



A Voluntary Academy and
Engineering College

Saint Paul's Catholic High School

Child Protection Policies



RESPECT GOD

**RESPECT OURSELVES AND
OTHERS**

**RESPECT OUR SCHOOL AND
COMMUNITY**

**RESPECT OUR WORK AND
ACHIEVEMENTS**



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CHILD PROTECTION

This policy concerns the duties the Local Authority, all schools and FE institutions have to safeguard and promotes the welfare of children. It updates and replaces St. Paul's Child Protection Policy from its inception in the early nineties and is in response to Section 175 of the Education Act (2002). The Education Act (2002) was implemented on 1st June 2004. Section 175 is underpinned by the DfES Guidance "Safeguarding Children in Education" issued on 6th September 2004 for immediate effect.

"Everyone in the Education Services shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action within the aim of making sure they are kept safe both at home and at school".

Taken from "Safeguarding Children in Education"

This policy draws upon good practice with the Manchester Local Safeguarding Children Board – LSCB) which are commensurate with the Guidance document "Working together to Safeguard Children" (updated in 2005).

All education settings must have in place systems designed to:

- Prevent unsuitable people working with, or coming into contact with, children and young people within the setting;
- Promote safe practice and challenge poor or unsafe practice;
- Identify instances in which there are grounds for concern about a child/young person's welfare and take appropriate action to keep children/young people safe;
- Contribute to effective partnership working between all those involved with providing services for children.

1. Purpose of the Child Protection Policy

1.1 This policy applies to all staff, governors and volunteers working in the school. An effective whole school child protection policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound internal school/service procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

2. Introduction

2.1 The aim of this policy is to safeguard and promote our pupil's welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The pupil's welfare is of paramount importance.

2.2 St Paul's fully recognises the contribution it can make to protect children and support pupils in school through the objectives of this policy which are;

- a) To actively prevent situations which might place a child at risk through safer recruitment procedures and promoting a positive school atmosphere, teaching and pastoral support to pupils.
- b) To protect pupils by following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns.
- c) To support pupils and school staff and to children who may have been victims of abuse or are required to deal with situations of abuse.

3. School Commitment

3.1 We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk or, or suffering from abuse.

Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.

- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child-care and parenting skills.
- d) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

4. Roles and Responsibilities

4.1 All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children as identified by the DFE, the Local Authority and the MSCB.

4.2 in school the role of the **Senior Designated Person** is to oversee all aspects of Child protection and related Safeguarding issues including.

- ensuring staff training in child protection,
- the upkeep of child protection records,
- the transferring of records to a child's new establishment
- an understanding of how child protection records work
- attendance on child protection training.
- Ensuring staff are kept informed on current child protection issues.

4.3 In school the role of the **Deputy Designated Person Child Protection Officer** is to liaise with external agencies when a referral to Children's Services has been initiated and maintain the records.

The Designated Person has specific responsibility for child protection and related safeguarding issues including :

- ensuring staff training in child protection,
- the upkeep of child protection records,
- the transferring of records to a child's new establishment
- an understanding of how child protection records work
- attendance on child protection training.
- Ensuring staff are kept informed on current child protection issues.

4.4 In the LA the person responsible for CP is the Local Authority Designated Officer (LADO)

5. Procedures to follow if a member of staff is concerned about the welfare or safety of a child

- Speak to the Designated Person in school
- If they are not available speak to the Deputy Designated Person.
- Record what the child has said – using child's words, note the context, time and date on your record and sign it.
- Avoid judgements and opinions
- Do not promise confidentiality explain you may need to talk to someone else.
- Do not inform the parents, **the Designated Person has this role.**

6. Procedures to follow if an allegation is made against a member of staff

All such allegations or suspicions of abuse to children by professionals will be fully investigated in accordance with Manchester's Inter Agency Child Protection procedures.

All staff must be alert to the possibility that a child might be harmed by a professional colleague.

When an allegation has been made, or it is suspected that a child or young person has been harmed or ill treated the Line Manager must be informed. This person must then consult the Head teacher. It is the responsibility of the Head teacher to contact the LADO for advice and direction (within the same working day).

If the Head teacher is unavailable on that working day, it is the responsibility of that Line Manager to identify another appropriate Senior Manager to deal with the allegation.

Extreme care must be taken to reassure the child or young person that they are right to report the matter and that they are not to blame for the incident. It is crucial that the child or young person is advised that whilst appropriate confidentiality will be respected it may be necessary to report the matter to another professional in order to protect them or any other children from future harm.

7. The Safeguarding Children Referral Form

7.1 This form should be used when it is considered that a child has, following an assessment of the situation, co-ordinated intervention is required to promote, safeguard or protect the welfare of the child.

7.2 In these circumstances the school will have records detailing what work has been undertaken to support the child and family and why a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the Safeguarding Children Referral form. The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.

- The Senior Designated Person or the Deputy Designated Person in school completes the form
- Children's Services should be contacted by telephone prior to completing the referral
- The parent should be informed if it is safe to do so.
- A copy should be forwarded to the school nurse

7.3 Where, following an assessment of a situation, it is considered immediate protective action is required; a child protection referral must be made by the Designated Person or the Deputy Designated Person. **This referral will be by telephone to the Contact Centre** The Safeguarding Children Referral form should then be forwarded by the designated person to Children, Families and Social Care.

- The designated person in school completes the form
- The parent should be informed unless to do so would place the child or others at risk of harm.
- A copy should be forwarded to the school nurse

8. Training and Support

8.1 Our School will ensure that the Head Teacher, or delegated senior designated person and the governing body attend training relevant to the role.

All staff will have access to Child Protection training, which is relevant and appropriate to their role. This will include training in procedures to follow, signs to note and appropriate record keeping. It is extremely important that all staff whether paid or unpaid, access appropriate training in order that they are able to react appropriately if an incident should occur. Refresher training should be available every three years for all staff, but bi-annually for designated staff. The demands and difficulties associated with working in this very sensitive area cannot be ignored, and staff must attend training with appropriate support to help them to safeguard and promote the welfare of the children and young people with whom they work.

9. Professional Confidentiality

9.1 Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

- Child protection and confidentiality will be shared on a need to know basis.
- The School Prospectus will contain a statement informing the school's duties and responsibilities under the Child Protection procedures.
- If a pupil discloses sexual abuse the member of staff should listen and write down in the pupil's word what the pupil says. **DO NOT INTERROGATE, DO NOT ASK QUESTIONS** about the abuse. This could be construed in Court that ideas were put in the pupil's head. Never promise to keep a secret. You can say:

"I cannot keep a secret that I believe to be bad or damaging to you"

"The Head teacher may have to be told; the police may have to be told because it is very important that you are kept safe"

10. Records and Monitoring

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

- Child Protection records are kept separately from a child's open records.
- Parents have no right of access to separate Child Protection Records.
- OFSTED/LA/HMI has no right of access to confidential children's files.
- Governors have no right of access to confidential children's files.

11. Supporting Pupils at Risk

11.1 Our school recognises those children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant, however those with responsibility for dealing with such behaviour must be aware of the complexity of the situation surrounding the child.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

11.2 St Paul's RC High School will endeavour to support pupils through:

- a) the curriculum, to encourage self esteem and self motivation
- b) the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c) The implementation of school behaviour management policies.
- d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- e) Regular liaison with other professionals and agencies that support the pupils and their families.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

11.3 This policy should be read in conjunction with other related policies in school.

These include:

- Recruitment and Selection
- Behaviour Management Policy
- Bullying
- Restraint
- Special Education Needs
- Health and Safety
- Sex Education

11.4 We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, mental health issues, children may also be vulnerable and in need of support or protection.

12. Safe Schools, Safe Staff

12.1 The Head Teacher is responsible for making the decision as to whether an incident should be investigated under the child protection process or the disciplinary process, but should also consult with the LADO and the Management Support Officer. No decision will be made until consultation has taken place.

12.2 If a Head of Establishment is suspected of abuse, contact to LADO and the Management Support Officer should be made immediately for advice.

Adopted: September 2005

Review Date:

Monitoring, evaluation and review

The school will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Agreed by _____

Review Date _____

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SAFEGUARDING

1. Introduction

- 1.1 This policy has been developed to ensure that all adults in **St Paul's Catholic High School** are working together to safeguard and promote the welfare of children and young people
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare.
- 1.3 The Headteacher or, in their absence, the authorised member of staff, **Deputy Headteacher**, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- 1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of **St Paul's Catholic High School**. This policy complements and supports other relevant school and Local Authority policies (Appendix A).
- 1.5 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children', **St Paul's Catholic High School** will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2. Ethos

- 2.1 **St Paul's Catholic High School** aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to 'Every Child Matters' and implements policies, practices and procedures which promote safeguarding and the emotional and physical well being of children, young people and staff (Appendix C).

- 2.2 The Continuum of Needs and Response and the Common Assessment Framework is embedded into everyday practice and procedures when responding to children's need. The children have access to appropriate curriculum opportunities, including emotional health and well being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.
- 2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

3. The Curriculum

- 3.1 All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.
- 3.3 Personal Health and Social Education, Citizenship and Religious Knowledge 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.
- 3.4 All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

4. Attendance and Exclusions

- 4.1 In accordance with the **St Paul's Catholic High School** Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.
- 4.2 The Attendance Policy identifies how individual cases are managed and how we work proactively with parents to ensure that they understand why attendance is important. In certain cases this may form part of a Common Assessment Framework (CAF) or a Parenting Contract.
- 4.3 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.

- 4.4 The school will only place young people in alternative educational provision which has been quality assured by the Local Authority. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by **St Paul's Catholic High School** in accordance with the School Register Regulations.
- 4.5 The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

5. Keeping Records

- 5.1 **St Paul's Catholic High School** will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

6. Roles and Responsibilities

- 6.1 The Head teacher of **St Paul's Catholic High School** will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practiced.
- A Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision.
- Sufficient time and resources are made available to enable the Designated Member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is updated every three years.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.

6.2 The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the Designated Member of staff.
- There is a senior member of the school's leadership team who is designated to take lead responsibility for safeguarding within the school.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
- All staff and volunteers who have regular contact with children and young people receive appropriate training which is up-dated by refresher training every 3 years.

6.3 The Designated Senior Member of Staff for Child Protection has a overall responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Deputy Designated Person (Child Protection Officer) has specific responsibilities in relation to CP and Safeguarding. Both Designated Persons will:

- Act as the first point of contact with regards to all safeguarding matters.
- Attend up-dated training every two years.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers and make sure that the Designated Person receives MCSB approved refresher training every three years.
- Ensure that the schools actions are in line with the MCSB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on MSCB website at mscb.org.uk)
- Support staff to make effective referrals to the Children and Families Service and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive Level 2 and above training.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DCSF concerning Safeguarding.
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file.

7. Safe Recruitment and Selection of Staff

7.1 The school's recruitment and selection policies and processes adhere to the DCSF guidance set out in "Safeguarding Children and Safer Recruitment in Education Settings" (January 2007).

7.2 The headteacher and governing body will ensure that all staff and volunteers in supplementary schools using the mainstream school site will have updated CRBs (will not apply for all schools and settings).

8. Working with Other Agencies

8.1 St Paul's Catholic High School has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify the District Team if:

- A child subject to a child protection plan is about to be permanently excluded.
- There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.
- It has been agreed as part of any child protection plan or core group plan.

9. Confidentiality and Information Sharing

9.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only.

9.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

10. Training for Staff and Volunteers

10.1 Training is provided for all staff and volunteers. Induction training includes basic safeguarding information about the school's policies and procedures, signs and symptoms of abuse (emotional and physical), how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

10.2 All staff and volunteers who are in regular contact with children will receive basic awareness training which is up-dated by refresher training every year. The Designated Persons for Safeguarding will receive refresher training every two years as well as further training at Level 2 and above.

10.3 All staff will receive training or briefings on particular safeguarding issues, for example, Guns and Gangs, Forced Marriage, Domestic Abuse and Child Sexual Exploitation (not all examples will be relevant to all schools or settings).

11. Recording and Reporting Concerns

11 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix B). If a concern arises all staff, volunteers and visitors must:

- Speak to the Designated Person or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed
- Record the concern using the school's safeguarding recording system (Appendix D)

12. Informing Parents/Carers

12.1 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

12.2 Parents and carers will be informed if a referral is to be made to the Children and Families Service or any other agency.

12.3 Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Person or Head teacher will seek advice from the Children and Families Service's Initial Assessment Team.

13. Domestic Abuse

13.1 The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.

13.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

13.3 Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

13.4 Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service contact Centre will be contacted as soon as possible.

14. Forced Marriage

14.1 The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. Child abuse cannot be condoned for religious or cultural reasons.

14.2 Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

14.3 If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

15. Child Protection Conferences and Core Group Meetings

15.1 Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

15.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well being as well as relevant family related issues. This information will be shared with the parents/carers.

16. Managing Allegations and Concerns Against Staff and Volunteers

16.1 The school follows the procedures recommended by the MSCB when dealing with allegations made against staff and volunteers.

16.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

17. Complaints or Concerns by Pupils, Staff or Volunteers

17.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

17.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

18. Serious Case Reviews

18.1 The Manchester Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

18.2 Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.

18.3 Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.

18.4 Improve inter-agency working to better safeguard and promote the welfare of children and young people.

18.5 If required **St Paul's Catholic High School** will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

Further Information on Safeguarding and Safeguarding Policies can be found on the MSCB Website at www.manchesterscb.org.uk

Monitoring, evaluation and review

The school will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Agreed by _____

Review Date _____

APPENDIX A

School Policies:

- Health and Safety,
- Physical Interventions/Restraint,
- Work Experience and Extended work placements,
- Sex and Relationships Education,
- Equal Opportunities,
- ICT and Access to the Internet,
- Extended Schools Activities,
- Behaviour Management including fixed and short term exclusions,
- Trips and Visits,
- Special Educational Needs,
- Toileting and Intimate Care,
- Disability Discrimination,
- Looked After Children,
- Anti-bullying.

MSCB Policies (on MSCB website @ www.mscb.org.uk):

- Managing Allegations and Concerns Against Staff and Volunteers,
- Forced Marriage,
- Domestic Abuse,
- Missing from Home and Care,
- Private Fostering,
- Child Sexual Exploitation,
- Guns and Gangs,
- E-Safety Policy.

The following definitions are from *Working Together to Safeguard Children (2006)*

Significant Harm

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

Physical Abuse

Physical abuse 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 an illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, 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, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse for example.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, 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 caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

ETHOS AND ENVIRONMENT

- The school is a place where 'Every Child Matters'.
- The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly.

PRACTICES AND PROCEDURES

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The CAF and the Continuum of Need and Responses are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date.
- CAF targets are identified in the School Improvement Plan and effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- CRB checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

PUPIL TRACKING

- The progress and attendance of pupils in EOTAS is as carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.

- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

STAFF TRAINING

- The Leadership and Management of the school is trained in Safeguarding and is effective.
- A Senior Designated Person for Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on Safeguarding and identified staff receive higher level training as appropriate.

PUPIL ENGAGEMENT

- Pupil voice is valued and the School Council is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organizational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

THE CURRICULUM

- The SEAL programme is effectively implemented by all staff and pupils.
- The curriculum, organization of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the INTERNET. This includes tackling issues leading to grooming and child sexual exploitation.
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school does not exclude pupils but tries to find alternative ways of supporting them.

- The school does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.

Monitoring, evaluation and review

The school will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Adopted: May 2009

Agreed by _____

Review Date _____