



St Augustine of Canterbury
Catholic Primary School

Safeguarding and Child Protection Policy

DATE: November 2020

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2.0	29.09.2020	Update
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“Created by God to love and learn”

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Document Information

Author	Head Teacher	Review Frequency	Every 2 years Subject to local education authority and/or national policy change
Date of Ratification	19 th November 2020	Related Policies and Procedures	Anti-Bullying Behaviour & Severe Behaviour Complaints Confidentiality Equalities E-Safety & E-Learning First Aid/Medical Needs Health & Safety PSHE / RSE Safer Recruitment Staff Code of Conduct Whistleblowing
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Review Date	February 2022	Chair of Governors Signature P MORGAN	

Mission Statement

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God's children to succeed to their full potential as we are

“Created by God to love and learn”

In accordance with this mission, the health, safety and welfare of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

This policy has been developed using the South Gloucestershire Education Service model Child Protection policy.

Introduction

At St Augustine of Canterbury Catholic Primary School we are committed to creating and maintaining a safe and secure environment for pupils, students, staff, governors, volunteers and visitors and to promoting a climate where children, young people and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to create a culture of vigilance to safeguard our children. We will promote their welfare by creating opportunities for them to achieve their full potential, thus giving them optimum life chances in adulthood.

Our policy draws on all relevant legislation and guidance including:

- The Children Act (1989 and 2004);
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (2020);
- The Prevent Duty (2015);
- The four guiding principles of the UN Convention on the Rights of the Child (UNCRC); and
- Working Together to Safeguard Children (2018).

We believe that our school provides a safe, positive and caring environment in which children and young people can grow in their social, physical and moral development. We recognise the vital contribution our school can make in safeguarding children and young people from harm and we intend to carry out our responsibilities actively and enthusiastically in liaison with all other concerned parties.

A copy of this policy is available on request to parents/carers and is also accessible via the school website www.staugustinedownend.org.uk

Our policy applies to all staff, volunteers, governors and directors working in the school. Concerned parents/carers may also contact the Designated Safeguarding Lead (DSL) or Deputy DSL(s) in their absence.

Throughout this policy 'children', 'child' or 'young person' refer to anyone under the age of 18 years old.

Safeguarding and promoting the welfare of children is:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes

Child Protection is:

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect children who are suffering, or are likely to suffer, significant harm.

The five main elements to this policy are:

1. Striving to **prevent** harm through the development of a positive school ethos, a safe school environment, a full curriculum and through the offer of pastoral support to pupils and their families;
2. The school child protection **infrastructure and procedures** for identifying and reporting cases (or suspected cases) of abuse or other child protection concerns;
3. **Support** for pupils who may have suffered significant harm, and their families;
4. **Staff recruitment, management and support systems** which protect children and young people.
5. **Specific safeguarding issues** faced by children and young people.

Aims of the Policy

- To ensure all staff are clear about the 'Paramountcy Principle', that the welfare of the child is the paramount consideration;
- To support the development of the whole child as an individual by promoting security, confidence and independence;
- To raise awareness of all staff and governors as to their responsibilities in identifying and reporting possible cases of abuse as set out in Keeping Children Safe in Education 2020;
- To ensure that staff concerned with particular children and young people in need are aware of their role and responsibility in safeguarding these pupils as set out in Keeping Children Safe in Education 2020;
- To use a clear system of monitoring children and young people who are known to be or considered to be at risk of harm;
- To ensure that there is good, appropriate and effective communication between all members of staff;
- To develop and promote effective working relationships with other agencies, especially the three safeguarding partners – South Gloucestershire Council, Bristol, North Somerset and South Gloucestershire (BNSSG) Clinical Commissioning Group and the Avon and Somerset Constabulary
- To ensure all adults working within the school with access to children and young people undergo all relevant checks e.g. enhanced DBS check as set out in Keeping Children Safe in Education 2020 ;

Designated Safeguarding Lead (DSL)

The DSL in this school is:

Mr Mark Hilliam

In their absence, these matters will be dealt with by the Deputy DSL(s):

1) Mr Mark Isaacs 2) Mrs Sara Allen

The DSL is key to ensuring that proper procedures and policies are in place and are followed with regard to safeguarding and child protection issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

Designated Governor

The Designated Governor for Safeguarding at this school is:

Mrs Deborah Higgins

The school also has an E-Safety Lead, Mr Matthew Newman.

The Governors will review safeguarding practices in the school on a regular basis and no less than annually.

The responsibilities of governing bodies, proprietors and management committees are outlined in part two of [Keeping Children Safe in Education 2020](#)

Local Authority Designated Officer (LADO)

Tina Wilson. Contact details are:

Tel. 01454 868508 Email: Tina.wilson@southglos.gov.uk

[Working Together to Safeguard Children 2018](#)

Preventing harm

We recognise that developing the necessary qualities (e.g. emotional resilience, self-confidence) within both the children themselves and the school as a whole can help to prevent harm.

We are therefore committed to creating and embedding a culture of vigilance which:

- Ensures we maintain an attitude of “It could happen here”
- Ensures that our children are safe and protected
- Ensures that our children know who to talk to if they have concerns
- Ensures that our children are supported, protected and informed
- Ensures that our children are safe from discrimination and bullying
- Ensures that our children recognise when they are at risk and know how to get help when they need it
- Ensures that our children understand about how to keep themselves safe as part of a broad and balanced PSHE and online safety curriculum
- Focuses on preventative work in relation to adverse childhood experiences (ACEs) and takes an ACE aware approach

This policy applies to all staff, students, governors, cover staff and volunteers.

Information Sharing

The school’s information sharing policy is based on the guidance document ‘Information sharing: advice for practitioners providing safeguarding services’ (DfE, 2018).

Keeping Children Safe in Education (2020), paragraph 85: ‘The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.’ KCSIE 2020, paragraph 84: ‘This includes allowing practitioners to share information without consent...’

We take seriously our statutory and moral responsibilities to protect and safeguard the welfare of the children and young people in their care - “The welfare of the child is paramount.” (Children Act 1989)

We will follow procedures set out by the South Gloucestershire Children’s Partnership, which comprises of the council, the clinical commissioning group and the Police and take account of guidance issued by the DfE and the Local Authority (LA). The school will work under these new arrangements as a named partner

<http://sites.southglos.gov.uk/safeguarding/children/>

We recognise that staff, because of their contact with and knowledge of children or young people in their care, are well placed to promote the well-being of children, protect them from harm, and respond to child protection or safeguarding concerns.

As part of the ethos of the school, the staff and governors are committed to:

- ensuring the school practises safe recruitment in checking the suitability of staff and volunteers to work with students;
- ensuring that all staff and volunteers understand, and adhere to, the school's code of conduct;
- student health and safety
- providing first aid as and when required
- having clear processes regarding intimate care
- meeting the needs of our students with medical conditions
- having systems which support early identification and early help through the early help assessment process
- developing Inclusive practice which promotes the voice of the child and seeks to reduce the barriers that students from vulnerable backgrounds may have and which may in turn affect their mental health and wellbeing, as well as their ability to share information about maltreatment and abuse
- establishing and maintaining a safe school environment, where all students feel secure, can learn and develop, are encouraged to talk and are listened to;
- including opportunities in the strands of the PSHEE, ICT curriculum and whole school approach to care, guidance and support, for students to develop the skills they need to recognise, and stay safe from abuse;
- using the updated guidance on Teaching Online Safety in school June 2019 to review the learning opportunities for students in school
- having regard to the DfE statutory guidance 2020 relationships education which is compulsory in all Primary Schools and that relationships and sex education is compulsory in all secondary schools
- ensuring all teaching and support staff are aware of signs and symptoms of abuse, know the correct procedure for referring concerns or allegations against staff and receive appropriate training to enable them to carry out these requirements;
- ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person responsible for child protection;
- exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences; core groups and preparation of reports for conferences;
- encouraging and supporting parents/carers, working in partnership with them;
- supporting students in accordance with their agreed child protection plan
- a child centred approach, making it clear what our staff should do to keep children safe. In doing so, seeking to emphasise that effective safeguarding systems are those where
- Ensuring students know they can talk to staff confidentially by reminding them in assemblies, updating the student safeguarding board and signposting them as required.

Early Help

Keeping Children Safe in Education 2020 states that “**All** staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years” (p.6) Staff should discuss early help requirements with the DSL (or a deputy). We follow the South Gloucestershire early help process which includes the use of the Single Assessment Framework early help (SAFeh) . It may be appropriate for a member of school staff to initiate a SAFeh and take on the role of Lead Professional, or become a member of a Team around the Child/Family (TAC/F) as part of the SAFeh process. If this is the case, then the staff member should be supported by the DSL, for example, by being given time to write the

SAFeh and attend TAC/F meetings. All staff should have an understanding of the SAFeh process and how they can contribute to it as and when appropriate.

Infrastructure and Procedures

The procedures for safeguarding children and young people will be in line with the South West Child Protection Procedures and those accessed on the South Gloucestershire Children's Partnership (SGCP) website - SGCP

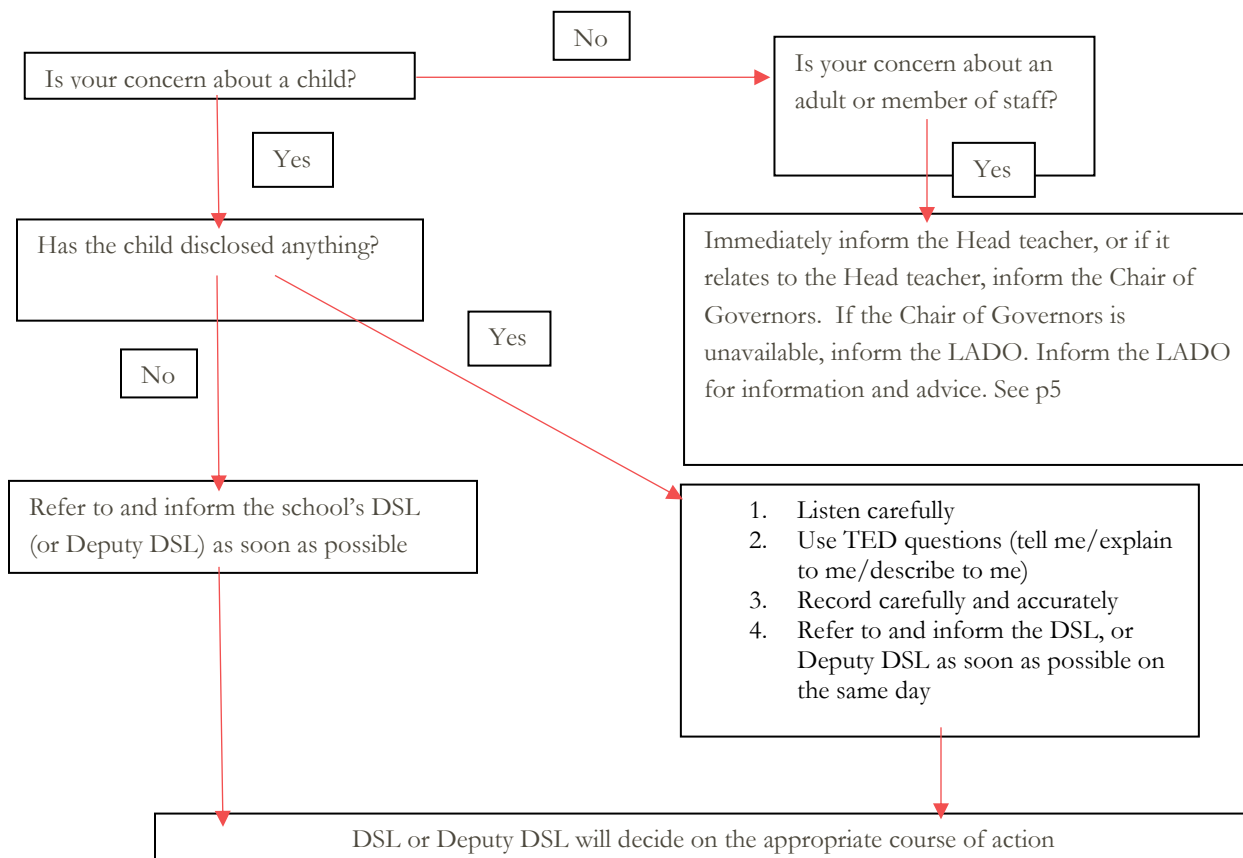
As a whole school we will ensure that:

- We have a Designated Safeguarding Lead (DSL), identified on p5, who will be trained to an advanced level by attending Advanced Inter-agency Child Protection training and maintained by attending CP Update training every 2 years thereafter. The DSL is a member of the senior leadership team;
- We have at least one deputy DSL, identified on p5, who will meet the same training requirements as the DSL outlined above;
- Every member of staff and every governor knows and understands:
 - the name of the DSL, Deputy DSL(s) and Designated Governor, see p5, their roles around safeguarding and child protection;
 - that they have an individual responsibility for acting on any concerns about a child's welfare immediately by following this policy and speaking to the DSL (or a deputy); and
 - their responsibilities as outlined in Keeping Children Safe in Education 2020
- All staff undergo safeguarding and child protection training (including online safety) on induction;
- All members of staff receive whole setting Child Protection training at least every three years with at least annual and regular updates which cover:
 - their personal responsibilities in relation to child protection;
 - school child protection procedures;
 - identifying signs of abuse/suspected abuse;
 - how to support a child, young person or adult who makes an allegation or shares a concern;
 - current national and local issues in safeguarding and child protection;
 - whistleblowing and the role of the Local Authority Designated Officer (LADO); and
 - relevant legislation related to child protection
- All matters relating to child protection are confidential. Information about a child or young person will only be disclosed to members of staff on a need to know basis, in line with Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 ;
- All staff are aware of their professional responsibility to share information with other agencies in order to safeguard children and young people;
- All staff are aware that they should never promise a child or young person that they can keep secrets for them;
- All staff are aware that they need to obtain support and help for the children and young people should it be necessary;
- All members of staff recognise that statistically children and young people with SEN and disabilities are most vulnerable to abuse; school staff working with children and young people with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour difficulties will be particularly sensitive to signs of abuse;
- All members of staff recognise the importance of children being safeguarded from potentially harmful and inappropriate online material;

- Parents/carers are aware of the responsibilities of staff with regard to child protection and understand the role staff play in child protection and that good communication between parents/carers and the school is vital to this;
- All new members of staff are given a copy of the relevant safeguarding policies and procedures (including this safeguarding and child protection policy) during their induction to the school. Staff need to sign the relevant form to confirm that they have read and that they have understood the content of the policies and procedures;
- All supply and temporary staff are given a copy of the school procedures flowchart and the names of the DSL, Deputy DSL(s) and Chair of Governors;
- Entry to school premises is electronically controlled by doors and that authorised visitors to the school will be logged into and out of the premises;
- Visitors, when arriving at reception, will be asked to read a summary of the school's safeguarding procedures. Their signing in will be an acknowledgement that they understand the purpose of the procedures; and
- That parents and carers are allowed on school site during certain times of the day (during pick-up and drop-off) and that this is with the permission of the school. Should there be any concerns raised about the conduct of parents/carers or visitors they will be asked to leave and further action taken to ensure the safety of children and young people.
- Parents should ensure that the school has at least two emergency contact numbers for their child.

The procedure (on p.8) is a summary flow chart of all action relating to the school's child protection and safeguarding and should be followed in each and every case

Reporting Concerns



It is important that all communication is given in writing, clearly and with appropriate detail, through the CPOMS online recording system to the DSL as soon as possible as an official signed and dated record.

The DSL is responsible for:

- Taking the ultimate **lead responsibility** for safeguarding and child protection (including online safety) within our school, as set out in Keeping Children Safe in Education, 2020. This responsibility should not be delegated.
- Ensuring that he/she works closely with the deputy DSL(s) so that they can act effectively in the absence of the DSL;
- Ensuring that the relevant safeguarding and child protection information is shared with staff on induction – this safeguarding and child protection policy, part one of Keeping Children Safe in Education, 2020 (and a copy of Annex A to all staff who work directly with children), behaviour policy, severe behaviour policy, staff code of conduct, the safeguarding response to children who go missing from education and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and deputies);
- Adhering to South Gloucestershire Children’s Partnership (SGCP) procedures by referring children and young people to the Access and Response Team (ART) on 01454 866000 if there are concerns about their safety or well-being;
- Ensuring that in the case of a referral to ART (or any social care ‘front door’ in other Local Authorities), the parents/carers are informed prior to the referral being made, unless doing so would put the child or young person at risk of harm or further harm;
- Ensuring that appropriately detailed written records are kept using the CPOMS online recording system about any child or young person about whom there are concerns of possible abuse or neglect. Abuse will be defined in terms of: Physical Abuse, Sexual Abuse, Emotional Abuse, (including witnessing or hearing domestic abuse) and Neglect (see appendix B);
- Storing any paper records confidentially in a secure locked cabinet in the headteacher’s office.
- Checking the attendance of children and young people subject to a child protection plan and notifying the relevant social care team if:
 - a pupil subject to a child protection plan is excluded either for a fixed term or permanently
 - there is an unexplained absence of a pupil subject to a child protection plan of more than a day from school (or one day following a weekend) without contact and good reason;
- Attendance at Initial Child Protection Case Conferences, Core Groups and Child Protection Review Conferences;
- Submitting written reports to Social Care on request within the agreed time limits;
- Liaising with other agencies to safeguard children and young people;
- Notifying parents/carers as soon as possible if a child or young person sustains an injury or are affected by an incident whilst they are the responsibility of the school;
- Ensuring that a paper copy of all child protection records, or an electronic copy is securely sent/forwarded to a child or young person’s new school following a transfer;
- Retain copies of all child protection files including those for children or young people no longer on roll until the child reaches 25;
- Ensuring that staff are appropriately trained and given regular safeguarding updates; and
- Ensuring that the Single Central Record is maintained as an up to date and accurate record.

N.B. Further information about the role of Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education 2020

1. Support for pupils

We recognise that when children and young people are the victims of abuse or are witnessing abuse, for example, domestic abuse, their self-esteem and sense of self-worth will be adversely affected. Our school may be the only stable, secure and predictable element in the lives of children and young people at risk.

Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. All staff are encouraged to consider the underlying causes for a child or young person's behaviour – all behaviour is communication.

We understand that our role is to help children and young people combat the feelings of helplessness and self-blame they may experience in these situations. We can do this by maintaining a positive school ethos where children and young people feel valued, safe and secure and are encouraged to talk and are always listened to.

The school will endeavor to support pupils with difficulties through:

- Continued monitoring of their development coordinated by the DSL in collaboration with other staff working directly with those children and young people;
- Keeping records and notifying ART as soon as there is a recurrence of a concern;
- Continued close collaboration with parents/carers;
- Liaison with a wide range of appropriate and trustworthy statutory and voluntary agencies who may be able to support the student;
- The school's behaviour policy, which outlines a consistent approach focusing on the behaviour or the offence committed by the child or young person but does not damage the pupil's sense of self-worth (for example, supporting those who are accused of sexual violence and/or sexual harassment); and
- Providing appropriate pastoral support and care.

2. Staff recruitment, management and support

We aim to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that deter, reject and identify people who might abuse children. The school staffing (England) regulations 2009 require Governing Bodies of maintained schools to ensure that at least one of the persons conducting interviews has completed safer recruitment training. We adhere to the advice and guidance as outlined in Keeping Children Safe in Education 2020 part three. See Appendix C for a summary of the recruitment procedures.

Supporting staff

We recognise that staff who have supported a child or young person who has been abused or appears at risk of harm, may find the situation very stressful and upsetting. Support will be given to staff by providing an opportunity to talk about their anxieties and reflect on possible outcomes with a designated member of staff and to seek further external support as appropriate.

Allegations against staff

- If an allegation is made against, or there are concerns about the behaviour of, a member of staff, volunteer, Governor or any adult on the school site the Head teacher must be informed immediately;
- Where the allegation is against, or the concern is about the Head teacher, the Chair of Governors must be informed immediately;
- If the Chair of Governors cannot be contacted, the LADO must be informed immediately;
- The LADO must be informed of the allegation for information purposes
- If the response (from either the Head teacher or the Chair of Governors) to a report of an allegation or concern is felt to be unsatisfactory e.g. minimising, then the LADO must be informed immediately.

See Appendix B for a flowchart outlining the above

Whistle blowing

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues.

A Whistleblowing Policy is in place for this purpose. This policy can be accessed via the school office.

The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – the line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Staff code of conduct

All staff (paid and voluntary) and governors are expected to adhere to the school's Code of Conduct in respect of their contact with pupils and their families. Children and young people will be treated with respect and dignity and no punishment, restraint, sanctions or rewards are allowed outside those detailed in the school's Behaviour Policy and Severe Behaviour Policy.

Whilst it would be unrealistic to prohibit all physical contact between adults, children and young people, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism and misrepresentation. If it becomes necessary to restrain a pupil physically for their own or others' safety, this should

be in line with the school's policy for restraint, a record will be made of the incident and the Head teacher informed on the same day.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. All rooms which are used for the teaching or counselling of pupils should have clear glass panels in the doors or the doors will be left open.

School staff should also be alert to the possible risks which might arise from contact with pupils and parents/carers outside the school including the use of social media. Please refer to the Online Safety Policy and the policy on Social Media, in addition to the Code of Conduct.

Guidance for safer working practice for those working with children and young people in education settings 2020

3. Specific safeguarding issues

Some of the specific safeguarding issues faced by children and young people are outlined below:

- Children Missing Education (CME)
- Peer on peer abuse, including sexual violence, sexual harassment and upskirting
- The Prevent Duty
- Child Sexual Exploitation (CSE)
- Female Genital Mutilation (FGM)
- Criminal Exploitation of Children (CEC) and County Lines

All staff are required to read and sign to acknowledge they have done so Keeping Children Safe in Education 2020 Part 1 and Annex A. This contains additional information about these and other specific safeguarding issues – children and the court system, children with family members in prison, domestic abuse, private fostering, homelessness, so-called 'honour-based' violence and sexual violence and sexual harassment between children in schools and colleges.

Children Missing Education (CME)

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the importance of the schools attendance procedures.

Peer on Peer abuse, including sexual violence, sexual harassment and upskirting.

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or a group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will in all likelihood, adversely affect their educational attainment. Sexual violence and harassment exist on a continuum and may overlap, they can occur online and offline (both verbal and physical) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh”, or “boys being boys”, and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

The Prevent duty

Staff will undertake specific Prevent training in order for schools to fulfil the Prevent Duty. It is essential that staff are able to identify children and young people who may be vulnerable to radicalisation as part of our safeguarding duties. The statutory guidance makes clear that schools are expected to assess the risk of children and young people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children and young people who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools are in an important position to identify risks within a given local context.

It is important that schools understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools should be aware of the increased risk of online radicalisation, as terrorist organisations may and do seek to radicalise children and young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children and young people's behaviour which could indicate that they may be in need of help or protection. Children and young people at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgement in identifying children and young people who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent Duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The safeguarding procedures outlined above need to be followed in exactly the same way should staff have a concern about potential radicalisation or undue influences.

Child Sexual Exploitation (CSE)

CSE is a form of child abuse which involves children and young people receiving something in exchange for sexual activity. Perpetrators of CSE are found in rural as well as urban areas and are not restricted to particular ethnic groups. It is important that staff are aware of the risk factors and alert the DSL if there are concerns.

Key indicators of children and young people being sexually exploited can include:

- Going missing for periods of time or regularly coming home late;
- Regularly missing school or education or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse; and
- Displaying inappropriate sexualised behaviour.

Practitioners should also be aware that many children and young people who are victims of sexual exploitation may not recognise themselves as such, but they should still be regarded as victims.

Honour Based Violence (HBV) including Female Genital Mutilation (FGM) and the Mandatory Reporting Duty

As all staff should be vigilant to the indicators of child sexual exploitation - the same is relevant for HBV, FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse and should be handled and escalated as such.

Section 5B of the 2003 FGM Act introduced a mandatory duty which requires teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her;
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Further information about making a report to the police can be found in the [FGM Mandatory Reporting Procedures](#). The DSL must be kept notified of any disclosures, concerns and calls made to the police. Recordings of disclosures/concerns and any subsequent conversations must be logged and given to the DSL as with any other safeguarding/child protection issue.

Criminal Exploitation of Children (CEC) and County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs grooming and exploiting children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any adult at risk of harm over the age of 18 years;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence and threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Contact Information

Access and Response Team (ART)

01454 866000

accessandresponse@southglos.gov.uk

Emergency Duty Team (EDT) – out of hours/weekends

01454 615165

Single Assessment Framework early help (SAFeh)

earlyhelpsupportteam@southglos.gov.uk

Tina Wilson

Local Authority Designated Officer (LADO)

01454 868508

Tina.Wilson@southglos.gov.uk

Reviewed and updated: February 2020

Next review due: February 2020

Appendix A

Abuse definitions (from Keeping Children Safe in Education 2020)

PHYSICAL ABUSE

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

EMOTIONAL ABUSE

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

SEXUAL ABUSE

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix B

St Augustine of Canterbury Catholic Primary School

Safeguarding Allegations against Staff

Flow Chart Template

Report immediately to Mr Mark Hilliam, Head Teacher, including time, date and name/s of those involved. Mr Hilliam will advise

Ms Jenefer Morgan, Chair of Governors

If the allegation involves Mr Hilliam it should be reported immediately to the Chair of Governors and to the LADO for information

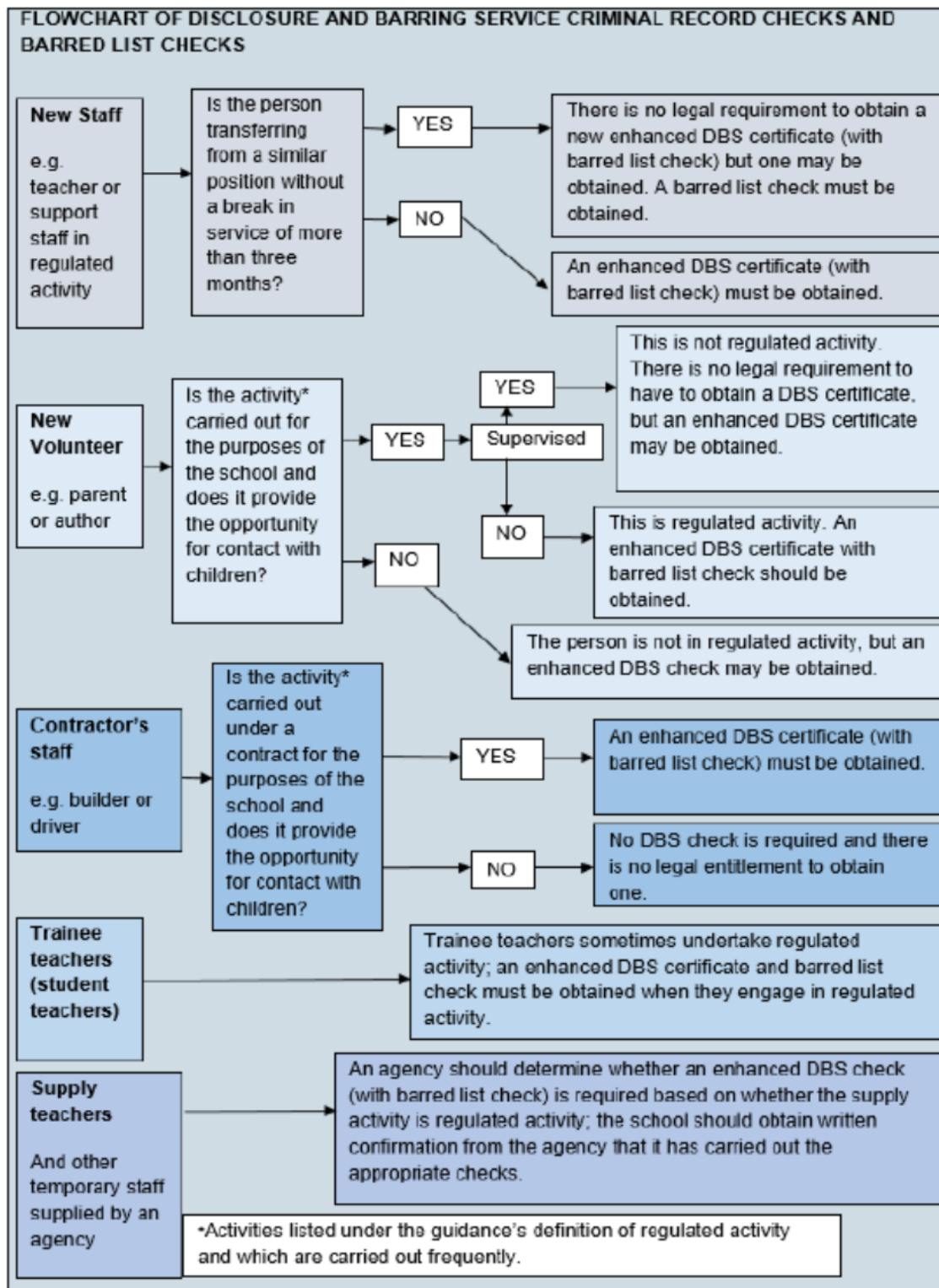
If the Chair of Governors is unavailable, or it is felt the concern is not being taken seriously, contact the South Gloucestershire LADO (01454 868924)



Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them e.g. The NSPCC Whistleblowing Helpline: Staff can call 0800 028 0285 – the line is available from

8:00 AM to 8:00 PM, Monday to Friday

email: help@nspcc.org.uk



Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact x or n.a.
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		x
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		x
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		x
Gender (male, female)		x
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		x

COVID-19 Safeguarding and Child Protection Policy Addendum

St Augustine of Canterbury Catholic Primary School

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. This addendum of the St Augustine of Canterbury Catholic Primary School Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

- **Vulnerable Children**
- ***Attendance monitoring***
- **Designated Safeguarding Lead**
- **Reporting a concern**
- **Safeguarding Training and induction**
- **Safer recruitment/volunteers and movement of staff**
- **Online safety in schools and colleges**
- **Children and online safety away from school and college**
- ***Supporting children not in school***
- **Supporting children in school**
- **Peer on Peer Abuse**

Key contacts Role	Name	Contact number	Email
Designated Safeguarding Lead	Mark Hilliam	01454 866690	office@staugustinesprimary.org.uk
Deputy Designated Safeguarding Leads	Mark Isaacs/ Sara Allen	01454 866690	office@staugustinesprimary.org.uk
Headteacher	Mark Hilliam	01454 866690	office@staugustinesprimary.org.uk
Chair of Governors	Jenefer Morgan	01454 866690	office@staugustinesprimary.org.uk
Parent Link Worker	Christine Cranney	01454 866690	office@staugutinesprimary.org.uk

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with Education, Health and Care (EHC) plans. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989. Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carer, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home. Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support. St Augustine of Canterbury Catholic Primary School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Mark Hilliam

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and St Augustine of Canterbury Catholic Primary School will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID19, St Augustine of Canterbury Catholic Primary School or the social worker will talk through these anxieties with the parent/carers following the advice set out by Public Health England. St Augustine of Canterbury Catholic Primary School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. St Augustine of Canterbury Catholic Primary School and social workers will agree with parents/carers whether children in need should be attending school – St Augustine of Canterbury Catholic Primary School will then follow up on any pupil that they were expecting to attend, who does not. St Augustine of Canterbury Catholic Primary School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, St Augustine of Canterbury Catholic Primary School will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, St Augustine of Canterbury Catholic Primary School will notify their social worker.

Designated Safeguarding Lead

St Augustine of Canterbury Catholic Primary School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

- The Designated Safeguarding Lead is: Mark Hilliam
- The Deputy Designated Safeguarding Lead are: Mark Isaacs/ Sara Allen

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection online management system (CPOMS) and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college. It is important that all St Augustine of Canterbury Catholic Primary School staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely. In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, i.e. the Headteacher. This will ensure that the concern is received. Staff are reminded of the need to report any concern immediately and without delay. Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up with an email to the Headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: **Jenefer Morgan**

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child. Where new staff are recruited, or new volunteers enter St Augustine of Canterbury Catholic Primary School, they will continue to be provided with a safeguarding induction. If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's Child Protection Policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, St Augustine of Canterbury Catholic Primary School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE). In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. Where St Augustine of Canterbury Catholic Primary School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE 2019. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

St Augustine of Canterbury Catholic Primary School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE. St Augustine of Canterbury Catholic Primary School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing: Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, St Augustine of Canterbury Catholic Primary School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools and colleges

St Augustine of Canterbury Catholic Primary School will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police. Online teaching should follow the same principles as set out in the E-Safety policy.

St Augustine of Canterbury Catholic Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
-

The live class should be recorded so that if any issues were to arise, the video can be reviewed. • Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day. • Language must be professional and appropriate, including any family members in the background. • Staff must only use platforms provided by St Augustine of Canterbury Catholic Primary School to communicate with pupils • Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

St Augustine of Canterbury Catholic Primary School is committed to ensuring the safety and wellbeing of all its Children and Young people. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded on CPOMS, as should a record of contacts made. The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

St Augustine of Canterbury Catholic Primary School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate. The school will share safeguarding messages on its website and social media pages. St Augustine of Canterbury Catholic Primary School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at St Augustine of Canterbury Catholic Primary School need to be aware of this in setting expectations of pupils' work where they are at home. St Augustine of Canterbury Catholic Primary School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Supporting children in school

St Augustine of Canterbury Catholic Primary School is committed to ensuring the safety and wellbeing of all its students. St Augustine of Canterbury Catholic Primary School will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety. St Augustine of Canterbury Catholic Primary School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19. St Augustine of Canterbury Catholic Primary School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS as appropriate. Where St Augustine of Canterbury Catholic Primary School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the LA.

Peer on Peer Abuse

St Augustine of Canterbury Catholic Primary School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where a school receives a report of peer on peer abuse,

they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy. The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Support from the Local Authority

The Local Authority/Multi-Academy Trust (MAT) Central Safeguarding Team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively. This may take the form of an online meeting.