St Mary's Catholic Primary School, Isleworth

WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

This Whole School Policy for Safeguarding Incorporating Child Protection has been approved and adopted by the Governing Body on 15/03/2018 and will be reviewed on 15/03/2019.

Guidance for Governors

Sections 157 and 175 of the Education Act 2002 place a statutory duty on governing bodies of maintained schools and proprietors of independent schools, free schools and academies to have arrangements in place to ensure that they safeguard and promote the welfare of children. As part of these arrangements schools need to have a safeguarding and child protection policy and procedures in place which are followed by all staff and volunteers, reviewed annually by the Governing Body and adhere to statutory requirements and Local Authority guidance of the Hounslow Children's Safeguarding Board (HSCB).

Ofsted guidance *'Inspecting safeguarding in early years, education and skills'* (23 August 2016) includes advice to assist inspectors in making a judgement about the quality of the policy. Whilst the Framework for School Inspection has changed, it is recommended that the Governors review and revise the policy in light of this guidance.

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct and Mission Statement. In addition, all staff are provided with Part One of the statutory guidance *'Keeping Children Safe in Education'*, DfE (September 2016).

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body on FGB Meeting 23rd November 2016. It is due for review on 23rd November 2017.

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CONTENTS

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1. Purpose & aims

1.1 The purpose of St Mary's Catholic Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Take all necessary actions to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are *Prevention, Protection* and *Support.*

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education. We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

1.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. Our ethos

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned.

2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe.
Personal Social Health and Citizenship Education, Philosophy for Children and Religious Education lessons will provide opportunities for children and young people to discuss and

debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues**.**

The following areas are among those addressed in PSHE and in the wider curriculum:

> Bullying/Cyberbullying
> Diversity issues e.g. Forced Marriage, Female Genital Mutilation (FGM), and Honour Based Violence (HBV)
> Domestic violence / Relationships
> Drug, alcohol and substance abuse
> E Safety / Internet Safety
> Extremism/Radicalisation
> Fire and Water Safety
> Protective Behaviours
> Road Safety
> Sexual Exploitation of Children (CSE)
> Sexting
> Stranger Awareness
> Teenage Relationship Abuse
> Other safeguarding issues as relevant.

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with *'Working Together to Safeguard Children'* A guide to inter-agency working to safeguard and promote the welfare of children HM Gov (March 2015).

3. Roles and responsibilities
3.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The following Table lists the *Key Safeguarding People* at St Mary's Catholic Primary School:

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	**Mr. Farley Marsh Headteacher**	**fmarsh@smi.hounslow.sch.uk**
Alternate DSL	**Mrs. Joanna Williams Deputy Headteacher**	**jwilliams@smi.hounslow.sch.uk**
Named Safeguarding Governor	**Mrs. Jacqui Corley Chair of Governors**	**jcorley@smi.hounslow.sch.uk**

The Governing Body
3.2 The Governing Body of St Mary's Catholic Primary School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

3.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Hounslow Safeguarding Children Board policies and procedures.

The school contributes to inter-agency working in line with in line with *'Working Together to Safeguard Children'* A guide to inter-agency working to safeguard and promote the welfare of children HM Gov (March 2015).

- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role.

- All staff receive a safeguarding induction and are provided with a copy of this policy, Part One of the statutory guidance *'Keeping Children Safe in Education'*, DfE (September 2016) the Staff Code of Conduct and St Mary's Mission Statement.

- All staff undertake appropriate child protection training that is updated regularly;

- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;

- Safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'* DfE (September 2016);

- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 The governing body will receive an *'Annual Safeguarding Audit'* from the Headteacher. This document deviced by the Hounslow Safeguarding Children Board serves two purposes:
- To provide a report to the Governing Body on safeguarding practice that enables the Governing Body to monitor compliance with the Education Act 2002 Section 175, and to identify areas for improvement.
- To inform Hounslow Safeguarding Children Board of the preparedness of the school to safeguard and promote the welfare of pupils

3.5 Where the Governing Body transfers control of the use of the school premises to bodies (such as clubs) to provide out of school hours activities, they will ensure that these bodies have appropriate safeguarding and child protection policies and procedures in place.

The Headteacher
3.6 At St Mary's Catholic Primary School the Headteacher is responsible for:
- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;

- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the local authority Designated Officer (DO) in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead (DSL)

3.7 The Designated Safeguarding Lead(s) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'* DfE (September 2016). The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded on our **Integris** system. The DSL will be notified verbally and via electronic mail immediately.

3.8 The DSL at St Mary's Catholic Primary School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.9 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

3.10 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow.

4. Training & induction

4.1 When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of this safeguarding policy along with the Staff Code of Conduct and St Mary's Mission Statement and told who our Designated Safeguarding Lead (DSL) is.

4.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information, signs and symptoms of abuse, how to manage and record a disclosure from a child, and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the role of the Designated Safeguarding Lead (DSL). At induction, all staff will also be provided with a copy of Part One of *'Keeping Children Safe in Education'*, DfE (September 2016) and will be expected to read and understand this document.

4.3 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. They are encouraged to be very familiar with the contents of Part One of *'Keeping Children Safe in Education'*, DfE (September 2016) which also provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation, Female Genital Mutilation, Prevention of Radicalisation i.e. the Prevent Duty, etc. In addition, local guidance can be accessed via Hounslow Safeguarding Children Board at *http://www.hscb.org.uk*. The DSL will also provide regular safeguarding updates for staff.

APPENDIX A contains a summary of types of abuse, specific safeguarding issues as mentioned above and a list of Indicators to look for.

4.4 Preventing radicalisation **(The Prevent Duty)**
Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

From 1 July 2015, the Counter-Terrorism and Security Act (HM Gov, 2015) placed a new duty on schools and other education providers. Schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as **(The Prevent Duty)** '*The Prevent duty: Departmental advice for schools and childcare providers'*, DfE (June 2015).

A new web site, *http://educateagainsthate.com* has been launched by the government to provide parents, teachers and school leaders with practical advice on protecting children from extremism and radicalisation. The school leaders' section includes advice on meeting a school's obligations under the Prevent Duty.

APPENDIX B *Statement to combat Radicalisation at St Mary's Catholic Primary School*
APPENDIX C *Prevent Risk Assessment*

4.5 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with Hounslow Safeguarding Children Board advice.

4.6 The DSL and the alternate designated member of staff will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority or the HSCB every two years, to provide them with the knowledge and skills required to carry out the role.

4.7 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

5. Children who may be particularly vulnerable
Some children are at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- In needs of special education
- living in a known domestic abuse situation
- affected by known parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations

- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- do not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

5.1 Early Help Approach:

Early help is the term used by agencies to describe our approach to providing support to potentially vulnerable children, young people and their families as soon as problems start to emerge or when there is a strong likelihood that problems will emerge in the future.

Children and families are **entitled** to early help if and when they need it.

The purpose of **early help** is, through prompt and targeted interventions, to prevent issues and problems becoming acute, chronic and costly to the child, young person, the family and the wider community.

Although research shows that the most impact can be made during a child's **early years, early help is not just for very young children** as problems may emerge at any point throughout childhood and adolescence.

Early help may be provided through an increase in the levels of universal services, or services provided or commissioned in clusters; this includes family support provided by schools and third sector services.

At St Mary's Catholic Primary School we use background information to identify appropriate support for the child and their family. When practitioners are concerned that a child is at risk of, or experiencing significant harm, they must inform the DSL immediately.

See Section 6.10 for procedures and contact details.

5.2 Managing Peer on Peer allegations

Peer on peer abuse is when a child might have been abused by another child.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. **All suspected incidents should be reported to the Designated Safeguarding Lead (DSL).**

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, any concern must be referred to the DSL particularly if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

6. Procedures for managing concerns

6.1 St Mary's Catholic Primary School adheres to child protection procedures that have been agreed locally through the Hounslow Children's Safeguarding Board *http://www.hscb.org.uk*.

6.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of **'*it could happen here'*** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

6.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

6.4 It is ***not*** the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

6.5 The Designated Safeguarding Lead (DSL) **must** be used as a first point of contact for concerns and queries regarding any safeguarding issues in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

6.6 All concerns about a child or young person should be reported without delay and recorded on our **Integris** System.

6.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

6.8 All referrals will be made in line with the Hounslow Safeguarding Children Board *http://www.hscb.org.uk*.

6.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

6.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:
- the situation is an emergency and the DSL, their alternate and the Headteacher are all unavailable;

- they are convinced that a direct report is the only way to ensure the pupil's safety.

Contacts Details:
Mon-Fri (9am-5pm) - Early Help Duty Desk Hounslow: 020 8583 6600 / 3200 option 1.

Out of hours and weekends- Emergency Duty Team: 020 8583 2222

If you have immediate concerns about a child safety please contact the police on: 999. Additionally the NSPCC can be contacted 24/7 for help and advice on 0808 800 5000.

6.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns.

7. Records and information sharing
7.1 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, as detailed in **APPENDIX A**, will make an accurate record as soon as possible noting what was said or seen (if appropriate using a body map to record), putting the event in context, and giving the date, time and location, all these details will be passed to the DSL without delay and then logged on our **Integris** system. The Designated Safeguarding Lead (or Deputy) will decide on the appropriate action.

7.2 Any documented information will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

7.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

7.4 If a pupil transfers from our school to another, their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's Designated Safeguarding Lead and sent by Registered mail.

8. Working with parents & carers
8.1 St Mary's Catholic Primary School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

8.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

8.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

8.4 We will seek to share with parents any concerns we may have about their child **unless** to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

8.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:
- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

9. Child protection conferences
9.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

9.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible, any member of staff may be required to contribute to this process.

9.3 All reports for child protection conferences will be prepared in advance. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

9.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

10. Safer recruitment
10.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing

Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (September 2016).

10.2 At St Mary's Catholic Primary School we will use the recruitment and selection process to deter and reject unsuitable candidates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

10.3 We will maintain a Single Central Record of all safer recruitment checks carried out in line with statutory requirements.

11. Safer working practice

10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with our children are competent, confident and safe to do so.

11.2 All members of staff must sign in when arriving for work. I.D. Badges should be worn at all times. All staff must challenge people on site who are not wearing a Visitor Badge. Non members of staff must register on to the Visitor system at Reception. They will be issued with a Visitor Badge which must be worn at all times.

11.3 Visitors, volunteers or parent helpers will be always supervised by a member of staff. They will only be allowed in the areas of the school where they are expected to be.

12. Managing allegations against staff & volunteers

12.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

12.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

12.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in *Hounslow Safeguarding Children Board "Allegations Against Persons who Work with Children"* *http://www.hscb.org.uk* and Part 4 of *'Keeping Children Safe in Education'*, DfE (September 2016) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (DO).

12.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that the Headteacher and the Chair of Governors are not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

12.5 The Headteacher or Chair of Governors will seek advice from the Local Authority DO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the DO.

12.6 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the Local Authority DO and/or HR.

13. Relevant Policies

13.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Mission Statement
- Staff Code of Conduct
- Anti-Bullying
- Positive handling and managing behaviour
- Whistle-blowing
- Attendance
- E-safety
- Health and Safety
- Harassment and discrimination including racial abuse
- Supporting pupils with medical conditions
- First aid
- Educational visits including overnight stays

14. Statutory framework

This policy has been devised in accordance with the following legislation and guidance:

'Working Together to Safeguard Children' HM Gov (March 2015).

'Keeping Children Safe in Education', DfE (September 2016).

'What to do if you're worried a child is being abused' DfE (March 2015)

'Information Sharing Advice for Safeguarding Practitioners' DfE (March 2015)

'The Prevent duty: Departmental advice for schools and childcare providers' DfE (June 2015).

'Channel Duty Guidance'. Protecting vulnerable people from being drawn into terrorism. Statutory guidance for Channel panel members and partners of local panels HM Gov (April 2015).

'Revised Prevent Duty Guidance': for England and Wales (Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism) HM Gov (July 2015).

http://www.hscb.org.uk Hounslow Safeguarding Children Board procedures.

'Guidance for safer working practice for those working with children and young people in education settings' (Safer Recruitment Consortium October 2015).

'Inspecting safeguarding in early years, education and skills' *Ofsted* (23 August 2016)

APPENDIX A

Summary of Types of Abuse and Neglect, and Summary of Specific Safeguarding issues to be aware of, as detailed in *'Keeping Children Safe in Education'*, DfE (September 2016) statutory guidance.

Specific warning Indicators as detailed in *'What to do if you're worried a child is being abused'* DfE (March 2015).

Definition of Abuse: *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.*

Types of abuse and neglect:
All staff should be 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 will overlap with one another. There are four main categories of abuse and neglect: **physical abuse, emotional abuse, sexual abuse and neglect**. Each has its own specific warning indicators, which you should be alert to.

Physical abuse: *is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.*

Some of the following signs may be indicators of physical abuse:
- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
    - bruises or cuts;
    - burns or scalds; or
    - bite marks.

Emotional abuse: *the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development (sometimes called psychological abuse). 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.*

Some of the following signs may be indicators of emotional abuse:
- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual abuse: *is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.*

WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

Some of the following signs may be indicators of sexual abuse:
- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games;
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Child sexual exploitation: *is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.*

Some of the following signs may be indicators of sexual exploitation:
- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Neglect: *is a pattern of failing to provide for a child's basic physical and/or psychological needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.*

Some of the following signs may be indicators of neglect:
- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Specific Safeguarding issues to be aware of:

Child missing from education:
A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

So-called 'honour based' violence:
So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital

Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Note for Teachers:
Since 31 October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals**) *to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18.* Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

Forced marriage:
Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Preventing radicalisation (The Prevent Duty):
Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

From 1 July 2015, the Counter-Terrorism and Security Act (HM Gov, 2015) placed a new duty on schools and other education providers. Schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as *'The Prevent duty'*, DfE (June 2015). Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers.

It requires schools to:
- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;

WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away;
- Children who shy away from being touched or flinch at sudden movements.

APPENDIX B

Statement to combat Radicalisation at St Mary's Catholic Primary School

St Mary's Catholic Primary School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is equally as important as safeguarding against any other vulnerability.

At St Mary's Catholic Primary School all staff are expected to uphold and promote the fundamental principles of British values and the UNCRC, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. In formulating this statement the Governors have taken account of the guidance from the Department for Education (DfE) who have called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

Definitions and Indicators
Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
Extremism is defined as the holding of extreme political or religious views. Extremism embraces a wide range of ideologies, and should not be seen as only in the context of Islam, or Black Power. Young people are equally at risk from white supremacism.

St Mary's Catholic Primary School recognises the responsibility to protect children and young people from extreme and intolerant views as these can foster an environment where radicalisation can flourish. The Governing Body will not tolerate extremist activities of any sort.

Recognising Extremism
Early indicators of radicalisation or extremism may include:
- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Signs of vulnerability
There are no known definitive indicators that a young person is vulnerable to

radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Aims and Principles
The main aims of this statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues 'could not happen here' and ensure that school staff work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and extremism and will follow the procedures when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.
- Pupils are supported in making good choices right from when they join the school, so that they understand the impact and consequences of their actions on others.

The Role of the Curriculum
Our internal curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The R.E, PSHE (Personal, Social and Health Education), Citizenship and SMSC (Spiritual, Moral, Social and Cultural) provision is embedded across the curriculum, and underpins the ethos of the school.

It is recognised that children with low aspirations can often be more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for them.

Our children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

St Mary's Catholic Primary School, Isleworth

WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

Procedures for Referrals
Although serious incidents involving radicalisation have not occurred at St Mary's Catholic Primary School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the area in which we teach. All staff are advised to maintain an attitude towards the possibility of radicalisation cases of '*it could happen here*' and to refer any concerns through the appropriate channels (currently through our Designated Safeguarding Officer – Mr F. Marsh or his Deputy Mrs J. Williams). The Designated Safeguarding Lead (or Deputy) will decide on the appropriate action to take.

If necessary a **"Person Vulnerable to Radicalisation (VTR) Referral Form"** will be completed. The form will be sent to:

Please forward the VTR form to: Tim Pope at tim.pope@met.pnn.police.uk
Please C.C this form to -
PC Gary McGinn, Hounslow Prevent, gary.mcginn@met.pnn.police.uk
Joan Conlon, Community Inclusion and Participation Manager (Prevent Lead), 020 8583 2197, joan.conlon@hounslow.gov.uk
Najeeb Ahmed, Prevent Coordinator, najeeb.ahmed@hounslow.gov.uk

Staff Training
Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

Review
This statement to combat radicalisation will be reviewed annually as part of the School Safeguarding and Child Protection Policy review.

Reference Documents:
'The Prevent duty'. Departmental advice for schools and childcare providers DfE (June 2015)

'Channel Duty Guidance'. Protecting vulnerable people from being drawn into terrorism. Statutory guidance for Channel panel members and partners of local panels HM Gov (April 2015).

'Revised Prevent Duty Guidance': for England and Wales (Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism) HM Gov (July 2015).

APPENDIX C:

St Mary's Catholic Primary School "Prevent Risk Assessment" November 2012

1. LEADERSHIP - structures are in place and visible throughout the school	
Evidence	**R A G**
The Senior Leadership Team and Governors are aware of the Prevent Strategy and its objectives.	G
There is an identified strategic Prevent lead within the school who understands the expectations and key priorities to deliver the Prevent Duty.	G
Supporting young people vulnerable to radicalisation is embedded within Safeguarding Policies and Procedures .	G
Prevent safeguarding responsibilities are explicit within the School's Safeguarding Team/Lead and take into account the policies and procedures of the Local Safeguarding Children Board (LSCB).	G
There is a clear awareness of roles and responsibilities throughout organisation regarding Prevent.	A
The Senior Leadership Team drives the implementation of the Prevent Duty.	G
2. CAPABILITIES –staff and governors adequately trained on Prevent Duty	
Evidence	**R A G**
A training session has taken place to Raise Awareness of Prevent so that key staff and governors understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable.	G
Further training on the Prevent agenda is made available to the strategic Prevent Lead, Safeguarding Leads and other relevant staff where appropriate.	G
There is appropriate staff guidance and literature available to staff on the Prevent agenda.	A
3. RISK ASSESSMENT – Risks around extremism are understood and appropriate referral process is in place	
Evidence	**R A G**
All key staff show understanding of risks affecting children and how to support individual children who may be at risk.	G
A single point of contact for any Prevent concerns raised by staff, students or parents within the school has been identified (F Marsh Headteacher and J Williams in his absence Deputy HT)	G
A single point of contact understands when it is appropriate to make a referral to the Channel programme.	G
Prevent referrals/notifications are being managed or overseen by relevant staff.	G
An audit trail for notification reports/referrals exists.	A
A process is in place to identify and develop 'lessons learnt'.	A
4. WORKING IN PARTNERSHIP – develop multi-agency approaches to address safeguarding issues and deliver quality curriculums	
Evidence	**R A G**
Partner agency communication channels have been developed – Prevent Lead at Hounslow Council and Met Police are first port of call when outside agencies need to be consulted or for making a Channel referral.	G
The single point of contact is identified in Children's Services to liaise on a range of safeguarding issues.	G
Effective links established with Children's Services for support on radicalisation and extremism.	G

Self Assessed Rating:
Red (R): not able to evidence any Amber (A): evidence of some but not all Green (G): evidence of all and more