



Saint Joseph's
CATHOLIC SCHOOL

Safeguarding & Child Protection Policy

(Version 10.0 Sept 2020)

Success Criteria: The school will be alert to signs of abuse and neglect and implement all safeguarding and child protection procedures stipulated in this policy.

Context/Aim:

St Joseph’s Catholic School fully recognises its responsibilities for safeguarding and child protection and is committed to safeguarding and promoting the welfare of children.

We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2020)
- Non-statutory interim guidance: [COVID-19: safeguarding in schools, colleges and other](#)
- The Procedures of The Safeguarding Vulnerable People Partnership (SVPP) formerly Wiltshire Safeguarding Children Board (WCSB)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)

See Appendix 1 for further relevant guidance documents

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school’s legal responsibilities in relation to safeguarding and child protection.

Staff:

- are advised to maintain an attitude of ‘it could happen here’ as far as safeguarding is concerned;
- should always act in the best interest of the child.

Monitoring Procedures:

<p>By Whom: Governors’ Pastoral and Ethos Committee</p>	<p>When: Termly</p>	<p>How: Designated Safeguarding Lead DSL (designated members of staff) will provide termly reports via Pastoral & Ethos Committee governor meetings and inform governors of any need to update or change items in the Policy. Reports from the Pastoral and Ethos Committee will be shared with the Full Governing Body.</p>
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Evaluation:

<p>By Whom: Designated Safeguarding Lead/Safeguarding Officers (designated members of staff)</p>	<p>When: Annually</p>	<p>How: Report from Head teacher OR Designated Safeguarding Lead /Safeguarding Officers (designated members of staff) to the Pastoral and Ethos Committee based on the annual Safeguarding Audit in November</p>
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Revision History:			
Version	Approved and Ratified	Review Date	Additional notes
V10.0	August 2020 Published Sept 20	July 2021	Update to ensure compliance with changes to KCSiE Sept 2020 and to reflect COVID practices
V9.0	Sept 2019 Published Sept 19	Sept 2020	Update to ensure compliance with minor changes to KCSiE Sept 2019
V8.1	July 2018 Published: July 2018	July 2019	Update to ensure compliance with KCSiE September 2018
V8.0	October 2017 Published: October 2017	October 2018	Re-write
V7.0	October 2016	October 2017	Re-write & combining of Safeguarding & Child Protection policies revising content in accordance with KCSiE 2016
V 6.0	October 2015	October 2016	Complete re-write
V 5.0	March 2014	March 2015	
V 4.1	February 2013	February 2014	None
V 4.0	January 2011	January 2012	None
V 3.2	December 2009	December 2010	None
V 3.1	December 2008	December 2009	None
V 3.0	July 2008	June 2009	None
V 2.1	June 2007	June 2008	None
V 1.1	March 2006	Autumn 2006	None
V 1.0	June 2004	March 2006	None

Vision Statement:
<p>St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.</p> <p>At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth and justice. We want each pupil to be healthy in mind, body and spirit.</p> <p>Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.</p>

We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.

We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.

We are committed to aspiring for excellence in all that we do for the sake of the gospel.

Head teacher

Other SJCS Policies that relate to this Policy:

Attendance Policy
 Behaviour Policy
 E-Safety Policy
 Equality & Diversity Policy
 Health & Safety Policy
 Safer Recruitment Policy
 SEND Policy
 Sex & Relationships/Health Education Policy
 Social Networking Policy
 Staff Code of Conduct
 Teaching, Learning & Assessment Policy
 Whistleblowing Policy

Key Safeguarding Personnel

Role	Name	Tel.	Email
Headteacher	Mrs Rachel Ridley	01722 335380	admin@sjcs.org.uk
Designated Safeguarding Lead (DSL)	Mr Andrew Bazen	01722 335380	safeguarding@sjcs.org.uk
Deputy DSL(s) (DDSL)	Miss Mary Stanistreet Mrs Gemma Snell Mr Chris Bartel Mrs Rachel Ridley	01722 335380	safeguarding@sjcs.org.uk
Nominated Governor	Mr John Hawkins	01722 335380	admin@sjcs.org.uk
Chair of Governors	Mr Paul Hooper	01722 335380	admin@sjcs.org.uk

Designated Teacher for Looked After Children	Mrs Francesca Nobis	01722 335380	safeguarding@sjcs.org.uk
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2020)			

Early Help - single point of entry: 01225 718230 Children's Social Care referrals: Multi-Agency Safeguarding Hub (MASH): 0300 456 0108 Out of hours: 0300 456 0100	
If you believe a child is at immediate risk of significant harm or injury you must call the police on 999.	

Scope

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- taking action to enable all children to have the best life chances
- preventing impairment of children's mental and physical health or development and
- protecting children from maltreatment.

Child protection can be defined as the activity/activities undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour management and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be Read alongside policies listed above in the **Other SJCS Policies that relate to this Policy** section.

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at school or outside of school hours are within the scope of this policy.

Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a pupil.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2020). All staff working directly with children have also read Annex A.

Governors

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Governors will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Children taught about online safety Staff Code of conduct (for safer working practice) D/DSL training KCSiE Part 1 (and annexe A for staff working directly with children) Looked After Children (LAC) Online safety training for staff Preventing Radicalisation Staff training Whistleblowing	Child voice Children Missing out on education and Children Missing Education (CME) Concerns about staff conduct Dealing with a child at immediate risk Early help Female Genital Mutilation (FGM) Honour based abuse (HBA) Peer on Peer abuse Mental Health Reporting abuse /SVPP procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated LAC teacher (even if there are no LAC on roll)

Allegations management

Our chair of governors is responsible for liaising with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against the headteacher.

Audit

The nominated governor (NG) for safeguarding will liaise with the headteacher and the D/DSL to complete an annual safeguarding audit return to the local authority.

Safer Recruitment

Our governors monitor the school's safer recruitment practice.

Mandatory Procedure

Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE (2020)

At St Joseph's, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of whether the essential checks as set out in KCSiE, have been carried out or certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school.

See also Training

- all governors/members of the proprietor body (for independent schools, academies and free schools).

See also training section

Staff Code of conduct (for safer working practice)

St Joseph's is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Code of Conduct supports our commitment to safeguarding children and sets out staff behaviours that should be avoided as well as those that constitute safe practice including:

- the acceptable use of technologies,
- staff/pupil relationships
- communications including the use of social media

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

Visitors

All visitors complete a signing in/out form, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (eg fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

Curriculum – teaching about safeguarding

Our pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE curriculum specifically includes the following objectives:

- Developing pupil self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Early help

At St Joseph's, all our staff can identify children who may benefit from early help as a problem emerges, and discuss this with the D/DSL.

The D/DSL uses:

- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds for Safeguarding Children on the SVPP website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

Identifying the signs

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2020) along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 of KCSiE which they are required to read and which also includes supporting guidance about a number of specific safeguarding issues. Staff who work directly with children are also required to read Annex A of KCSiE (2020).

Responding to concerns/disclosures of abuse

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom.

Staff adhere to the organisation's safeguarding training requirements and when concerned about abuse or when responding to a disclosure of abuse, they follow these Do and Do NOTs:

Do:

- **create a safe environment by offering** the child a private and safe place if possible.
- **stay calm** and reassure the child and stress that he/she is not to blame.
- **tell** the child that you know how difficult it must have been to confide in you.
- **listen carefully** and **tell** the child what you are going to do next.
- use the **'tell me', 'explain', 'describe'** and/or mirroring strategy.
- **tell only the Designated or Deputy Safeguarding Lead.**
- **record** in detail using the Welfare Concern Record without delay, using the child's own words where possible.

Do NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the pupil to talk.
- take notes while the pupil is speaking or ask the pupil to write an account.
- try to investigate the allegation yourself.
- promise confidentiality eg say you will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a pupil of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice. (Appendix 3)

During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

Missing children and children missing education

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The designated teacher for LAC discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

The D/DSL shares any unauthorised/unexplained absence of any children with an allocated social worker within 24 hours

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family, the D/DSL follows the SVPP procedure and consults/refers to the MASH team as appropriate. Where there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

Children with Special Education Needs and Disability (SEND)

Pupils with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying.

To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM.

We will report to the police any 'known' cases of FGM to the police as required by law.

Peer on Peer abuse

At St Joseph's Catholic School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

Occasionally, safeguarding allegations may be made against children by others in all schools.

This may include, but is not limited to:

- bullying (including cyber bullying, homophobic, biphobic and transphobic bullying)
- gender based violence/sexual assaults
- sexting
- initiation/hazing type violence or rituals
- upskirting or any picture taken under a person's clothing without their knowing to obtain sexual gratification or cause humiliation or distress

Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

Consequently, peer on peer abuse is dealt with as a safeguarding concern and addressed utilising the points below:

In order to minimise the risk of peer on peer abuse St Joseph's Catholic School provides:

- Access to a relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect legislation and the mandatory teaching of Relationship Education, Relationship and Sex education and Health education.
- A no phone policy/hand held device during school hours.
- Protected wi-fi access with a regular change of password.
- Members of staff on duty during non-teaching time. E.g. break, lunch & after school.
- Monitored email accounts, during term time, specifically designated to safeguarding (safeguarding@sjcs.org.uk) and the prevention of bullying (stop@sjcs.org.uk) are available to all members of the school community including pupils, families, staff and governors.
- Pupil Prefects that all children can approach to discuss concerns.
- Pupil access to established/publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

Allegations of peer on peer abuse will be dealt with by an investigation. This will include:

- Allocating an appropriate member of staff to investigate, based upon the content of the allegation and relevance in terms of the member of staff's: experience, age, gender or expertise.
- If the allegation is founded the DSL/DDSL must be informed and will decide on the appropriate action. (See all points below)
- Parents will be informed of the incident unless this is not in the best interests of the child.
- Outside agencies such as the police or social care will be informed if applicable. For example if a law has been broken or a child is at risk of harm.
- A written record will be made in line with advice from the record keeping section of this policy.

Support for victims of peer on peer abuse will be implemented based on the needs and wishes of the individual pupil, which may include:

- Peer support e.g. a buddy system.
- Time with Pastoral staff for supportive intervention. This may include work on positive self-esteem and managing anxiety.
- An outside agency referral.

Victims, perpetrators and any other child affected by peer on peer abuse will be supported through the school's pastoral system and the support will be regularly reviewed.

The D/DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for children that are identified as posing a potential risk to other children. This is done using a contextualised safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life.

Domestic abuse

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

Mental health

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how
- these experiences can impact on children's mental health, behaviour and education.
- they have a duty to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

Preventing radicalisation

Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting pupils from other forms of harm and abuse.

Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately and this may include making a Prevent referral to the Channel support programme or to the MASH.

Serious Violence

We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills (restorative practice) and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be vulnerable to exploitation and getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

Off site visits

Appropriate risk assessments must be in place prior to any off-site visit taking place. Specific roles and responsibilities of each adult, whether employed or volunteers, will be designated prior to the visit taking place.

Any overnight visit will explicitly set out:

- sleeping arrangements;
- the role and responsibility of each adult, whether employed or volunteers
- on/off duty arrangements
- clear expectations about boundaries and interactions with children; and expectations around smoking/drinking by adult, i.e. none.

Where there are safeguarding concerns or allegations that occur off-site, staff must follow the procedure described above i.e. **responding to concerns/disclosures of abuse** and in **Appendix 4** (SVPP flowcharts). The member of staff in charge of the visit will report any safeguarding concerns to the DSL and/or Headteacher, who will make a referral to the MASH or Designated Officer For Allegations (DOFA) if appropriate. A named D/DSL is a point of contact during any off-site visit and is contactable if advice and guidance is needed.

In an emergency the staff member in charge will contact the police and/or the MASH

Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

Exceptional operating circumstances (a copy of the COVID procedures from March 2020 is attached as reference)

If the school is required to change the way we offer our provision to children due to exceptional circumstances eg during a pandemic lockdown, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice and will ensure staff, children, and families are provided with written:
 - amended DSL arrangements as required (names, location and contact details)
 - temporary changes to procedures for working with children eg online, using Microsoft TEAMS and Show My Homework
 - amended procedures for reporting concerns, including the use of a secure and unfiltered email for students via welfare@sjcs.org.uk
 - safeguarding training arrangements

- timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development

Record keeping and information sharing

The school:

- liaises with partner organisations (alternative provisions, Wiltshire Council, and Hampshire Council for students living out of county but attending our setting) to ensure any safeguarding records for learners are shared on transition:
 - by the setting/school/organisation previously attended by the child.
 - by our DSL when the child leaves our school.

For any child dual-registered with another school/setting/organisation, the DSL liaises regularly with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

- keeps clear written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate. **Appendix 3**
- ensures all pupil safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention.

Information about pupils at risk of harm is shared with members of staff on a "need to know" basis. The D/DSL makes a judgement in each case based upon the seven golden rules of information sharing as set out in DfE guidance

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

Escalation of concerns

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree/challenge decision-making as an entirely legitimate activity, as part of our professional responsibility to promote the best safeguarding practice.

Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Escalation Policy is used if necessary. If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Staff Code of Conduct, are in place for such concerns to be raised with Mrs Ridley - Headteacher.

If a staff member feels unable to raise an issue with Mrs Ridley or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email: help@nspcc.org.uk
- A member of the governing body: Mr John Hawkins – Vice Chair of Governors (Governor for Whistleblowing)

Managing allegations against adults

St Joseph's follows the procedures set out by the SVPP 'Allegations against adults' flowchart (**Appendix 2**): which is displayed in the staffroom and reception

Where anyone in the school has a concern about the behaviour of an adult who works or volunteers at the school, including supply staff, they must immediately consult the Headteacher who will refer to the Designated Officer for Allegations (DOFA).

Any concern or allegation against the Headteacher will be reported to the Chair of Governors without informing the Headteacher.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns by a report that could jeopardise their colleague's career.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

All members of staff and volunteers have read, signed and understood the School's Staff Code of Conduct (for safer working practice).

Training

We ensure training attended meets the minimum standards set out by SVPP in the document 'WSCB recommended minimum standards for child protection training'.

Induction

The welfare of all our pupils is of paramount importance. All staff including volunteers are informed of our safeguarding policy and procedures, including online safety, at induction. Our induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the school – our Staff Code of Conduct (for safer working practice)
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Safeguarding training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary. All staff also carry out additional training annually to supplement independently any in-house training led by DSL using SSScpd, an online platform

Advanced training

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually eg: via e-bulletins or safeguarding fora with other D/DSLs.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

Prevent

All staff undertake Prevent Awareness training.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Governors

Governors undertake the school's Induction programme. They may choose to complete face to face training for governors provided by Wiltshire Council. In addition, governors may choose to attend whole school safeguarding and child protection training.

Monitoring and review

Governors ensure that safeguarding is an item on the agenda for every full governing body meeting.

The headteacher ensures that safeguarding is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor meets the DSL every term (six times a year) to monitor the effectiveness of this policy.

Appendix 1

Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Mental health and behaviour in schools (2018) advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

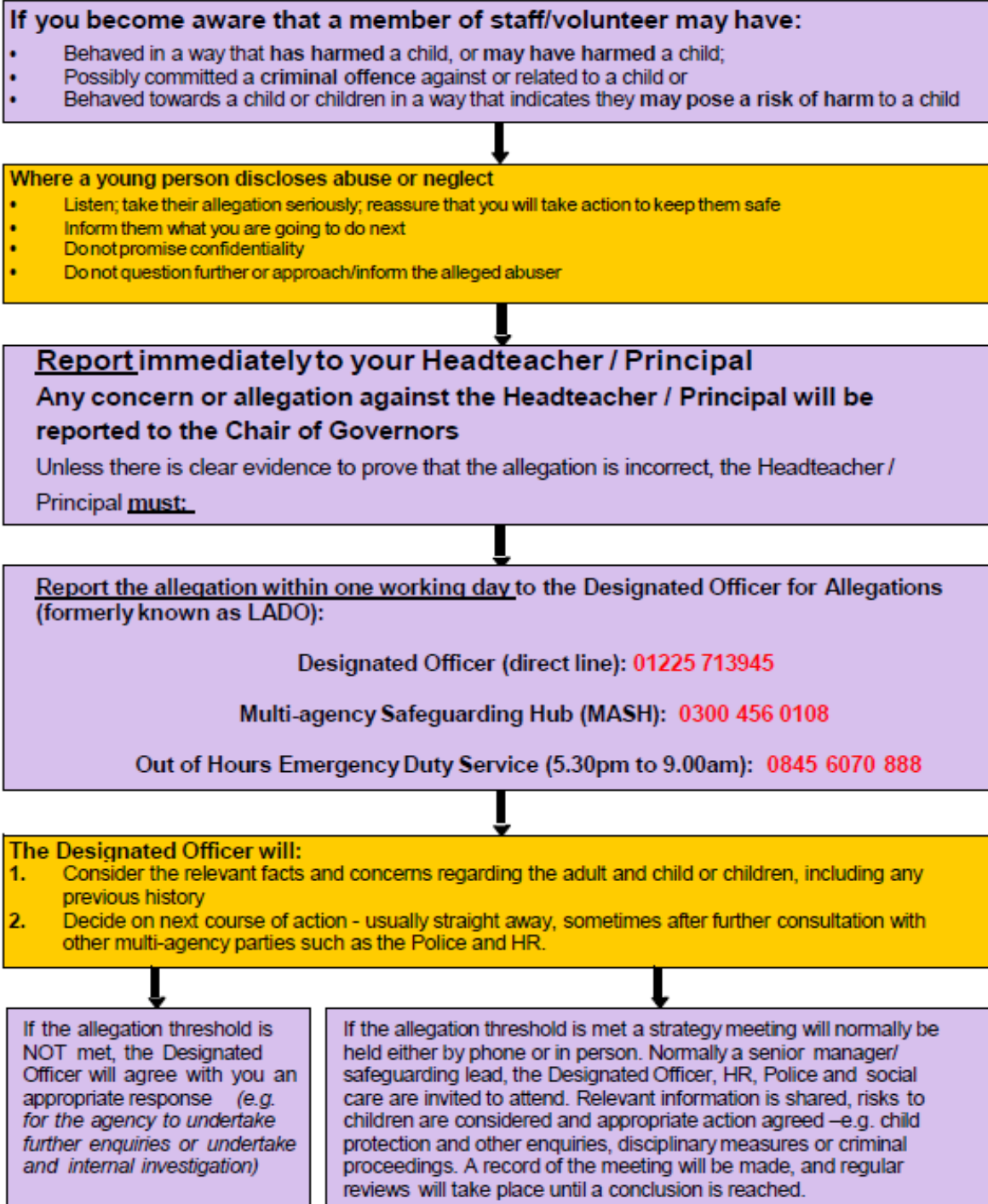
The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

The Teachers’ Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

ALLEGATIONS AGAINST ADULTS - Risk of harm to children

GUIDANCE FLOWCHART



NB: This document is intended for use as a brief guide only. For more detailed guidance refer to The WSCB Allegations Management Policy at www.wiltshirescb.org

Appendix 3

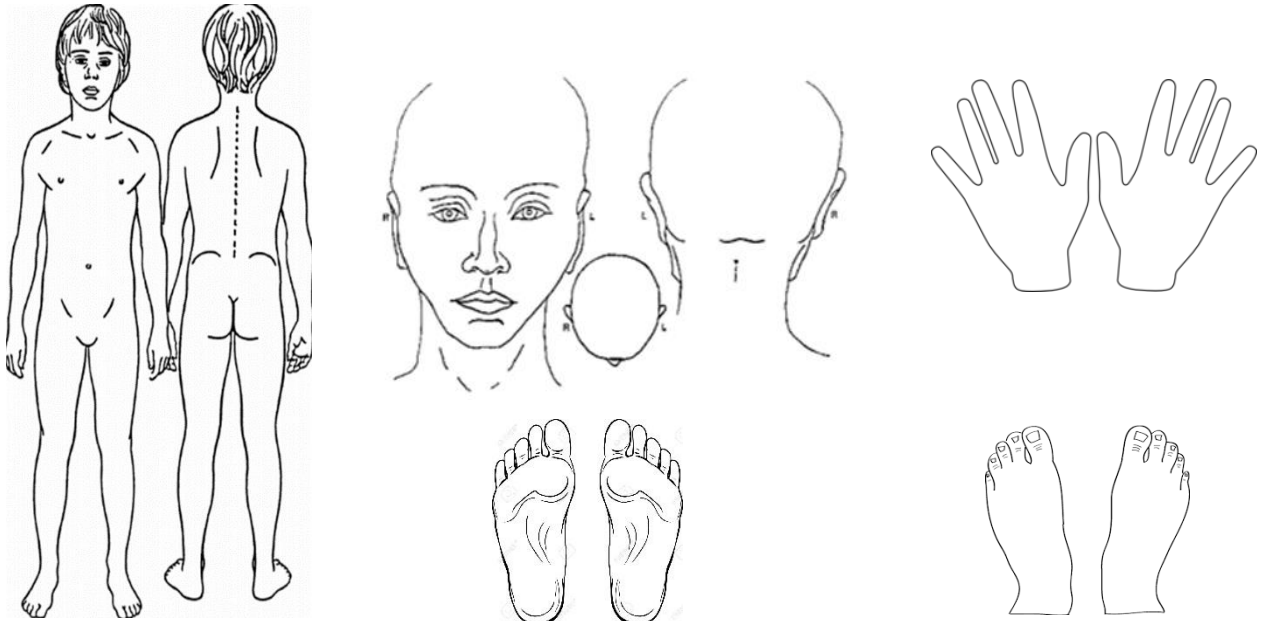
Concern Form – Part A

Part A is to be completed by the adult who first has a concern and reported to the Designated/Deputy Safeguarding Lead (D/DSL) without delay. The D/DSL will complete **PART B**

Child's name			
Date of birth			
Name of member of staff reporting the concern		PLEASE PRINT	
Signature			
Date		Time	

Concern- Use the body- map below to show any marks or injuries.		
Additional form used?	Yes / No	Page of

Children must not be undressed or photographs taken of any marks or injuries



Concern Form – Part B

To be completed by the school's Designated/Deputy Safeguarding Lead

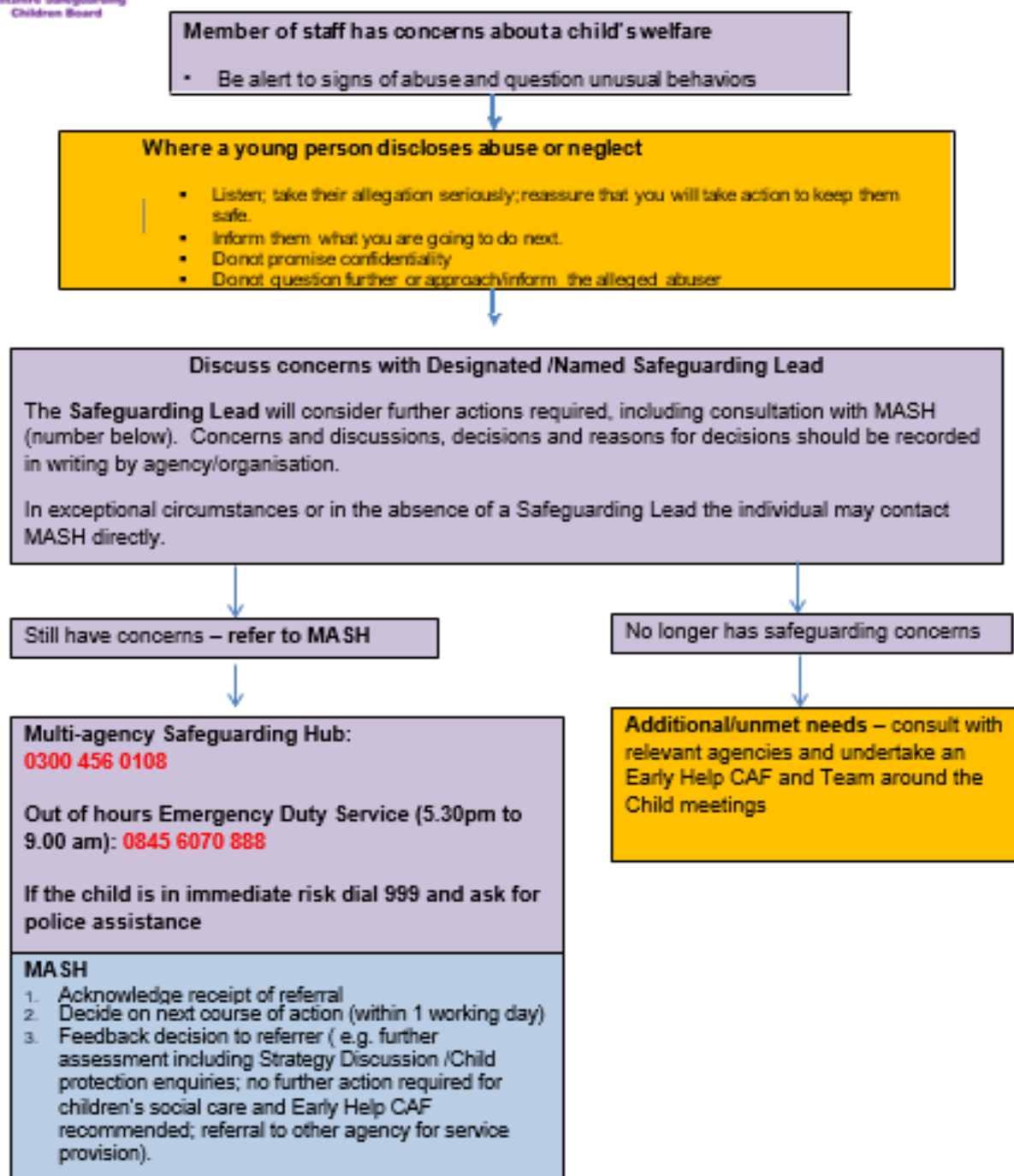
Child's status with Early Help or Children's Social Care (please tick & add name where known) at time of initial report				
None	CAF	Known to Social Care	Allocated social worker	Child Protection Plan
Name of allocated worker				

Name of D/DSL reviewing the concern			
Name of person taking action	Action	Date	

Feedback given to person who raised the concern?			
Name		Date	Y / N



What to do if you are worried a child is being abused and neglected



This flowchart is intended for use as a brief guide. Please refer to the DfE Guidance 'What to do if you're worried a child is being abused' guidance, which includes definitions and possible indicators of abuse (including child sexual exploitation), www.wiltshirescb.org

Updated January 2018

APPENDIX 5: COVID Annexe and updated protocols

Addendum to St Joseph's Catholic School's Child Protection Policy

27th March 2020

Updated 5th May 2020

To be reviewed prior to any reopening

Alongside our Child Protection and Safeguarding Policy, the following definitions and arrangements apply until further notice:

Vulnerable children include children who have a social worker and young people up to the age of 16 with education, health and care (EHC) plans. We will also include in our provision any child or young person who has not met the threshold for CIN/CP but who we deem to be in need of an offer of a place. We have adopted a COVID welfare log to ensure that these identified students and their families are contacted weekly with obvious priority given to those with a social worker or an EHCP plan. We have identified, too, those with Family Key Workers and CAFs, Young Carers and those who are Disadvantaged. These students will be being contacted by DSL, DDSL, Asst Head and Designated Teacher for LAC or in the event of one or more being absent, a safeguarding trained member of the SLT.

We will liaise with the Local Authority and with parents to decide whether a child with an EHCP needs to continue to be offered a place at school St Joseph's Catholic college to meet their needs, or whether they can safely have their needs met at home This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. We understand that many children and young people with EHC plans can safely remain at home. Eligibility for free school meals is not a key determining factor in assessing vulnerability.

As above, our DSL(Designated Safeguarding Lead) in collaboration with the Head teacher and other senior leaders have the flexibility to offer a place to children who do not have a social worker but for whom some safeguarding needs have already been identified.

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. Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. We will follow the process set out in Wiltshire Council's flowchart and St Joseph's Catholic Schools' *attendance and children with a CiN or CP plan*, until further notice.

To support the above, we will, when communicating with parents/carers of vulnerable children, confirm that emergency contact numbers kept on the children's files are correct and ask for any additional emergency contact numbers where they are available.

Designated Safeguarding Leads

To ensure school/setting staff have access to specialist advice and support about safeguarding, the following details apply. Our DSL is working remotely and is available via the school safeguarding phone, email and private mobile. This has been shared with staff and the SLT lead on site will be in contact with the DSL daily to check on welfare and can share any concerns and seek advice when necessary. In his absence, the Head teacher is available.

If the situation arose and a trained DSL (or deputy) is not on site, we have made arrangements for a trained DSL to provide advice remotely.

Name	Job title	Responsibilities	Main registered base	Phone number	Email address
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Reporting a concern

Where staff have a concern about a child, they will continue to follow the process outlined in the school/setting Child Protection and Safeguarding Policy but rather than complete a form, they will inform the SLT lead on site and call the DSL immediately to seek advice. They will report the concern by sending the details that would ordinarily be written on the SVPP form via email to safeguarding@sics.org.uk.

Any email containing confidential information will be sent using official St Joseph’s Catholic School email addresses.

Where staff are concerned about an adult working with children in the St Joseph’s Catholic School setting they will continue to follow the Wiltshire process set out in the allegations flowchart published on www.wiltshirescb.org.uk. In the absence of the headteacher and/or Chair of governors, staff will follow the alternative leadership contact arrangements.

Safeguarding Training and induction

As DSL training is unlikely to be available during the current outbreak of Covid-19, D/DSL training will continue to meet statutory requirements, even if the refresher training and annual updates are not available within the required timescales. Our D/DSLs will keep up to date by reading government guidance and other relevant newsletters eg NSPCC as they are published.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL will communicate with staff any new local arrangements, as appropriate.

Where new staff are recruited, or new volunteers enter our St Joseph’s Catholic School setting, they will continue to be provided with a safeguarding induction. If staff are deployed from another education or children’s workforce setting to our St Joseph’s Catholic School setting we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic. We will follow Wiltshire Council advice about safeguarding in relation to visiting staff/volunteers as it is published and updated on Right Choice until further notice.

Upon arrival, at our St Joseph’s Catholic School setting, visiting staff/volunteers working here on a temporary basis, are given a copy of our safeguarding/child protection policy, including confirmation of D/DSL arrangements.

Safer recruitment/volunteers and movement of staff

When recruiting new staff, we will continue to follow the relevant safer recruitment processes for our St Joseph’s Catholic School setting, including relevant sections in part 3 of Keeping Children Safe in Education (2019).

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. We will follow this guidance [DBS checks during Covid-19 outbreak](#)

We will continue to keep the single central record (SCR) up to date as outlined in in KCSIE and will follow Wiltshire Council advice about safeguarding in relation to the SCR and visiting staff/volunteers as it is published and updated on Right Choice until further notice.

Online safety in schools and colleges

We will continue to provide a safe online environment for staff and children. This includes the use of an online filtering system. Where children are using computers in St Joseph's Catholic School setting, for example the St Isidor building, appropriate supervision will continue to be in place.

All staff who interact with children, including online, will continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per our Child Protection and Safeguarding Policy and where appropriate referrals will still be made to children's social care and as required, the police. Online teaching will follow the same principles as set out in our Staff Behaviour Policy. We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Supporting children not in St Joseph's Catholic School setting

We recognise that St Joseph's Catholic School setting is a protective factor for children and young people, and the current circumstances can affect the mental health of pupils and their parents/carers.

We will discuss plans and monitoring arrangements in partnership with social workers to support any child who is vulnerable and not able to attend St Joseph's Catholic School setting for any reason. Plans will be shared with parents and (social workers where involved). Reviews of existing plans will continue to occur with designated staff representing the school and its views to ensure that support for these identified children is maintained

Supporting children in St Joseph's Catholic School

The Headteacher/manager will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate. We 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 to limit the risk of spread of Covid -19.

Mr A Bazen

Deputy Head and Designated Safeguarding Lead