

St. Joseph's Catholic Primary School

Child Protection/Safeguarding Policy

*Here at St Joseph's Catholic Primary School, we learn and grow through the love of Jesus.
Our community is a safe, caring and happy place where everyone is supported and valued.
We encourage and challenge everyone to achieve their full potential,
spiritually, academically, morally and socially.
We inspire others with a love of learning and aim for excellence in everything we do.
Through our own faith, we treat one another the way we would like to be treated.
We help every child to be gentle and fair: to always do their best.*

'Learning through the Love of Jesus Christ'

The School is aware of the inadequate Ofsted inspection report of the London Borough of Bromley Services for Children in Need of Help and Protection, Children Looked After and Care Leavers and Review of the Effectiveness of the Local Safeguarding Child Board published June 2016.

As a result of this the Academy is taking additional measures, such as robust follow up conversations with external professionals, implementing additional actions should concerns remain that measures have not been implemented.

The Designated Child Protection Co-ordinator (DCPC) for St Joseph's Catholic Primary School is Mrs Barbara Burns (Deputy Head) until Christmas and then Ms Anne-Marie Strachan (Head).

The member of staff designated to oversee of 'looked after' pupils is Mrs Barbara Burns. The Governor with responsibility for Child Protection is Mrs Joan McConnell.

Introduction

Here at St Joseph's we are committed to giving all of our children every opportunity to achieve the highest of standards in a safe and secure environment. We take seriously our responsibility to protect and safeguard the welfare of children and young people in our care. "The welfare of the child is paramount." (Children Act 1989).

This policy is to provide clear direction to all people associated with St Joseph's of the behaviour expected when dealing with child protection issues. The School is committed to developing good practice and sound procedures to ensure that all our children, irrespective of ethnicity, attainment, age, disability, gender or background receive appropriate care and support. This policy applies to all pupils, staff, governors, volunteers and visitors to St Joseph's Catholic Primary School. This school recognises it is an agent of referral and not of investigation.

St Joseph's is committed to providing a safe and secure environment for its pupils and staff. The governors and staff are committed to promoting British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths, cultures and lifestyles.

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 pupils of the school. This policy follows the statutory guidance contained in Keeping Children Safe in Education (Sept 2016)

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This policy should be read in conjunction with the School's policy on anti-bullying, behaviour and e-safety. All staff are issued with a copy of Part 1 of Keeping Children Safe in Education 2016, together with this policy during induction.

Rationale

"Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop." (*Working Together under the Children Act 1989*)

Working in partnership with other children services, staff should always be mindful of local policies and procedures, that must be followed, and which are under the direction of the Local Safeguarding Children's Board. It is the responsibility of everyone employed at our school to share in safeguarding the child. In most cases this will be the referral of concerns to the head. In day to day contact with children at risk, we have opportunity to note concerns and to meet with parents and other associated adults, where this is appropriate.

Increasingly, schools are expected to work with, and support different agencies to enable the most appropriate form of intervention to take place. This policy aims to outline the role the school will have, the procedures that staff should follow and guidance on issues related to child protection generally. It is not exhaustive. All staff should use as a rule of thumb the best interest and safety of the child as being at the centre of any decision they may need to take.

Aims

To ensure the continued safety and well being of all the pupils attending St. Joseph's Catholic Primary School

To support all our pupils and their families

To raise awareness of individual responsibilities in identifying and reporting possible cases of abuse

To provide a systematic means of monitoring, recording and reporting of concerns and cases

To provide guidance on recognising and reporting suspected child abuse

Objectives

Ensure that everybody associated with our school understands the procedures that we have in place to address concerns that we have, from time to time, about some of our pupils

Enable all staff working in our school to have definite guidelines to follow should they have concerns about any pupil or pupils

Ensure that each situation that gives rise to concern is dealt with in a rational and logical fashion

Ensure that there are procedures in place that protect any child that we believe is in danger.

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Curriculum

The school includes in its curriculum provision, activities and opportunities which equip the children with the skills they need to keep safe from abuse and who to turn to for help.

As part of developing an healthy, safer lifestyle pupils will be taught to:

- recognise different risks in different situations and the need to behave responsibly
- judge what kind of physical contact is acceptable or unacceptable
- manage risk and make safer choices, including recognising when pressure from others [including people they know] threatens their personal safety and well-being
- develop effective ways of resisting pressures including knowing when and where to get help
- use assertiveness techniques to resist unhelpful pressure
- develop skills to cope with emergency situations

The role of governors

The governing body supports the head in establishing and maintaining an ethos where children feel secure and protected, Children are encouraged to talk with the knowledge that they will be listened to.

The governing body monitors child protection procedures in school, and reviews the effectiveness of the school policy regularly. The governors require the head to keep accurate records child protection concerns and to report to the governors on request about the effectiveness of such procedures.

The Head Teacher will report to governors at each Full Governing Body any reported child protection cases.

Responsibilities

Head/designated persons

Anne-Marie Strachan will be the designated child protection co-ordinator (DCPC) from Spring term. Until then and in her absence Barbara Burns (Deputy Head), who is deputy designated safeguarding lead, is DCPC for the Autumn term.

The designated teacher is responsible for:

- Co-ordinating action within the school and liaising with Social Care and other agencies over cases of abuse and suspected abuse
- Acting as a source of advice within the school
- Ensuring that staff are familiar with the policy and procedures
- Referral of individual cases of suspected abuse
- Liaising with agencies about individual cases
- Organising regular training on child protection within school and with external providers (a record of all training is kept on staff files which the Office Manager keeps up to date)

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- Investigating allegations about members of staff (allegations about the conduct of the Head will be investigated by the chair of governors, Mrs Janet Nelms)

Most of the concerns that we have regarding our pupils may well be due to any number of eventualities and most of these will not need any intervention by outside agencies. Many children exhibit changes of behaviour at some time or other and their class teacher may well know of a reason or reasons for it, such as a death in the family, a new brother or sister, a relative ill or injured and so on. This does not mean that we must disregard occasions such as this, but that we need to be aware and to make a note of it. Unless there is a reason, or we suspect that there may be a reason for not discussing such incidents with the child's parents, the initial contact must be with them, having informed the Head/DCPC of the details first.

Child abuse is a term used to describe ways in which children are harmed by someone often in a position of power. It may not be our responsibility to decide whether child abuse is occurring but we are required to act on any concerns and report it to the appropriate party. **The health, safety and protection of a child are paramount.** There are a wide range of safeguarding issues that the school is aware of as listed in paragraph 43 of Keeping Children Safe in Education. The school is particularly mindful of the need to be aware of the following issues:

1. Bullying

Bullying can be defined as using deliberately hurtful behaviour, usually over a period of time, where it is difficult for those bullied to defend themselves. The three main types of bullying are:

- physical
- verbal
- emotional

Incidents of bullying should be dealt with by the class teacher in the first instance, in accordance with our Anti-Bullying Policy. Incidents of cyberbullying are dealt with as laid out in the school's e-safety policy.

2. Children Missing Education

Register is taken at the beginning of morning and afternoon school. If a child is absent once the register has closed and there has been no contact from the family, the school will call.

The school monitors pupils attendance and if attendance rate falls below 90% a letter is sent home informing the parents that the school is concerned. If attendance falls below 85% parents are asked to meet with the Head teacher to discuss their child's attendance. If the situation continues the school may refer the matter to the Education Welfare Officer.

Where a child has ongoing medical needs that results in periods or absence the school may in consultation with the parents arrange for the child to attend school on a phased return or for work to be sent home.

The school follows the statutory guidance for schools' responsibilities as laid out in Children missing education (Sept 2016)

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3. Domestic Violence

The school works with the relevant outside agencies in supporting children who may have witnessed or been the victim domestic violence.

4. Drugs

The school has in place a Drugs Policy which looks at the importance of educating children in the use of drugs.

FGM (Female Genital Mutilation)

The school is aware of its responsibility under the law which specifies FGM as a crime. As professionals we also abide by the Children Act 2004 (England and Wales), the Human Rights Act 1998, and the European Convention on Human Rights, particularly Article 3 that no one will be "subjected to torture or to inhuman or degrading treatment or punishment".

If a member of staff is concerned that a girl is at risk they should report it to the DCPO (Mrs Grange) who should make a referral to local authority children's social care. Initially, the professional will refer the potential victim as a child in need and social care will assess the risk.

6. Mental Health (including self-harming)

The school works with other healthcare professionals and with the Bromley Well-being service to support children whose behaviour indicates they may be in need of support for mental health issues.

If it comes to the attention of a member of staff that a child is self-harming they should alert the DCPC. Actions by the designated teacher might include:

- Contacting parents
- Contacting Child Adolescent Mental Health Services
- Contacting Social Care if the child meets the referral criteria

Children are experts at pretending that all is well and so we must be alert to any signs that they are in need of support.

7. Preventing Radicalisation

All staff have completed the online Prevent training and are aware of the importance of ensuring that pupils are protected from radicalisation. All staff are aware of the importance of raising concerns if they see a change in a child's behavior or if a child expresses extreme views.

Guidance on dealing with suspected abuse

To ensure that, as far as is humanly possible, we are able to provide those few children who are in need of protection our school has the following procedures in place:

All staff should refer concerns to the DCPC as soon as possible.

In the meantime, they should:

Listen to the pupil, keeping calm and offering reassurance

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**Observe bruises but should not ask a child to remove their clothing to observe them
If a disclosure is made the child should lead the discussion. Do not press them for details by asking them questions like "What did they do next?"**

Listen – don't investigate using questions such as "is there anything else you'd like to tell me?"

Accept what the pupil says without challenge – reassure them that they are doing the right thing and that you recognise how hard it is for them

Don't lay blame or criticise either the child or the perpetrator

Don't promise confidentiality – explain that they have done the right thing and who you will need to tell and why

If any child gives rise to concern and, after discussing our concerns with their parents/guardians we are still concerned, the DCPC can take advice from the following agencies/individuals :-

*** Education Welfare Service (EWS)**

*** School Nurse**

*** Social Services Department (SSD)**

With regard to Social Services the DCPC may contact them in order to consult with them before making a referral. In fact it may well be that after a consultation no further action is necessary.

When the DCPC makes contact with one or more of the above agencies she must make a note of this in a log book that can be found, kept securely under lock and key, in the Head's office.

When a consultation or referral with one of the above agencies has taken place, the Head/DCPC must: -

*** advise the Area Customer Services Manager**

*** confirm the telephone call to SSD in writing**

*** write to the Principal Medical Officer or Community Paediatrician with the information**

*** ensure that all staff who have been involved have maintained the correct records (see the next section).**

Where verbal referrals are made to social care, the referral should be confirmed in writing within 24 hours.

Where there is uncertainty about making a full referral, advice can still be sought from the social care department without giving the child's details.

If a child has a Child Protection Plan (as indicated in the minutes of any case conference relating to this child), the DCPC must make a special note in the confidential file and we must be

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especially rigorous in monitoring the child's welfare and the slightest concern must be relayed to the SSD's key worker.

We have three categories that separate our concerns and these are: -

* **Grave concern:** immediate action required, including referral to SSD under the child protection procedures

* **Concern:** the child will be closely monitored and all members of staff who are likely to come into contact with him/her will be notified. All staff involved must log any concerns and inform the DCPC immediately

* **Observe:** child/ren will be monitored and any concerns will be logged and relayed to the DCPC.

Should any child allege that they have been abused, or should any member of staff suspect that a child may have been abused, it is essential that this suspicion be reported to the DCPC immediately. It is also essential that the child is not questioned in any way, either by a member of staff or the DCPC. Any questioning must be left to those agencies trained in this matter.

If a child makes an allegation against a member of staff, the Head/DCPC must be informed and she will contact the Education Lead Safeguarding Officer (LADO) in order to seek advice on the action to be taken.

Should action be necessary SSD, in collaboration with other agencies will give the Head/DCPC advice regarding the best way to: -

- * **ensure the protection of children**
- * **ensure the protection of the employee**
- * **safeguard the evidence.**

Allegations against members of staff

Allegations of this nature against a member of staff "... may lead to the member of staff being suspended on full pay whilst the child protection and criminal investigations are conducted." However, until a decision on suspension has been reached, the member of staff should **not** be informed of the allegation. The Head/DCPC, in consultation with LBB's Education Lead Officer(LADO), will need to consider carefully the management of the staff member during the time which lapses before the child is interviewed jointly by the Police and Social Services. She will need to ensure that the children are protected and that the alleged abuser is not alerted to the allegation."

Record Keeping

In Autumn 2017 the school will be trialing, for the government, 'Make a Noise' as its initial reporting platform. In its current format the system does not allow reports to show on a body map any injuries. Therefore until the system is able to do so (we have spoken to the developers), an initial concern sheet will also need to be completed if any injuries have been observed or spoken of.

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Any concerns a member of staff has about a particular child should be recorded on an **initial concern sheet (appendix E)**. These sheets are on the notice board in the staff room and in the office. Even if the concerns are not thought serious enough for action to be taken, the details leading to the concern must be recorded on the reporting sheet and the DCPC informed and given the report. All information must be informative rather than judgmental e.g. 'X had an oval mark on his back which looked like a bruise', rather than 'X had an oval bruise on his back'. All entries must be dated at the time the entry is made. The location of marks on the body can be recorded on the **body map** which is on the reverse of the initial concern sheet.

It is vital that records of this nature are accurate and kept securely, as they might be needed in future decision making.

It is essential that any unusual marks are drawn on the outline provided for that purpose, as these will fade in time which will make it more difficult for us to provide accurate information to SSD at a later date. Marks of this nature must not be investigated further; records must be confined to those that are visible during the course of a normal school day.

All records must be kept in a log book provided for that purpose and, should any incident occur that gives rise to concern it must be recorded on the incident sheet provided. Again it cannot be stressed enough that the records must be confined to: -

- * **Reported speech**
- * **Observable behaviour**
- * **Facts.**

All initial concern sheets must be given to the DCPC so that she can keep them in a secure place.

Procedures for monitoring, recording and reporting

At the time

Brief notes at the time, or immediately after will help you complete the **critical incident sheet** when you are able. You should note:

Date and time of disclosure/incident observed
Place and context of disclosure or concern
Facts you need to report

As soon as possible

Complete an **initial concern sheet**, which is available in the main office and in the staff room. This should then be passed to the DCPC who will keep it on file. In the case of there being bruises or observed injuries the **Body Map**, which is on the reverse of the concern sheet, should be completed.

In addition any member of staff who is concerned about a pupil should report it to the head/DCPC. These 'cause for concern' reports will be recorded on file.

Remember to keep to factual information and not assumption or interpretation. Use the child's own language to quote rather than translating into your own terms. Be aware that these sheets may be used at a later date to support a referral to an external agency.

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Dealing with disclosure

- Listen to the child
- Try not to show any shock that you might feel
- Take what they say seriously
- Stay calm and reassure them that they have done the right thing in telling you
- Don't make promises about what might or might not happen next
- You cannot promise confidentiality
- You might consider using phrases such as 'you've done the right thing', or 'you're not to blame', or 'I understand'
- Allow the child to talk but do not interrogate or ask leading questions – use questions such as 'Do you have anything else to tell me?'
- Do not make judgements about the people the children refer to – they may be people they love
- Explain what will happen next and who you will need to talk to
- Make brief notes at the time and write them up afterwards – keep both sets just in case
- Use diagrams to record the position of any bruising or marks
- Be objective in your recording
- After the disclosure appropriate support will be given to both the child and the members of staff dealing with the disclosure.

Designated teacher

The designated teacher will:

- Follow-up the referral using the critical incident sheet as a basis for consideration before action
- Make additional records of discussions and any investigations that takes place
- Make a decision whether to continue to monitor the situation or take the referral further. This decision should be communicated to the individual making the initial referral
- Where a child is referred to social care a referral form should be completed and sent within 24 hours.

Recorded information from social care meetings and other reports are stored in the appropriate file in the Heads' Office.

Child Protection Plans

The DCPC will be aware of any children within the school with a Child Protection Plan and these children will require additional support and monitoring.

All staff must be alerted to monitor these children especially carefully and it is the responsibility of the DCPC to balance the staff's need to know the child's circumstances and the rights of the child and family to privacy and confidentiality of information. **To this end St. Joseph's Catholic Primary School has adopted a "need to know" policy.** This means that only those members of staff who really need to know details about any child with a Child Protection Plan will be told. In addition to this it is vital that we all adhere to the following:

- **We cannot promise confidentiality**
- **It is important to stay calm and reassuring**
- **The needs and safety of the child must always come first**

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- **When in doubt - ask**

All children who have a plan need to be monitored especially carefully by all staff with whom they come into contact.

All concerns, even minor ones must be passed on to the child's key worker.

Inter-agency liaison

Social care meetings

At times school staff will be called to participate in meetings organised and chaired by social care. These might be:

Strategy discussions

The child protection review conference

Child protection conferences

Family group conferences – for children in need, in a range of circumstances where a plan is required for the child's future welfare

Professionals' meetings – in which representative professionals from different agencies are asked to meet to discuss children and their families with a view to providing support or making recommendations in terms of next stages of involvement

Core group meetings – meeting in which a 'core' group of professionals associated with the family are asked to meet to review the progress of actions decided at case conferences and CPP reviews.

At these meetings, representatives from the school should be ready to report providing information about:

Attendance and punctuality

Academic achievement

The child's behaviour and attitude relationships with peer group and social skills generally

The child's behaviour and attitude

Relationships with peer group and social skills generally

The child's appearance and readiness for school

Prior to the meeting, class teachers and other adults working closely with the child should be asked for their comments. Following the meeting feedback should be given and staff brought up-to-date with any actions that are needed.

Adults in school

Employed adults

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All adults employed by the Governing Body to work in school must have a current DBS check and, **from this time onward (or until another method of checking the history of adults to ensure the safety of children and young people is in force) all 'new' employees, must have a DBS check carried out by the school before they can begin their employment.**

When advertising for a new staff member the advertisement must contain the following:

Saint Joseph's Catholic Primary School is committed to safeguarding and promoting the welfare of young people, and expects all staff to share this commitment. This post will be offered subject to a satisfactory DBS check being carried out and satisfactory references being obtained.

Two references must be obtained which **must contain the following sentence:**

Saint Joseph's Catholic Primary School is committed to safeguarding and promoting the welfare of young people, and expects all staff to share this commitment. Please inform me, also, as to whether XXX has ever had complaints made about her conduct towards children or young people.

In addition to this one Governor and the Head must have completed, successfully, the on-line DFES training course in 'Safe Recruiting'. **See Appendix B with regard to safer recruitment.** At least 1 person who has successfully completed the safer recruiting training must be part of any interview panel.

Supply Teachers

It is a legal requirement that, before a teacher can be employed as an Agency teacher, the Agency/ies must obtain a completed DBS check. **Therefore all supply teachers obtained through a registered agency will have a current DBS check.**

If we contact any teacher directly regarding possible supply teaching, we must obtain a DBS check before we employ them in any capacity.

Volunteers in school

All adults who regularly volunteer their services, whether paid or unpaid, must have a DBS check and this needs to be carried out before they can begin working with children. If a person already has a DBS check for another organization they will still need a DBS check for the school. However this does not apply to adults who volunteer occasionally, such as supporting a school trip, who will be asked to sign a form confirming that they have read and will abide by the school's code of conduct.

Physical contact with pupils

Some form of physical contact with pupils by teachers is inevitable. In some cases it is necessary for reassurance. However, all teachers should be aware of issues related to touching and the way in which this might be misconstrued. This particularly relates to any sensitive areas of the body.

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In the event of physical restraint being used it is important that only the minimum amount is used in order to prevent the pupils from causing injury to themselves, others or property. Following such an intervention the critical report form should be completed.

(Training in physical restraint techniques will be provided for all staff as soon as it is possible to arrange it).

Appendix C lists appropriate behaviour between adults and children.

Working with parents

Parents' and children's need for privacy should be respected. Attitudes to, and contact with, parents should be non-judgemental in order to obtain the most conducive working relationship. Our priority is the child and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined earlier in the document. There is support available to parents and advice regarding what is available can be sought from Social Care or Bromley Borough Council.

REVIEW

This policy and the procedures contained therein will be reviewed every year at the Full Governing Body, unless there is a change in legislation or advice from LBB, or Social Services.

Examples of different types of abuse

PHYSICAL ABUSE

Can include hitting, shaking, throwing, poisoning, burning, scalding suffocating or causing any form of physical harm to a child. Possible signs include:

- Unexplained injuries, or burns**
- Refusal to discuss injuries**
- Improbable explanations of injuries**
- Untreated injuries or lingering illness**
- Admission of punishment which appears excessive**
- Shrinking from physical contact**
- Fear of returning home or parents being contacted**
- Fear of undressing**
- Fear of medical help**
- Aggression / bullying**
- Over compliant behaviour**
- Running away**
- Significant changes in behaviour**
- Deterioration in work**
- Unexplained pattern of absences**

EMOTIONAL ABUSE

This is persistent emotion ill treatment of a child in such as to cause severe and persistent adverse effects on a child's emotional development. It can include:

- Conveying to a child that they are worthless or unloved
- Placing inappropriate age-related expectations on children
- Making children feel frightened or in danger on a frequent basis

Possible signs of emotional abuse include:

- Continual self-deprecation**
- Fear of new situations**
- Inappropriate emotional responses to painful situations**
- Self-harm or mutilation**
- Compulsive stealing/ scrounging**
- Drug/ solvent abuse**
- 'Neurotic' behaviour – obsessive rocking, thumb sucking**
- Air of detachment 'don't care' attitude**
- Social isolation behaviour**
- Attention-seeking**
- Eating problems**
- Depression, withdrawal**

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SEXUAL ABUSE

Sexual abuse involve forcing or enticing a child, or young person, to take part in sexual activities, whether or not the child is aware of what is happening. They can include non-contact activities such as involving children looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Women can also commit acts of sexual abuse, as can other children.

Possible signs include:

Bruises, scratches, burn s or bite marks
Scratches abrasions or persistent infection in the anal or genital regions
Pregnancy
Sexual awareness inappropriate to the child's age
Frequent public masturbation
Attempts to teach other children about sexual activity
Refusing to stay with certain people or go to certain places
Aggressiveness, anger, anxiety, tearfulness
Withdrawal from friends

NEGLECT

Neglect is also a form of abuse. It is the persistent failure to meet a child's basic physical and / or psychological needs and can affect the child's health and development. It might include failure to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, failure to ensure appropriate access to medical care and treatment.

Possible signs include:

Constant hunger
Poor personal hygiene
Inappropriate clothing
Frequent lateness or poor attendance
Untreated medical problems
Low self-esteem
Poor social relationships
Compulsive stealing or scrounging
Constant tiredness

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Appendix B

Safer Recruitment Procedure

This procedure has been written to ensure that all recruitment is carried out so as to promote and safeguard the welfare of children and young people.

1. All recruitment will be carried out using the DfE guidelines on safe recruiting.
2. There should be confirmation that identity checks have been undertaken and documented. Original documentation should be witnessed, photocopied and signed as evidence.
3. Only applications on the correct application form will be accepted and this will be explicit in the data sent out to anyone enquiring about an advertised post.
4. Where professional or minimum qualifications are required, original certificates must be witnessed, photocopied and signed as evidence of Registration with professional bodies. Evidence should be kept on the HR file.
5. Reference will always be requested and it is mandatory that the most recent employer, or in the case of students the college will be asked to provide a reference, this also will be detailed within the data sent out to prospective candidates.
6. All advertising for staff will contain the phrase "Saint Joseph's Catholic Primary School is committed to safeguarding the welfare of children and young people and this post will be subject to DBS check.
7. Referees will be asked whether the person about whom they are writing the reference has ever had concerns raised regarding their behaviour towards children and/or young people.
8. The interview process will ensure that those being interviewed share our commitment to safeguarding the welfare of children and young people.
9. At least one representative from the school management and/or governing body with responsibility for recruitment and selection should undertake the National College "Safer Recruitment" on line training provided by the local authority.
10. Offer of employment will only be made subject to suitable references and a satisfactory completed DBS check.
11. There is a legal duty on all public bodies to actively promote equal opportunities, eliminate discrimination, promote positive attitudes to disabled people and to take account of disabilities.

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Appendix C

Appropriate behaviour between adults and children

- Avoid physical contact, although there may be occasions, especially with younger children, when a child requires comforting. **Never touch a child in a 'personal' place.**
- Discourage children from touching you.
- Avoid being alone in a room with any child and **never** be alone with a child in a 'closed' room. If you need to discuss something 'sensitive' with any child try to have the conversation in an area where you can be observed.
- If the above is not practical make certain that the door to the room remains open and that the child is close to the door, with you away from her/him with a desk between you both.
- Do not send personal messages, (this includes by 'phone, on paper or email, any child. Never send cards to individual children; birthday or other).
- Do not buy presents for any child, or give presents to any child, even with their parents' permission. This does not include 'class presents' given to a child who leaves the school, nor does this include 'school gifts' to groups of children, such as our Year 6 leavers.
- Never use 'personal' language when talking to children, remember that you are the professional.
- Never give a child your home or mobile telephone number.
- Never make home visits unless they are pre-arranged and part of our pupil induction procedure. Even in these circumstances, never make lone home visits. Always ensure that you head-teacher knows about the visit and has sanctioned it.
- If any child gives you a 'personal' message, or attempts to become too familiar with you, seek advice from a senior colleague. Never keep this kind of behaviour to yourself.
- It is advisable never to give a child a 'lift' in your car. It is possible that there may be occasions when taking a child in your car is unavoidable. In this case please adhere to the following:
 - Make certain that your car insurance will cover you in the event of an accident. Always make the child sit in the back of the car.
 - Never give a child a lift without the express permission of a parents/carer.
 - Ask the parent to write, and send you, a letter explaining that they gave permission for you to give their child a lift in your car.
 - Whenever possible ask another adult to accompany you both.
 - As soon as possible, certainly no later than the next school day, make a note of what happened, and the actions you took, in the 'incident book' which is in the main office. Put a copy of the parent's letter in the book also.
- Avoid administering medicines to any child, you can be present when they administer their own medicines. This does not apply to using an epi-pen (training has been provided and is revisited regularly).
- Avoid accepting invitations to family celebrations, the exception to this will be when our pupils take their First Holy Communion. Attending the Parish celebration afterwards will not indicate favouritism for any individual child.
- Do not interact with children and parents on an internet networking site.

Approved by:

Date: September 2017

Date of next review: September 2018

**St. Joseph's Catholic Primary School
Child Protection/Safeguarding Policy**

Appendix E

Initial Concern Form

Pupils Name:		Class:	
DoB:		Day/Date/Time	
Concern reported by:			
Summary of concern			
Signature:		Date:	
Next Steps			
Date	Person taking action	Action Taken	Signed
Seek informal advice from Child Protection?		Refer to Child Protection?	
YES	NO	YES	NO
Advice given			

Approved by:
Date: September 2017

Date of next review: September 2018

Body Map

