

**ST BARTHOLOMEW'S SCHOOL**  
**CHILD PROTECTION POLICY**  
**(Safeguarding)**

**Reviewed by the Standards & Inclusion Committee, Spring 2018**  
**Approved by the Trust Board, Spring 2018**  
**To be reviewed Autumn 2018**

**RATIONALE**

St Bartholomew's School fully recognises its responsibilities and statutory duties for safeguarding children from risk of or actual abuse and in promoting the welfare of children. It is also recognised that 'safeguarding children and protecting them from harm is everyone's responsibility, the best interests of the child are paramount'. *Keeping Children Safe in Education, September 2016* is the current DfE guidance upon which this policy is based.

This policy seeks to give clear direction to staff and others about expected behaviour when dealing with child protection issues, through good practice and sound procedures. Child protection concerns, referrals and monitoring should be handled sensitively, professionally and in ways that support the needs of the child. The welfare of the child is paramount. *Children Act 1989*.

**TERMINOLOGY**

**Child protection** refers to the processes undertaken to meet statutory obligations laid out in the *Children Act 1989* and associated guidance (see *Working Together to Safeguard Children, A guide to inter-agency working to safeguard and promote the welfare of children*, 2015) in respect of those children who have been identified as suffering, or being at risk of suffering harm.

**Safeguarding** and promoting the welfare of children is defined 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. (*Keeping Children Safe in Education*, September 2016).

**Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached their 18th birthday.

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

**Extremism** refers to the Government's 'Prevent Strategy' which defines extremism 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. **Prevent** is part of the UK's Counter Terrorism Strategy, preventing people from becoming involved in terrorism or supporting terrorism. It has been identified that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Schools and colleges have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism.

**Radicalisation** is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda, who have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

**Abuse** is defined in the new guidance as:

“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”.

**Early help** is the new phrase to promote multi agency working in addressing difficulties before they become too developed / embedded.

## **IMPLEMENTATION**

This policy applies to all staff, governors, volunteers, contractors and visitors to St Bartholomew's School. This school recognises it is responsible for making contacts and referrals rather than making enquiries and investigating.

In order to protect children the school is committed to:

‘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.’

*‘Keeping children safe in education’ September 2016\_*

## **GUIDANCE**

Everyone who comes into contact with children and families has a role to play. The school does this by:

- Staff will receive updates to keep their skills and knowledge up to date, at least annually.
- Staff have to be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.
- It is important to note that peer on peer abuse and staff awareness that children can abuse children, is essential.
- All staff to be aware of issues around safeguarding looked after children and the legal status of their care arrangements.
- Ensuring we practice Safer Recruitment processes in line with national legislation by using at least one suitably trained recruiter on all interview panels.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse through regular training of all staff, so that Staff are aware of the signs of abuse and neglect and can identify students who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. Training includes information on the main categories of abuse: Physical, Emotional, Sexual and Neglect. All staff then have a responsibility to take appropriate action, working with other services as needed.
- Ensure that any risks associated with children offending, misusing drugs or alcohol, self-harming, Female Genital Mutilation (FGM), forced marriage, honour based violence, witchcraft, Child Sexual Exploitation (CSE), gender based bullying, going missing, being vulnerable to radicalisation are known by the adults who care for them and this is shared with the local authority children’s social care service or other relevant agency.
- There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate.
- Leaders oversee the safe use of technology when students are in their care and take action immediately if they are concerned about bullying or children’s well-being. The required policies with regard to the safe use of mobile phones and cameras in school are implemented.
- Offering support to students who may be at risk of, or vulnerable to violent and non-violent extremist or terrorist narratives.

- Raising the awareness of child protection issues and equipping students with the skills needed to keep them safe.
- Supporting students who may have been abused in accordance with the agreed child protection or child in need plan.
- Establishing a safe environment in which children can learn and develop. This is achieved by the creation of a positive school atmosphere and teaching, and the pastoral support offered to students.
- Any child protection and/or safeguarding concerns are shared immediately with the relevant local authority. Where the concern is about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area where the child lives. Where the concern is an allegation about a member of staff in a setting, or another type of safeguarding issue affecting children in a setting, the matter should be referred to the local authority in which the setting is located.
- Written records are made in a timely way and held securely where adults working with children are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent.
- A record of referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the student from further harm. Parents are usually made aware of concerns and their consent is sought in accordance with local procedures unless doing so would increase the risk of or actual harm to a child.
- Students who go missing from the setting they attend receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well understood and their impact is minimised. Staff are aware of, and implement in full, local procedures for children who are missing from home and/or from education
- All staff follow the procedures set out by the Local Safeguarding Children Board (LSCB), with the link to these procedures being available in the Staff Folder in Topics and on staff desktops: <http://berks.proceduresonline.com/index.htm>
- Account is also taken of guidance issued by the DfE.
- Safeguarding policies and procedures are in place and are reviewed regularly to ensure students are kept safe.
- Students know that there are adults within the school who they can approach if they are worried or are in difficulty.
- Curriculum activities and opportunities for Personal Health & Social Education (PHSE), equip students with the skills they need to stay safe from all forms of abuse such as bullying, homophobic behaviour, racism, sexism and extremism through promoting fundamental British values. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.
- A copy of '**Safeguarding – Staff Reference Folder 2016-2017**' is located in offices and with the Designated Safeguarding Governor, and is revised annually.
- Whistle blowing procedures are understood by students and staff.
- All visitors to the school sign in to Reception and are required to wear a visitor's badge.
- The awareness that additional vulnerabilities are present where children have special educational needs.

### **Designated Safeguarding Lead**

The Designated Safeguarding Lead is Mrs M Sims, the Deputy Safeguarding Lead is Mr N Cook, and thereafter responsibility lies with the most senior member of staff on site.

The Safeguarding Governor is Mrs C Colston.

All are trained to the appropriate level and this is refreshed at least every two years. They understand their responsibilities with respect to the protection of children, young people and vulnerable adults.

All staff and other adults working within the setting are clear about the procedures where they are concerned about the safety of a child.

### **Record Keeping**

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a student or students within our school, the status of such records and when these records should be passed over to other agencies.

Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event in context, giving the date, time and location. All records will be dated, signed and will include the action taken. Making the record should not delay referring the disclosure to the Designated Safeguarding Lead or appropriate authority.

These notes are kept in a confidential file, which is separate to other files, and stored in a secure place. In the same way, notes must be kept of any student who is being monitored for child protection reasons.

If a student transfers from the school, these files, where appropriate, will be forwarded to the student's new school marked 'confidential' and for the attention of the receiving school's Designated Lead for Safeguarding .

### **Sensitivity**

We recognise that students who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of students at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. Good lines of communication will be important.

### **E-Safety**

This school believes that the use of information and communication technologies brings great benefits. We recognise that there are e-safety issues that need to be planned for that will help to ensure appropriate, effective and safer use of electronic communications.

The School follows the *UK Council for Guidance in e-safety: Sexting in Schools and Colleges*, which compliments KCSiE. This states that Youth produced sexual images, which are indecent, including those of oneself, are illegal. This is whether they are being made, possessed and / or distributed. However, it is clear that where and whenever possible, criminalisation should be avoided, and safeguarding and education prioritised. Such incidents may be responded to, without the involvement of the Police. In cases of sexting the DSL will interview the student(s) concerned and any relevant staff. Usually, parents would be involved and a decision as to whether the Contact Advice and Assessment Service (CAAS), and / or the Police, would be informed. The criteria for Police involvement are:

1. Coercion is expected
2. An adult is involved
3. The Sexual act involves those below the age of 13 years.

If a member of staff receives an indecent image it must not be screen shot, requested or sent as a forward, copied, printed or shown to anyone else, as these are potentially criminal offences. Adults should only ever view images, if the DSL believes it is necessary. In this instance the image should be viewed in an office, by a person of the same gender. The image must be deleted from the inbox and deleted items folders if there is no referral to another agency.

Teachers have the power to inspect files, where it is believed there may be sexual imagery.

Students and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some students may find themselves involved in activities which are inappropriate or possibly illegal. The school therefore, recognises its

responsibility to educate students, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

This school has a separate e-safety policy for staff and students which should be considered in line with this policy. In addition, the school has a policy that covers the use of images in detail. Appropriate filters are in place, but these should not restrict students learning. Online safety is included in appropriate lessons.

### **Single Central Record**

A Single Central Record of employment checks must be held and checked termly by the Safeguarding Governor. The Single Central Record must cover the following people:

All staff (including supply staff, and teacher trainees on salaried routes) who work at the school.  
All others who work in regular contact with students in the school or college, including volunteers.  
All members of the Governing Body.

### **Professional boundaries for staff and code of conduct**

The School's Code of Conduct for Staff and Volunteers is made freely available to staff. This allows everyone to understand our expectations of staff and to be able to identify any behaviour that may be inappropriate.

Use of social networking sites by staff is managed in a separate policy and should be viewed in connection with the School's Code of Conduct and this policy.

### **Disqualification by Association**

It is a legal requirement for schools to ensure that disqualified staff do not engage in childcare. Schools are to make staff aware of the requirements and provide an opportunity for staff to come to them if they think they are disqualified. The guidance relates to teaching early years children and the supervision of children under eight years old at before or after school clubs. The term 'Association' refers to the fact that should staff live with someone who is disqualified, they too are disqualified as a result of their association with that disqualified person.

Full guidance can be found in Appendix 6 Childcare Disqualification Requirements – advice for schools, March 2015.

### **Whistleblowing:**

We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so.

All staff are aware of their duty to raise concerns about the attitude or actions of colleagues, and are regularly reminded of this in universal safeguarding training. Staff are aware how to raise concerns and who to share these with.

Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors.

### **Radicalisation and Extremism**

The school values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The school seeks to protect students and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights Movements.

Staff will be made aware at safeguarding training of the characteristics within students and families that may indicate radicalisation or warning indicators of those who may be vulnerable to radicalisation.

Staff will treat any radicalisation/extremism concerns in the same manner as safeguarding concerns and will follow the school's child protection and safeguarding procedures.

### **Allegations**

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

The procedure to be followed in the event of an allegation being made against a member of staff is set out in Berkshire LSCB Child Protection Procedures. A copy of which is available on the desktop of all staff computers and by following this link: <http://berks.proceduresonline.com/index.htm>.

The Headteacher, Designated Safeguarding Lead, Deputy Safeguarding Lead or a member of the Leadership Team should, in the first instance, contact Children's Social Care via CAAS in order to liaise with the Designated Officer (DO). Through discussion and consultation, a decision will be made whether to hold an Allegation Strategy Meeting.

If, for any reason, it is decided that an Allegations Strategy Meeting is not appropriate, it may be necessary to address matters in accordance with the School's disciplinary procedures.

### **Complaints**

In the event of a complaint against the Designated Safeguarding Officer, her deputy, the Headteacher or Governor, the procedures noted in the Concerns & Complaints Policy & Procedure should be followed. A copy of the policy is available on the website or from the school, by speaking with a member of staff, or by contacting the Clerk to the Governors.

### **The Governing Body**

Section 175 of the Education Act 2002 places a statutory responsibility on the Governing Body to have policies and procedures in place that safeguard and promote the welfare of children who are students of the school. It is also the responsibility of the governing body to remedy without delay any deficiencies or weaknesses in regards to child protection arrangements that are brought to the attention of the school management or Governing Body

Safeguarding will be discussed at governing body meetings and the Safeguarding Governor will use this as an opportunity to feed back any relevant information.

It will also be the role of the Governing Body to ensure that any member of staff found not suitable to work with students will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

This Child Protection (Safeguarding) Policy, and its effectiveness, must be reviewed annually (no later than the date of next review given on the front cover).

If concerns arise then action should be taken in a prompt and timely manner.

*“Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare”.*

A proportional risk based approach to the level of information that is provided to temporary staff and volunteers is noted.

### **EVALUATION**

- The number of Child Protection cases dealt with by the School will be reported to the Governors' Learning & Achievement Committee on a termly basis.
- The Designated Safeguarding Officer will provide an annual report for the Governing Body detailing any changes to the policy and procedures and any other relevant issues.

- The school will complete the Annual Audit of Safeguarding in Schools, the purpose of which is to keep the LSCB updated on how schools in the authority are managing their statutory responsibilities to safeguarding.  
The findings of the audit will then be reported to West Berkshire LSCB.  
Contextual information regarding the performance of the school against other establishments will be brought to the Governing body.
- The Designated Safeguarding Governor will have access to the recording forms held by the Designated Lead for Safeguarding.

**Reference Documents:**

- a) The Children Act 1989 & Section 11 of the Children's Act 2004 (see Appendix 1)
- b) The Education Act 2002 (Section 175)
- c) The Education (Pupil Information) (England) Regulations 2005
- d) Dealing with Allegation of Abuse Against Teachers and Other Staff (2011)
- e) Working Together to Safeguard Children (March 2015) (See Appendix 1)
- f) Keeping Children Safe in Education September 2016
- g) Inspecting safeguarding in early years, education and skills settings, 2015, Ofsted
- h) Berkshire LSCB Child Protection Procedures  
<http://berks.proceduresonline.com/index.htm>
- i) What To Do If You're Worried a Child Is Being Abused (see appendix 1)
- j) Prevent Within Schools, a toolkit for schools May 2015
- k) Inspecting Safeguarding in Early Years, Education and Skills Settings, Ofsted

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Signed by Chair of Trustees

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Date