abused. 2015
- Early years foundation stage statutory framework (EYFS) updated 2020
- Guidance for safer working practice for staff working in education settings. 2019
- DfE Preventing and tackling bullying advice 2017
- DfE Revised Prevent Duty Guidance 2019

We aim to inform parents and carers of the policy when their children join our school. In addition the policy is provided to all staff (including temporary staff and volunteers) at induction alongside our staff Code of Conduct. All staff are provided with Part One of the statutory guidance. Safeguarding and promoting the welfare of children and young people is everyone's responsibility. Everyone who comes into contact with children, their families and carers has a role to play in safeguarding them and promoting their welfare. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and

taking prompt and restorative action. In line with this understanding, any adult working or volunteering in the St Wilfrid's school community has a responsibility to recognise when a child or young person may be in need or be vulnerable in some way, and to respond to this recognition in a timely and appropriate way.

## **RATIONALE**

At St Wilfrid's RC Primary School we recognise the responsibility we have to have arrangements for safeguarding and promoting the welfare of children. This policy demonstrates our commitment and compliance with current safeguarding legislation.

All staff and volunteers working in our school have a crucial role to play in noticing indicators of possible abuse or neglect, and referring them to the correct persons or services for support and intervention. Everyone working or volunteering at this school receives regular training to recognise signs of concern, and in line with this policy, must report concerns following school and local authority procedures.

Staff and volunteers are updated on safeguarding issues frequently across the year – by the DSL (Headteacher) or Deputy DSL (Deputy Head) at briefing meetings or on an individual basis. These updates include learning from serious case reviews and local learning reviews, and how to improve practice to prevent children from coming to harm.

In our school we believe that the welfare of every child is paramount, and we take safeguarding very seriously. Therefore, should any member of staff have any concerns they feel are of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected, and ensure key staff in school are aware promptly of any such concerns. We are aware that this can lead to challenge from parents/carers, but at all times we collectively work to ensure that the child is at the heart of all our decisions and that we act in their best interests.

## **PURPOSE**

The purpose of the policy is to ensure that the welfare of children is understood and promoted at all times. All staff and volunteers have an equal responsibility to act on concerns, suspicions or disclosures that lead them to suspect or understand a child may be at risk of harm.

As part of our duty of care we also work to ensure that pupils and staff involved in safeguarding and child protection issues receive appropriate support. In line with Keeping Children Safe in Education 2020, we work with a range of partners and adhere to local practice guidance supported by City of York's Safeguarding Children Partnership (CYSCP).

**The procedures contained in this policy apply to all staff, volunteers, supply teachers, students, agency staff or anyone working on behalf of St Wilfrid's RC Primary School.** All are required to adhere to our safeguarding procedures and Code of Conduct (including the use

of ICT and social media) and all understand what to do if there are concerns or allegations about any adult working or volunteering in our school during or outside of the normal school day. We expect that this policy takes primacy over other agency policies when work is being delivered on this site and on our behalf, as we maintain a duty of care to all in our school community.

## DEFINITIONS

**Safeguarding** and promoting the welfare of children is defined as:

- 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;
- taking action to enable all children to have the best outcomes.

(Keeping Children Safe in Education 2020)

**Child Protection** is a part of the safeguarding agenda. It refers to the action that is required to be undertaken to protect children who are suffering, or are likely to suffer, significant harm. This policy encompasses child protection.

**Early Help** refers to mechanisms 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.

**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 and will be used from this point on in this document.

**Child** refers to all children and 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 including: step-parents, foster parents, carers and adoptive parents.

## PREVENTION

At St Wilfrid's we maintain an ethos where:

- Children feel safe and secure in an environment which allows them to learn and develop on a journey to achieving their full potential. We educate and support our children in an inclusive, supportive non-judgemental environment.
- Children understand that there are adults in the school whom they can talk to if worried, scared or facing difficulty. We work hard to be a restorative staff team who actively listen and respond.

- Staff development and awareness in respect of safeguarding is given the highest priority across the school to ensure we all fully understand and implement the national and local agenda.

We deliver a broad, balanced and age appropriate Relationships Education and PSHE (Personal, Social, Health and Emotional) Curriculum, where children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. It supports them to manage and assess risk effectively, and develop the skills to recognise healthy and unhealthy relationships (both online and in the physical world); and where to find sources of support. St. Wilfrid's RC Primary School's curriculum seeks to support British Values, namely:

- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Encourage pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain
- Prevent the promotion of partisan political views in the teaching of any subject in the school
- Protect pupils against the messages of all violent extremism

Further to this, our curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Relationships, Personal, Social and Health Education discusses relevant issues with the children, including Stranger Danger. Children also receive instruction in road safety and bicycle safety awareness. Topics including puberty and drug awareness as well as safety awareness involving a range of agencies (Crucial Crew) are dealt with in Year 6. Children are encouraged to explore and discuss these issues openly. Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, from online safety to using equipment properly. At all times there is appropriate staffing levels and when the curriculum is taken out of school, appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Headteacher. Children are supported in recognising risks in various forms including online. They understand what kind of physical and virtual contact is acceptable and can recognise inappropriate pressure from others, including that which threatens their personal safety and well-being and give them strategies to counter this.

### **Understanding and Sharing Safeguarding Concerns**

Staff at St Wilfrid's feel empowered to share safeguarding concerns in a swift and timely way, bringing them to the attention of the Designated Safeguarding Lead (DSL) the Head Teacher. In the absence of the Head, the Deputy Head assumes this role. In the absence of the Head and Deputy, our SENDCo will assume this role. They will liaise with the Headteacher and appropriate people in the Local Authority. Accepting that safeguarding is the responsibility of all in our community, staff feel able to ask safeguarding questions and

receive appropriate feedback, following up on concerns as part of this shared responsibility to children.

Emerging issues and themes are proactively addressed and fed back to the Local Authority (LA) and City of York's Safeguarding Children Partnership (CYSCP), to ensure a multi-agency awareness and that strategies are developed.

There is a clear approach to substance misuse (drugs and alcohol). Any issues of drugs and substance misuse are recorded and there are strategies to educate children appropriately, delivered throughout the school and curriculum.

We use the mechanisms and services available to understand the range of issues which may make a child vulnerable and ensure children and young people receive the most appropriate support or referral and access to other provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's personal experiences and perspectives as evidenced by observations or information provided.

St Wilfrid's arrangements for consulting with, listening to and responding to pupils are to meet with the child in a safe place and give them an opportunity to talk and to work with the child/children towards an amicable solution. If necessary, a second adult will be present to make notes. Similarly, our arrangements for consulting with, listening to and responding to parents are to have an open door policy to allow parents the opportunity to speak about their issues and work with them to find a suitable conclusion.

There is a commitment to the continuous development of staff with regard to safeguarding training:

All staff access safeguarding training annually with regular updates across the academic year

- We undertake CYSCP 'endorsed' awareness training and all new staff, as part of their induction, access safeguarding training within the first term of their employment/placement
- The Designated Lead and/or deputy attends the CYSCP DSL safeguarding training on bi-annual basis

## **DEFINITIONS OF SAFEGUARDING ISSUES**

All school staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues may overlap with one another.

Staff are trained and supported to understand and recognise indicators of the types of abuse that some children experience and work to the following indicators of abuse and neglect:

**Abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely by others

(e.g. via the internet). They may be abused by an adult or adults, or another child or children.

**Physical abuse** is 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** is 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 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, although it may occur alone.

**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.

**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 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); ensure access to appropriate medical care or treatment and include neglect of, or unresponsiveness to, a child's basic emotional needs.

Staff are aware of the different safeguarding issues which could lead to abuse including:

**Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE).** These are forms of abuse which 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. They both involve

exploitative situations, contexts and relationships where young people often receive something (for example food, accommodation, drugs, alcohol, gifts or money) as part of a grooming process. The victim may have been criminally exploited even if the activity appears consensual. Ultimately, this results in them engaging in sexual activities or serious organised crime by gangs and groups e.g. being forced to work in cannabis factories, being coerced into moving drugs or money across the country (County Lines where drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns), forced to shoplift or pickpocket, or to threaten other young people. CSE and CCE do not always involve physical contact; they can also occur through the use of technology. All staff at St Wilfrid's are alert to possible indicators and will raise concerns as appropriate. We take a proactive approach to preventative work by working closely with the York MASH Team and the Police if necessary.

**Peer-on peer abuse** refers to safeguarding issues that can manifest themselves via children who harm other children. This may include:

- sexting
- upskirting
- bullying (including cyber bullying),
- gender based violence/sexual assaults
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- initiating/hazing type violence and rituals

Sexting describes the use of mobile phone or internet technology to share sexual and sexually implied content, including texts, nude or semi-nude photographs, and other sexual images or video. Creating and sharing sexual photos and videos of under-18s is illegal and presents a range of risks which need careful management. St Wilfrid's RC 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. **Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.** There are many other types of peer-on-peer abuse and it is likely that no two cases will be the same, so it is necessary to carefully consider each case individually. St Wilfrid's RC Primary School deals with peer-on-peer abuse seriously and applies a consistent approach when dealing with an incident to help protect young people and the school. For this reason, the DSL is informed of any peer-on-peer abuse incidents. The range of contributory factors in each case (contextual safeguarding) also needs to be considered in order to determine an appropriate and proportionate response. All colleagues are expected to be aware of this policy and clear on our procedures. We will always seek advice from the Safeguarding Team at CYSCP to support us in working with the victim and perpetrator.

**Serious Violence:** (including knife crime) has a huge impact on children and the communities in which they live. It is a societal problem and it cannot be tackled by schools or single agencies alone. In our school we will seek to support, help and protect children on the school site, and to teach our children/young people about the dangers of weapons/knives and other related dangers. We understand that violence and knife crime do not exist in a vacuum and children who are victims or perpetrators may also be experiencing multiple vulnerabilities. If we at St Wilfrid's become aware that a child or young person is vulnerable, we will use the most appropriate interventions and pathways to address these needs such as; completing an Early Help Assessment, or a Child Protection Referral.

**Honour Based Abuse (HBA) including Forced Marriage (FM) Female Genital Mutilation (FGM) and Breast Ironing:** Our staff have been trained to understand honour-based abuse including Forced Marriage and Female Genital Mutilation. They are alert to possible indicators of a child being at risk of HBA, or already having suffered HBA and will act accordingly on any concerns or disclosures. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBA can affect both young men and women. If our staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they will speak to the DSL (or deputy DSL). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where it is clear that FGM has taken place, all teachers have a statutory duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. Information on when and how to make a report can be found at: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's DSL and involve children's social care as appropriate. As a school St Wilfrid's will always follow national guidance on mandatory reporting requirements.

### **Mental Health**

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that our staff are aware of how these children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education. If our staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, which will include speaking to the DSL or deputy DSL.

### **OTHER SPECIFIC SAFEGUARDING ISSUES**

**Extremism, Radicalisation and Terrorism:** is defined in KCSIE 2020 as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs, including calls for the death of members of our armed forces. Radicalisation is a process by which a person comes to support terrorism and extremism ideologies associated with terror groups. Radicalisation can be both violent and non-violent. 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. Violent extremism is caused by a combination of interlocking factors:

- An ideology which justifies terrorism by manipulating theology as well as history and politics
- Radicalisers and their networks which promote violent extremism through a variety of places, institutions and media;
- Individuals who are vulnerable to the messages of violent extremists;
- Communities which are sometimes poorly equipped to challenge and resist extremism;
- Grievances, some genuine and some perceived, and some of course directed very specifically against government.

There are multiple pathways that constitute the process of radicalisation, which can be independent but are usually mutually reinforcing. St Wilfrid's RC Primary School seek to protect children and young people from the influences of all violent extremism including, but not restricted to;

- Extremist Far Right/Neo Nazi/White Supremacist ideology
- Islamic extremist ideology
- Irish Nationalist and Loyalist paramilitary groups
- Extremist animal rights movements.

St Wilfrid's values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. St. Wilfrid's seeks to protect its students and staff from all messages and forms of violent extremism and ideologies. We are clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies. We are aware that the current threat from terrorism and extremist groups in the United Kingdom may include the exploitation of vulnerable people. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. St Wilfrid's RC Primary School is clear that where there is concern in respect of exploitation of this kind it will be treated as a safeguarding concern subject to the Prevent Duty under section 26 of the Counter Terrorism and Security Act 2015. All staff at St

Wilfrid's undertake Prevent Training to familiarise themselves with the revised Prevent duty guidance for England and Wales.. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which might include the DSL (or deputy) making a Prevent referral. The school's DSL (and any deputies) are aware of local procedures for making a Prevent referral.

**Domestic abuse/violence:** At St Wilfrid's we believe that all our pupils have the right to be safe at school and in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence between parents or carers. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and young people. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Where we are concerned that domestic abuse or violence is present in the home, we will follow our safeguarding and domestic abuse processes. In special circumstances where it would put a child at risk of serious harm, (e.g. where a child is affected by domestic abuse perpetrated by a parent or carer or where a child is placed in an emergency refuge) the Data Protection Act 2018 and the GDPR regulations allow schools and colleges to withhold information where the serious harm test under that legislation is met. If in doubt, we will always seek independent legal advice.

**Modern Slavery and Human Trafficking:** is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation." Any child transported for exploitative reasons is considered to be a trafficking victim. As a school we are alert to the possible indicators both for our children and their families. Any concerns will be reported using our safeguarding and child protection processes. We also refer to the North Yorkshire Safeguarding Children Board and City of York Safeguarding Children Partnership Child Criminal Exploitation (CCE) Practice Guidance

## CONTEXTUAL SAFEGUARDING

Contextual Safeguarding is where safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL (or deputy) consider the context within which such incidents and/or behaviours occur. Assessments of children consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that we provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

## ROLES AND RESPONSIBILITIES

### Designated Safeguarding Lead

Mrs Jane Conway (Headteacher) is the Designated Safeguarding Lead (DSL). In her absence, the Deputy Designated Safeguarding Lead is Miss Helen Keith (Deputy Head).

It is the responsibility of the DSL to

- ensure that staff are familiar with the policy and procedures
- act as a source of advice within the school
- be the first point of contact for any adult concerned about a child's health or safety
- support a member of staff involved in a child protection issue and offer advice
- make contact with social services and, if necessary, make a referral
- co-ordinate action within the school and liaise with Social Care and other agencies over cases of abuse and suspected abuse
- keep records of child protection issues relating to individuals in the school
- decide who should attend child protection conferences when necessary
- ensure all child protection records are kept secure
- ensure adequate training is provided for staff and children (as part of their curriculum)
- ensure that the child protection policy is effectively implemented
- attend designated lead training at least every two years

Where verbal referrals are made to social care, the referral should be made in writing within 24 hours. Where there is uncertainty about making a full referral, advice can be sought from the children's multi-agency advice team (the MASH).

It may occasionally be appropriate to call the police. The NPCC document 'When to Call the Police' gives advice when to calling the police and what to expect.

The updated KCSIE 2020 states that is the responsibility of the DSL to help promote educational outcomes, by sharing some information with relevant school staff regarding the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, so that 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.

### **Teaching Staff and Support Staff**

St Wilfrid's ensures that every member of staff and person working on behalf of the school:

- Knows the name of the DSL and any deputies, and understands their role and responsibilities, and how to contact them.
- Understands they have an individual responsibility to refer safeguarding and child protection concerns.
- Will receive training at the point of induction so that they know:
  - their personal responsibility/code of conduct/teaching standards
  - CYSCP child protection procedures and how to access them
  - the need to be vigilant in identifying cases of abuse at the earliest opportunity
  - how to support and respond to a child who discloses abuse/ significant harm

- their duty concerning unsafe practices of a colleague
- the DSL will disclose any information about a pupil to other members of staff only on a need to know basis
- the school will undertake appropriate discussion with parents prior to involvement with other agencies wherever this is appropriate
- the school will ensure that parents understand their obligations re: Child Protection by intervention as and when appropriate
- to develop effective links with relevant agencies in relation to safeguarding (child protection)
- to ensure that, where there are unmet needs, an assessment of early help is initiated
- to send appropriate representatives to case conferences, core groups and child protection review meetings

Where a member of staff (including supply staff) is concerned that a child is in immediate danger or is at risk of harm, they should report this to the DSL, or their deputy, without delay. A written record will be made of these concerns immediately following the disclosure/concern being raised.

**Where staff have conversations with a child who discloses abuse, they follow the basic principles:**

- listen and remain calm
- never ask a child if they are being abused
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- never take photographs of any injury
- never record a child
- never undress a child to physically examine them
- allow time and provide a quiet space for support
- at no time promise confidentiality to a child or adult.

**We will notify any Lead Social Worker if:**

- a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
- there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP
- if a child is missing and there is a need to follow York's policy and any statutory guidance on Children Missing Education (CME)
- additional concerns arise

We understand that parents often hold key information about incidents, allegations or concerns therefore, in the majority of situations; the DSL or key member of school staff will speak to the parents and gain their consent to discuss any matters with other relevant agencies. There will be very few instances where, to speak to the parents, could further

endanger the child. In those situations, they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent.

### **Care leavers**

The LA has on-going responsibilities to the children who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. Our DSL will have details of the LA Personal Advisor appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

### **The use of 'reasonable force'**

There are circumstances when it is appropriate for our staff to use reasonable force to safeguard children. 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'.

Our school uses Team-Teach training. Team-Teach is the holistic approach used to support people who may exhibit more challenging behaviours. Team-Teach training promotes communication during a crisis. Team-Teach scripts promote clear and accurate communication between colleagues and those being cared for. The approach is based on a risk reduction approach, involving de-escalation strategies, diversion and as a last resort physical intervention. Restraint is only a small part of the approach. Holding may form part of a positive response, but it is an alternative to other strategies. The expectation is that people continue to communicate, assess the situation, look and listen for opportunities to divert or de-escalate, even if they have to hold someone to keep them safe.

### **Pastoral Care**

At St Wilfrid's we believe that all pupils have the right to be taught in a safe environment to enable them to optimise their learning and achievement. We expect all students to have respect for themselves and others and work to ensure everyone in our community feels safe, valued and supported. The school promotes the values of honesty, acceptance, inclusion and fairness within a caring, restorative and nurturing environment.

Students at our school have a variety of needs, some being complex. We aim to provide an appropriate level of pastoral care and support for all pupils and encourage appropriate and cooperative behaviour. Underpinned by this support, pupils are expected to take responsibility for their own behaviour with appropriate strategies offered to enable this.

### **Use of the internet and digital technology (including early years provision)**

St Wilfrid's recognises that in a modern learning environment, and particularly since COVID-19, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, a child's safety will remain the priority of the school.

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 under appropriate supervision and in accordance with the school's acceptable use policy. 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 and that they are used in line with school policy.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature it will be locked, secured and, the Head Teacher (DSL) will be informed immediately.

The internet and internet gaming are enjoyed by many people and are often activities families can enjoy together. However, use of the internet and online games isn't without risk. As part of our approach to online safety we will support pupils and their families in understanding the potential risks of online activity and how best to avoid them. We will work with parents and carers to support them in the following:

- Understanding the appropriateness of games and apps
- location and access to information and resources for adults and pupils
- teaching e-safety in the curriculum
- offering parental information and advice sessions
- raising awareness of online grooming
- teaching our children how to report abuse or concerns

At St Wilfrid's, we have suitable IT filtering and monitoring systems in place, as described in Keeping Children Safe in Education 2020 and informed by the risk assessment required by the Prevent Duty.

### **Use of mobile phones**

Mobile phones have a place in some instances; especially on outings when they are often the only means of contact available and can be helpful in ensuring children are kept safe.

We will:

- 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 understand how to 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.
- Adhere to the school policy on the recording of images and the use of equipment

To protect children, we will ensure that personal mobile phones:

- Are stored securely and will be switched off whilst staff are on duty.
- Are not used to take pictures of the children attending the setting or that images are not shared.
- Will not be used to take photographs, video or audio recordings in our setting.
- Are not used to contact parents or children - exception will only be by agreement with the Headteacher or in their absence the Deputy Head.

Visitors are not permitted to use mobile phones or other camera/internet enabled devices without the express permission of the Headteacher. Children have signed consent from their parents/carers 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. In line with Keeping Children Safe in Education 2020, we have a clear policy on the use of mobile technology in the school.

### **Use of photography and images**

Most 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/iPad 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 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.
- 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 and camera enabled devices by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny.

### **First Aid**

In school there are always trained members of staff who volunteer to oversee first aid. There are a number of first aid kits situated around school. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- The incident is logged in the accident book
- A trained first aider is consulted where necessary
- For head injuries a Head Note is issued
- If there is any doubt at all a parent is contacted.

The St Wilfrid's Primary School policy is that medication will only be given by the Headteacher or a nominated member of staff, with the exception of emergency medications such as anaphylactic pens for which all staff will be trained. In the case of a pupil needing medication during the day parents must provide written instructions and the medication should be in original packaging, clearly labelled with the child's name.

For matters of an intimate nature staff are informed to deal with a child with utmost sensitivity and always to seek guidance from the Headteacher or designated leader in their absence. In almost all situations the parents will be asked to come into school immediately so that they are part of the decision making process for such matters. In rare circumstances the school nurse will be contacted as a matter of utmost urgency before the parent.

## **PROCEDURES AND RECORD-KEEPING**

St Wilfrid's follow local guidance and policies from CYSCP in detail.

Safeguarding Records are secured in the Headteacher's office as hard copies of records or reports relating to Safeguarding and Child Protection concerns are kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these records is controlled by the Designated Safeguarding Lead and in her absence the Deputy Head or identified deputy safeguarding leads in their absence.

The school ensures that safeguarding information, including Child Protection information, is stored and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) ensuring that information is:

- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary
- handled according to people's data protection rights

- kept safe and secure

We refer to the [GDPR Toolkit for Schools 2018](#).

Any concerns about a child will be recorded in writing as soon as possible and in any circumstance within 24 hours. The inability to record a concern should not delay the sharing of urgent information to the DSL (police or social care if required) verbally. Written records should then be made as soon as possible.

All records will provide a factual, evidence-based account using the child's words. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed. Support and advice will be sought from Children's Social Care (via the MASH), or the Local Area Designated Officer (LADO), whenever necessary.

There is always a DSL on hand who has the necessary seniority and skills, has undertaken appropriate safeguarding training, and is given the time to carry out this important role.

This safeguarding policy is updated annually or in line with any new DfE guidance (as required).

In the case of child protection referral, the DSL will contact the MASH immediately (alongside any other emergency or support services that may be required).

In the case of poorly explained serious injuries/injuries causing concern or where behaviour or concerns arouse suspicion or if in any doubt, the Designated Safeguarding Lead should contact the MASH for advice.

The DSL will keep written (by hand), signed, timed and dated records detailing any disclosures and action taken as near to the time of disclosure as possible even when no investigation is undertaken; should the MASH agree to initiate a referral verbally a Child Protection Referral Form will still be required within 24 hours.

Allegations are always shared directly with the Head. Where an allegation of abuse is made against any member of staff/volunteer, deputy or designated safeguarding person, the Headteacher will speak with the Local Authority Designated Officer (LADO) to discuss the next steps.

If the allegation is against the Head, the Chair of Governors should be contacted immediately, and he will seek advice from the LADO. If the allegation is against both Head and Chair then the LADO should be contacted directly. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator. Professionals can contact the LADO directly if they feel it is more appropriate to do so.

St Wilfrid's has a whistleblowing procedure, which is in line with the CYC LA. It is important to note that as part of a professional's duty to report safeguarding issues, without the expectation of anonymity. Safeguarding and whistleblowing should not be confused. "Safeguarding" refers to reporting concerns designed to protect children from harm and acting to enable all children to have the best outcomes. In contrast

“whistleblowing” describes the disclosure of concerns regarding a danger or illegality that has a public interest, usually because it threatens others or impacts on public funds.

A record is kept of all meeting or complaints in the school Safeguarding File. Any serious allegations are reported to the LADO and consequent paperwork is stored in the employees’ files and the Safeguarding File.

### **Attendance**

Excellent attendance is expected of all children at St Wilfrid’s, but when children are unwell parents are expected to confirm absence by telephone immediately. If there is no notification school has a policy of phoning home to ascertain each child’s whereabouts. The school works closely with All Saints Secondary School (where appropriate) and the LA whenever a child’s attendance and punctuality causes concern. The school also works closely with the parents to support attendance. Attendance rates are reported each term to the LA, annually to the government and to all parents. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

### **Children Missing out on Education and Missing from Education**

Under section 175 of the Education Act 2002 we have a duty to investigate any unexplained absences.

At St Wilfrid’s we follow York’s procedures for dealing with children that go missing from school. All staff are aware that children going missing, particularly repeatedly, are potentially vulnerable to harm including abuse and neglect, such as sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of being involved with County Lines drugs gangs, risk of female genital mutilation or risk of forced marriage.

We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy. Where a child’s destination is unknown when they have left our school, we ensure we carry out all necessary checks and refer them as a child missing from education.

## **SUPPORT FOR VULNERABLE PUPILS**

The school will endeavour to support vulnerable pupils through:

- Its ethos and culture which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
- Its behaviour policy -aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach, working to support children in developing positive behaviour.
- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.

- Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
- Ensuring designated safeguarding staff and their team have the opportunity to attend face to face CYSCB training and network updates. (For example, child sexual exploitation, domestic violence, drugs / alcohol substance misuse, FGM, etc.)
- Ensuring information is transferred safely and securely when a pupil with a child protection record moves to another school. Also notifying Key Workers or Social Workers where a child leaves the school (as appropriate)

### **Children with special needs and disabilities**

We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

We regularly review our training and practice to enable staff to respond to these specific needs.

### **Early identification recognising and responding to safeguarding needs**

The school acknowledges the findings of Serious Case Reviews, local learning reviews and audits. Findings are shared with all staff as part of a culture of improvement and learning. Our DSL ensures she has information from CYSCP in relation to learning reviews and ensures this information is passed on to staff to promote improvement in respect of safeguarding. As part of our ongoing culture of vigilance and development we will share learning and responses from any other relevant issues to ensure we are offering the safest environment for our pupils and staff.

All staff have seen and understand the CYSCP Threshold Document (February 2020) and know how to pass on any concerns, no matter how 'small or low level' they seem. In accordance with local and national guidance all staff receive regular training and updates to help them identify when a child is vulnerable. We ensure that the most appropriate referrals are made in a timely manner. We seek to work in a transparent way with our families and where appropriate will share our concerns directly with parents and indicate possible routes of support. We actively support multi agency approaches when supporting children and families. We do this based on an awareness that early help and intervention can prevent future escalation of any presenting issues. We aim to provide information from the child's

point of view in the context of their lived experience as evidenced by observations or information provided. Where staff have concerns, they will always alert the DSL.

The DSL and their deputy are members of the school senior leadership team. In line with local and national guidance they receive regular training and updates to equip them with the skills and knowledge to deliver in this role. A DSL is always available to offer advice and support to school staff when school is open including before and after school activity or for trips and visits.

School staff contribute to assessments and actively support multi-agency planning for children. Staff have an understanding of the Local Area Teams and Early Help Assessments (EHA) and make decisions based on a child's development needs, parenting capacity and family & environmental factors to support referrals.

We use the CYSCP Threshold Document (February 2020) document to inform our decision making.

In contributing to meetings, in addition to information about the child's academic functioning, the school provides information about the 'voice of the child' and the child's experiences of life as evidenced by observations or information provided through the multi-agency forum.

## **SAFER RECRUITMENT AND SAFER WORKING PRACTICE**

The child's welfare is paramount (Children Act 1989). Adults working at St Wilfrid's are responsible for their own actions and behaviour and should avoid any conduct that would lead a reasonable person to question their motive or intentions. All adults working in our school must work and be seen to work with openness and transparency.

We will seek to safeguard children and young people by:

- Valuing, listening and respecting them
- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
- Recruiting staff and volunteers safely, ensuring all the necessary checks are made.
- Sharing information about child protection and good practice with children, parents, staff and volunteers.
- Sharing information about concerns with agencies who need to know and involving parents and children appropriately.
- Provide effective management for staff and volunteers through supervision, support and training.
- Complete weekly safeguarding forms which include and refer to the PREVENT guidance

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2020 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that

all appropriate measures are applied in relation to EVERYONE who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.

We do this by:

- Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks,
- verifying identity,
- academic and vocational qualifications,
- obtaining professional references,
- checking previous employment history
- ensuring the person has the right to work in the UK.

Our practices also include undertaking interviews and checking if individuals are barred or prohibited from working with children in accordance with DBS and Department for Education (DfE) guidance. In line with statutory guidance we maintain a single central record to evidence checks completed for staff and volunteers working in the school community. This document is reviewed termly by a member of the SLT.

Every volunteer and member of staff (including supply staff and those contracted to deliver sports or other activities such as counselling) has a 'safeguarding induction' and we ensure that staff and volunteers always adhere to a published code of conduct and other relevant professional standards. This extends to before and after school activities. All staff, volunteers and regular visitors from external agencies to the school (including supply staff) must be familiar with and work in accordance to the following schools policies:

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Internet Safety
- Equal opportunities
- Behaviour policy
- Anti Bullying Policy
- Photographing and videoing
- Physical Intervention Policy
- Whistleblowing

All staff that are appointed to work in school have a criminal records search called a DBS check. This search highlights people who have a criminal record or if previous allegations have been made them. If staff are found to have a criminal record the appointment is reconsidered by the Headteacher and the Governing Body. The LA is informed directly by the Criminal Records Bureau. The Headteacher sits on all appointment panels where the candidates are external applicants. The Headteacher has undertaken the NCSL training on Safer Recruitment.

Volunteers must also have DBS clearance. For a brief activity, such as a school visit, which does not involve the supervision or close contact of children the school may telephone for a "List 99" check. For extended contact with children, when children may be left alone with an

adult, or when an adult visitor may be in and around the school building a full DBS search will be conducted. The office performs this. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children.

Visiting speakers, with correct clearance, are always welcome into school so that can give specialist knowledge to the children. Visiting speakers are always suitable and supervised appropriately.

### **Site security**

St. Wilfrid's provides a secure site, which is controlled by precise management directives, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- Gates are locked except at the start and end of each day.
- Doors are closed to prevent intrusion but to facilitate smooth exits.
- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office.
- Children are only be allowed home with adults with parental responsibility or confirmed permission.
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, leave via the school office.
- Should a child leave the school premises without permission then staff have been informed never to chase after a child, but rather to report immediately to the office. Then parents and police will be informed of the circumstances.

### **Staff Behaviour**

All staff must provide a good example and a positive role model to pupils. All staff should:

- Behave in a mature, respectful, safe, fair and considered manner.
- Ensure that they are not sarcastic and do not make jokes to pupils of personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature.
- Not embarrass or humiliate children.
- Not discriminate favourably or unfavourably towards any child. (e.g. treat all pupils equally – never build 'special' relationships)
- Ensure that their relationship with the pupil remains on a professional footing at all times.

Our Code of Behaviour states that all staff members must:

- Treat all children and young people with respect.
- Provide an example of good conduct you wish others to follow
- Respect a young person's right to personal privacy.
- Encourage children and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like.

- Remember that someone else may misinterpret your actions no matter how well intentioned.
- Be aware of physical contact with a child or young person that may be misinterpreted.
- Challenge unacceptable behaviour and report all allegations/suspensions of abuse.

We ensure that:

- Any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance Keeping Children Safe in Education 2020 and CYSCP, LADO and HR Policy, procedures and guidance.
- All staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- Adequate risk assessments are in place including for extended school/ wrap around provision, volunteers, work placements and holiday activities (directly related to school).
- Staff are clear how to raise a concern, where to find 'whistleblowing policies' and are confident to report concerns of misconduct.
- All staff are required to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).

### **Responding to an allegation made against a school employee:**

The statutory guidance KCSIE 2020, states that the following process must be followed where it is alleged that anyone working in the school, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- **behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

When an allegation or concern is made against a member of school staff relating to a person's conduct towards a child, the following process must be followed:

- The allegation or concern must immediately be reported to the Senior Manager within the Organisation (Headteacher).
- If the allegation or concern fits within the scope of the guidance, the Head Teacher must report the matter to the Local Authority Designated Officer (LADO) within the same working day.

The LADO will discuss the matter with the Head Teacher in order to decide which process should be followed. Where it is believed that the allegation falls within the scope of guidance, there are three possible strands to enquiries that may be initiated:

- Child Protection
- Criminal Enquiries
- Disciplinary

If the matter is felt to constitute a criminal offence, the police will be informed and a strategy meeting held. If the matter is felt to be child protection, Children and Family Services will be informed and a strategy meeting held. If the matter is felt to amount to an employment or capability issue the matter will be discussed with the Human Resources Department.

### **The Governing Body**

**Our Governing Body fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children in accordance with Government guidance and pays particular regard to Keeping Children Safe in Education 2020.**

The Governing Body have agreed processes which allow them to monitor and ensure that the school:

- Have robust safeguarding procedures in place.
- Operates safer recruitment procedures and appropriate checks are carried out on newly appointed staff and other adults working on the school site.
- Have procedures for dealing with allegations of abuse against any member of staff or adult on site.
- Has appointed a member of the Leadership Team who is designated to take lead responsibility for dealing with safeguarding and Child Protection issues.
- Will take steps to remedy any deficiencies or weaknesses with regard to safeguarding arrangements.
- Is supported by the Governing Body nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.
- Carries out an annual review of the safeguarding policy and procedures.
- Carries out an annual safeguarding Audit in consultation with the Governing body, sharing this with the CYSCP on request.