

St Thomas of Canterbury Catholic Primary School

Safeguarding Children and Child Protection Policy

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Policy reviewed and updated September 2019

This policy and procedures will be reviewed annually and may be amended from time to time.
This policy applies to all teaching, non-teaching, school governors and volunteer staff.

1. INTRODUCTION

Developing a Whole School Policy on Safeguarding Children

This document concerns the duties that ***St Thomas of Canterbury RC Primary School*** has to safeguard and promote the welfare of children. It is informed by The Education Act (2002), which was implemented on 1 June 2004. The duties imposed by Section 175 (Section 157 for Academies) of the Education Act 2002 make explicit the responsibility of governors to safeguard and promote the welfare of children as part of their common law duty of care towards the children for whom they are responsible. The responsibility for making sure arrangements are in place, in accordance with the guidance given by the Secretary of State lies with the Governing Body.

Section 175 is underpinned by the DfES Guidance "Safeguarding Children in Education".

Detailed information regarding safeguarding is available on the website www.sthelenslscb.org.uk

"Everyone in the Education Service 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;

There are two aspects to safeguarding and promoting the welfare of children. They are that arrangements are in place:

- To take all reasonable measures to ensure that risks of harm to children's welfare are minimised, and
- To take all appropriate actions to address concerns about the welfare of any child, or children working together with St Helen's Safeguarding Children's Board (<https://sthelenslscb.org.uk/lscb>) and the agreed policies and procedures in full partnership with other local agencies <http://sthelensscb.proceduresonline.com/index.htm>.

The arrangements that the school has in place will provide for both these aspects so safeguarding children's welfare.

The document entitled "Working Together to Safeguard Children" (DFE July 2018) (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf) places a general duty on schools to work and cooperate with other agencies to safeguard and promote the welfare of children. St Thomas of Canterbury Primary is committed to do this by having an open and honest transparent line of communication.

The School's responsibilities are outlined in the statutory guidance to schools and colleges "Keeping Children Safe in Education (KCSiE – DFE September 2019). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf

This policy draws upon good practice within the Local Safeguarding Children Board - LSCB which are commensurate with the Guidance document "Working Together to Safeguard Children 2018" This guidance document states that 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.

KEY DEFINITIONS

The Children Acts 1989, 2004 and Children and Social Work Act 2017 states a child is anyone under the age of 18.

Child Protection

Is one part of safeguarding and promoting the welfare of children and refers to the activity that is undertaken to protect children who are suffering, or at risk of suffering significant harm.

Taken from "Safeguarding Children In Education"

- Significant harm can be defined as the ill treatment or impairment of health and development of a child or young person.
- Development includes physical, intellectual, emotional, social or behavioural development.
- Health includes physical and mental health.
- Ill-treatment includes sexual abuse and other forms of ill – treatment that are not physical. This is viewed from the perspective of normal behaviour for a child / young person of similar age and understanding.

General Principles

The child's welfare is paramount.

All children have a right to a childhood free from abuse, neglect or exploitation.

All members of staff have a responsibility to be mindful of issues related to children's safety and welfare and have duty to report and refer any concerns however "minor".

Parents have a right to be informed in respect of any concerns about their child's welfare, or any action taken to safeguard and promote the child's welfare, providing this does not compromise the child's safety.

Children are best protected when professionals work effectively together.

The school has robust systems in place that deter possible abusers and will manage effectively any allegations or concerns as they arise.

2. The aim of our Safeguarding Policy

Our whole school safeguarding policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. This policy also makes explicit the school's commitment to the development of good practice and sound internal school procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways, which support the needs of the child.

"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."

There are three main elements to our Safeguarding Policy'.

(a) Prevention

Caring relationships with children, parents, carers and families will begin to be built on from Foundation Stage and are built on mutual trust and respect. Staff throughout the school, meet with parents on a regular basis to discuss concerns and parents are welcome at all other times to make an appointment if they need to speak to a member of staff. Attendance is vital; school operates a first day contact system in the case of unexplained absence from school. The Head Teacher and Pastoral Manager visit the homes of children if there is a concern. (See the School Attendance Policy for all procedures used.)

(b) Protection

At St Thomas of Canterbury RC Primary School we ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. There are identified key workers across school. Staff are trained at a basic level in safeguarding and are made aware of the need to be observant and to monitor the children in their care i.e. to notice changes in appearance and behaviour, patterns of absence etc.

Staff are aware of the need to respond appropriately and sensitively to safeguarding concerns. The safeguarding flowchart and continuum of need is displayed in the general office, staff room, Head Teacher's office, the Out of Hours Club and in the entrance hall. All Teachers have access to a copy of the guidance material, Keeping Children Safe in Education, Part 1: September 2018, Working Together to Safeguard Children March 2018, The Prevent Duty Guidance, either from the DSL, school email user group, Staffroom Noticeboard or on the St Helens Safeguarding Children's Board website <http://sthelensscb.proceduresonline.com/index.htm>.

(c) Support

Children have the opportunity throughout the day to talk to adults in school – teacher, midday supervisors, and classroom and welfare assistants. There is a Thought Box available in the school entrance hall and school councillors regularly feedback the views of children in each year group to ensure that children feel that they have a voice and are listened to. Informal support is offered to parents / carers through coffee mornings, parent's courses and information evenings. Information relating to community services is displayed on the parents' board. Children have accessed training in supporting their peers through such schemes as activity leaders and peer mentoring. More formal support is offered through the Attendance Procedures and where appropriate through Early Help Assessment Tool (EHAT) and THINK FAMILY procedures.

Adults who have been involved in any part of a safeguarding issue will be offered support and, if appropriate, support from outside agencies will be sought.

3. SCHOOL COMMITMENT

'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 of, or suffering from abuse.'

St Thomas of Canterbury School will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to. This is done through PSHE lessons, assemblies, one to one and small group therapeutic support etc.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. Children know they can speak to any school staff about any issues they are worried about.
- Include in the curriculum activities and opportunities for PSHE / Citizenship which equip children with the skills they need to stay safe from abuse, different forms of harassment and bullying and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. Throughout our curriculum we ensure our children understand how to be healthy, stay safe and feel safe and what to do when they do not, for example by the use of peer mentors and worry box scheme within school to address concerns, this ensures the children have the best opportunity for a successful life.
- The school will provide opportunities for pupils to develop their voice and to listen to their concerns for example through organized circle time, the use of SEAL (social and emotional aspects of learning),
- St Thomas of Canterbury RC Primary School has implemented a Learning Challenge Curriculum, which is designed to link together critical elements in teaching and learning, curriculum and assessment.

This

- ✓ is planned around the distinctive needs of our children
- ✓ is enquiry based to promote curiosity
- ✓ is outcomes driven to raise standards
- ✓ embeds the application of basic skills
- ✓ integrates empowering learning through learning to learn skills which help to develop independent enquirers, team workers, resourceful thinkers, self managers, effective participators
- ✓ Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

4. **FRAMEWORK**

'Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.' (*Working Together to Safeguard Children, 2018*).

Safeguarding is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children Board.

The Safeguarding Board is made up of 3 partners including Clinical Commissioning Group (health), Childrens' social care and the police. The <https://sthelenslscb.org.uk/lscb> website contains:

- Definitions of abuse and indicators
- Procedures for Safeguarding and multi agency working including relevant contacts
- Advice on good practice and policy making
- Pro- formas for referral and record keeping.

Procedures and Guidelines for Child Protection and Safeguarding Children

PREVENTION

St Thomas of Canterbury Catholic Primary School takes seriously its duty of pastoral care and is proactive in seeking to prevent children becoming victims of abuse, neglect or exploitation. It does this in a number of ways:

- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds;
- By identifying members of staff responsible for child protection and safeguarding matters;
- By ensuring staff receive training and act as source of advice and support to other school staff;
- By informing children of their rights to be free from harm and encourage them to talk to school staff if they have any concerns;
- Through PSHE, RE, SMSC and promoting British Values, the school provides an ongoing programme of support through the curriculum at an age appropriate level, to promote self-esteem and social inclusion, and to address the issue of child protection in the wider context of child safety in general e.g. through planned assembly time, school council meetings and peer listening activities.

EARLY HELP

- Providing Early Help is more effective in promoting the welfare of children than reacting later.
- Early help means providing support as soon as possible so as to prevent further problems arising.
- Effective early help relies upon local agencies working together to:
- Identify children and families who would benefit from early help
- Undertake an assessment of the need for early help, and
- Provide targeted early help services to address the assessed needs of the child and their family which focuses on improving the outcomes for the child.
- St Thomas of Canterbury Primary School is committed to early help and identification of unmet needs and vulnerabilities of its pupils and work in partnerships with other agencies to promote the welfare of the pupils and to keep them safe. The Early Help process involves working with children and their families to engage and include them as equal partners and to support them to access additional services and support them to access additional services that can promote positive outcomes.
- Children are best protected when professionals work effectively together and share responsibility for protective action.
- St Thomas of Canterbury Catholic Primary School is proactive and takes positive steps to inform children of their rights to safety and protection and the options available to express their fears or concerns.
- The school has in place robust systems that deter possible abusers and will manage effectively any allegations or concerns about abuse if they arise.
When children make allegations about abuse or neglect they will always be listened to, have their comments taken seriously and appropriate action taken.

Concerns

- All staff have a duty to report and refer any concerns to the relevant member of staff who has overall responsibility for Child Protection/Safeguarding matters.
- Any staff member however, can refer direct to Social Care with concerns regarding a child but will need to ensure they keep the DSL informed of their actions as the DSL and Deputies are to have a complete safeguarding picture for individuals.

Definition and categories of abuse

See Appendix 1 for more detailed information on Signs and Indicators of Abuse in Children.

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

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

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as to meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

Specific Safeguarding Issues

All staff are aware of safeguarding issues that can put children at risk of harm. All staff are aware that safeguarding issues can manifest themselves via **Peer on Peer abuse**. This is most likely to include, but may not be limited to:

Bullying (including cyberbullying);
Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
Sexual violence and sexual harassment;
Sexting (also known as youth produced sexual imagery);
Initiation/hazing type violence and rituals.

Contextual Safeguarding

By understanding the needs of the pupils, families and issues impacting on the community, school is able to address in a holistic manner support via Early Help or other safeguarding procedures to ensure all needs are met and concerns addressed via assessment and interventions in place whether therapeutic and/or academic. The DSL and Wellbeing Team, SENCO and Headteacher are able to ensure all issues are addressed and monitored.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. The NSPCC offers information on its own website www.nspcc.org.uk.

Broad government guidance on issues listed below can be found on the .GOV.UK website:

Child sexual exploitation (CSE) – See Below
Sexual Violence and Sexual Harassment
Bullying including cyberbullying
Domestic abuse
Drugs
Fabricated or induced illness
Faith Abuse
Female Genital Mutilation (FGM) – See Below
Forced Marriage
Gangs and Youth Violence
Child Criminal Exploitation - County Lines
Gender-based violence/violence against women and girls (VAWG)
Mental Health
Private Fostering
Radicalisation – See Below
Sexting
Teenage Relationship Abuse
Trafficking
Contextual Safeguarding

StHelens Safeguarding Children's Board also has national and local guidance
<http://sthelensscb.proceduresonline.com/index.htm>

Child Sexual Exploitation (CSE) -

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology - *DfE Child Sexual Exploitation – Definition and Guidance for Practitioners – February 2017*

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example, food, accommodation, drugs, alcohol, gifts, and money or in some cases, simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly "consensual" relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is important to recognize that some young people who are being sexually exploited do not exhibit any external signs of abuse.

Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites, such as Facebook, Snapchat, Instagram, etc.

Concerns around CSE need to be reported via the Front Door Team using Appendix 5 Service Request Form and Appendix 7 CE 1 Form.

Sexual Violence and Sexual Harassment

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

Staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

Sexual violence

Staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹³.

What is consent?

Consent is about having the freedom and capacity to choose.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;17
- sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos.
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats.

Harmful sexual behaviour

Children’s sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is

“harmful sexual behaviour”. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference or if one of the children is pre-pubescent and the other is not.

However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

More information can be obtained from NSPCC: Harmful sexual behaviour on what is harmful sexual behaviour and the Brook sexual behaviours traffic light tool can help when considering harmful sexual behaviour, this is available on the staff Microsoft outlook group under safeguarding guidance folder.

Female Genital Mutilation (FGM)

Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse which long lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators, signs and symptoms as well as different FGM terminology used in other countries can be found in the Safeguarding File.

If staff have a concern they should report to the Designated Safeguarding Lead using the welfare concern form Appendix 3, if appropriate Appendix 5 will be initiated to refer to Social Care.

Mandatory Reporting Duty for FGM

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, social workers and healthcare professionals to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. All such cases should be referred to the Designated Safeguarding Lead and follow Safeguarding Procedures alongside the individual’s report to the Police.

Preventing Radicalisation

Protecting children from the risk of radicalization is seen as part of St Thomas of Canterbury’s wider safeguarding duties under the PREVENT Strategy. Each school has a Single Point of Contact (SPOC). All staff have undertaken PREVENT online training.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online. The internet and the use of social media in particular has become a major factor in the radicalization of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who may be at risk of radicalization and act proportionately which may include a referral to the Channel Programme via the Front Door Team in Social Care using Appendix 6 PREVENT Referral and Assessment Form.

St Thomas of Canterbury has a link via the reporting button Stop Terrorism and Extremism Online Protection.

Information Technology

St Thomas of Canterbury currently utilises a suite of Smoothwall products to ensure safe and controlled internet access for all staff and pupils. The capabilities of Smoothwall include:

Filtering inappropriate internet content, malicious code and other threats;
Provide controlled social media access;
Assist schools in meeting the Prevent Duty by keeping children safe from terrorist and extremist material;
Detect expressions that are indicative of cyber-bullying or self-destructive patterns.
Monitoring staff and children's access via IMPERO monitoring software.

All internet usage, both success and failure, is logged for audit purposes.

Staff are fully aware of the dangers and risks associated with electronic communications. Consequently, they **MUST** ensure that they do **NOT** engage in inappropriate electronic communication of any kind with a child. Any child that attempts to "befriend" staff via social media must be reported to the Designated Safeguarding Lead and parents informed. (See School's Code of Conduct for Safeguarding Children.)

Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Designated Safeguarding Lead /Designated Teacher for LAC and Previously LAC will ensure they have the details of the child's legal status, social worker and name of virtual school head in the local authority that looks after the child. Previously looked after children potentially remain vulnerable and are supported and monitored by the Wellbeing Team.

Indicators

St Thomas of Canterbury Primary School acknowledges that members of staff will not be experts at recognising where abuse may occur, or has already taken place, however staff will be expected to look out for any of the following indicators and take the appropriate action. They child may:

- Show unexplained or suspicious injuries such as bruising, cuts or burns, particularly situated on a part of the body not normally prone to such injuries.
- Have an injury for which the explanation seems inconsistent.
- Describes what appears to be an abusive act in which they were involved – verbally or in written form such as literacy work or drawings.

- Show unexplained changes in behaviour – eg becoming very quiet, withdrawn or displaying sudden outbursts of temper or hysteria. Academic work may suddenly deteriorate at this time.
- Demonstrate age inappropriate sexual awareness
- Engage in sexually explicit behaviour
- Be distrustful of adults, particularly those with whom a close relationship will normally be expected.
- Have difficulty in making friends.
- Be prevented from socializing with other children.
- Showing signs of depressions, self-injury, suicidal tendencies
- Display variations in eating patterns including overeating or loss of appetite.
- Loss of weight for no apparent reason.
- Becoming increasingly dirty or unkempt, with inadequate or damaged clothing.
- School absenteeism.

The above list is not exhaustive and the presence of one or more of the indicators will not be proof that abuse has taken place. It is **NOT** the responsibility of members of staff to decide that child abuse is occurring, but it is their responsibility to act on any concerns.

Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age children who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. It is essential all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and force marriage.

The law requires all schools to have an admission register.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system ie home education. See Appendix 8 Briefing on Pupil Registers and Home Educated Children and St Helens Local Authority Matrix of Vulnerability Form.
- Have been permanently excluded.

All schools must inform the local authority of any pupil who is absent from school without school's permission for a continuous period of 10 days or more. See Attendance Policy.

Notification and Referral Route

If a child becomes missing from education, Education Welfare Service should be contacted and a Child Missing Education (CME) Form completed. See Appendix 9. See Attendance Policy.

5. ROLES AND RESPONSIBILITIES

All adults working with, or on behalf of children have a responsibility to safeguard and promote the welfare of children. This means, that staff are required to take action to protect children from maltreatment, prevent impairment to children's health or development and ensure that children grow up in circumstances with the provision of safe and effective care. There are, however, key people within schools and the LA who have specific responsibilities under Safeguarding procedures.

The Head Teacher and the Deputy Headteacher are the designated safeguarding persons (DSP). The roles and responsibilities of the DSP are:

1. To be fully conversant with the Local Authority and School Safeguarding Procedure
2. To provide all staff with advice in regard to safeguarding
3. To ensure that appropriate action is taken in school and that the correct procedures are followed in all cases of suspected / actual abuse
4. To maintain a record of pupils in school who are on the child protection plans and keep this updated as notification is received. To liaise with the Education Welfare Officer, school nurse, other professionals as appropriate to ensure that these children are monitored.
5. To maintain records within the school about those children whose safety and welfare are causing concern.
6. To attend / participate in child protection conferences, core group meetings, child in need meetings as appropriate or to ensure that another member of staff (who has a good knowledge of the circumstances) attends. In the rare occasion of no such person being able to attend, then to provide a report to conference from school.
7. To inform the Children and Young People's Services Safeguarding Children unit in writing using the LA pro forma when a child on the CPR leaves the school and to inform the new school of the child's status on the register, transferring files wherever possible.
8. To liaise with Merseyside Police via the Operation Encompass Scheme to ensure child victims of domestic violence are given appropriate support in school.
9. To organise and monitor training / information as appropriate for all staff. To be trained personally at a single and multi agency level and to undertake refresher training as necessary. To attend LA cluster meetings/trainings on a termly basis. To hold safeguarding induction sessions for new staff and volunteers working across school. To refresh volunteers and all staff on initiatives and developments as the need arises.
10. To ensure that the curriculum offers opportunities for raising pupils awareness and for developing strategies for their protection.
11. To ensure that staff are aware of how to avoid placing themselves at risk when dealing with pupils.

The role of the Senior Management Team

It is recognised that as Safeguarding is a shared responsibility at multi agency level, so it is within school. The DSP's will share decisions with the Deputy Head Teacher and the Senior Management Team. If the DSP's are not available then the Deputy Head Teacher should be consulted about any concern. If the Deputy Head Teacher is not available then the Senior Management Team should be consulted. In the unlikely event of the senior management team being unavailable or if a course of action is unclear then the LA child protection Officer, or the Local Authority Adult and Childrens Services Contact Centre should be contacted (01744 676600)

The role of the Governing Body

The Governing Body are aware of their role in overseeing the school's arrangement for safeguarding. They are aware of the expectations for them to remedy any deficiencies in safeguarding systems without delay. They will review all safeguarding structures annually.

The Governing Body will nominate a named Governor to support the safeguarding systems at St Thomas of Canterbury RC Primary School.

The Role of the named Governor

The named Governor will:

- Support the school in promoting Every Child Matters
- Support the school in safeguarding children
- Support the staff in ensuring child safety
- Foster links between the Governing Body and the school
- Support the Governing Body in carrying out its statutory duties

The above will be met through:

- Discussions with staff and Governors about how the school delivers the Every Child Matters agenda through curricular and extra curricular activities, school policies and procedures. Such developments are included in the termly head teacher's report and newsletters.
- Attending safeguarding training led by the school and external agencies (training in safeguarding is held each year by the school)
- Liaising with the named member of staff in school on a regular basis (at least half termly) and providing feedback from such meetings for all Governors
- Receiving, and feeding back on, monitoring reports from the Designated Safeguarding Person, detailing the number and type of incidents recorded in school
- Ensuring the Safeguarding Policy is reviewed and monitored annually
- Ensuring that staff and Governors receive relevant training

- Ensuring sufficient time and resources are allocated to allow the DSPs to fulfil their responsibilities
- Reporting back to the relevant committee or the Governing Body as and when appropriate
- Awareness of the importance of confidentiality

Governors will not investigate concerns and allegations, ask for information about individual children or cases, act independently or create unnecessary work for staff.

6. PROCEDURES

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the procedures set out in the LSCB procedure. The Safeguarding procedure is illustrated in a flow chart. These, and the Continuum of Children's Needs, are displayed in the staff room, the general office, the Head Teacher's office and the parent board in the entrance hall.

Staff are reminded of Safeguarding procedures at an annual staff meeting and information and updates are issued via E-bulletins and at staff meetings throughout the year.

All temporary staff have a brief Code of Conduct Safeguarding leaflet which covers the action they should take if they have any concerns.

All visitors receive a Code of Conduct Safeguarding leaflet, outlining the school's Safeguarding Procedures and their adherence to them.

School recognises that it is good practice to inform parents of its decision to refer to social services as the referral is made, as relationships of mutual trust are part of the school ethos.

However, parents may not be contacted if:

- Informing the parents may put the child at risk of serious harm, or,
- Informing the parents may jeopardise Children's Social Care/ Police enquiry or attempt to protect the child.

The reason for the decision needs to be clearly recorded.

7. INFORMATION SHARING

Our school recognises that information sharing is key to the Government's goal of delivering better, more efficient services that are coordinated around the needs of the individual. We are

aware that it is essential to enable early intervention and preventative work, for safeguarding and promoting welfare and for wider public protection.

There are seven golden rules for information sharing observed at St Thomas of Canterbury RC Primary School.

1. It should be remembered the Data Protection act is not a barrier to sharing information but provide a framework to ensure that personal information about living persons is shared appropriately.
2. We must be open and honest with the person, and or family where appropriate, from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. We will seek advice if we are in any doubt, without disclosing the identity of the person where possible.
4. We will seek consent before sharing information where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. We will share information without consent if, in our judgement, a lack of consent can be over ridden in the public interest. We will base our judgements on the facts of the case and will record our rationale for such decisions clearly.
5. We will base our information sharing decisions on considerations of the safety and well being of the person and others who may be affected by their actions.
6. We will ensure that the information that is shared is necessary for the purpose for which it is being shared, and only shared with those people who need to have it, is accurate and up to date, is shared in a timely fashion and is shared securely.
7. We will keep records of all our decisions and the reasons for it, whether it is to share information or not. If we decide to share information, a record of what was shared, with whom and for what purpose will also be recorded.

See **Appendix 1** Key questions for information sharing.

8. TRAINING AND SUPPORT

- 8.1** Our school will ensure that the Head Teacher, who is the Senior Designated Person, the Deputy Designated Person and the governing body attend training relevant to their role.

This will include training in procedures to follow, signs to note and appropriate record keeping. St Thomas of Canterbury RC Primary School recognises that it is extremely important that all staff, whether paid or unpaid, have access to appropriate training in order that they are able to react appropriately if an incident should occur.

Refresher training will be available every year for all staff, but bi-annually for designated staff. The demands and difficulties associated with working in this very sensitive area is not ignored, and staff receive training and appropriate support to help them to safeguard and promote the welfare of the children and young people with whom they work.

All staff are trained to recognise and respond to situations where a child may be considered to be at risk. The Head Teacher and Deputy Headteacher are the nominated staff who are on the Senior Management Team and who are responsible for the implementation of appropriate procedures. They are part of the network co-ordinated by the Education Directorate's Child Protection Service. These staff members have appropriate time and resources made available to them to enable them to fulfil their duties in this very sensitive area.

Staff will be informed of any changes to current safeguarding issues through staff meetings and email updates. Any new governors to the school will automatically be asked to complete training in safeguarding as part of their induction to the role.

The Local Safeguarding Childrens Board provides an Annual Training Programme and Calendar.www.sthelenslscb.org.uk

All training is logged by the School Business Manager and copies of certificates are held in a file. The log outlines when training is due for renewal.

St Thomas of Canterbury RC Primary School recognises the need to keep parents informed of Safeguarding Policies and Procedures. The school Safeguarding Policy is shared with all parents on the website and is available in hard copy in the school entrance. Parents can make referrals direct to Social Care on 01744 676600 should they have any concerns.

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 safeguarding. The only purpose of confidentiality in this respect is to benefit the child.

Confidentiality is respected through:

1. The storage of child protection records in a lockable filing cabinet
2. Ensuring information exchanged between professionals in school/ other agencies is kept between those directly involved with the child / family
3. Ensuring that if a child transfers school, confidential records will be passed on. In the event of the new school not being known, child protection case conference records will be returned to the Childrens Safeguarding Unit in St Helens

It must be remembered however that the child's welfare is paramount and takes precedence over all other considerations. If a child is deemed to be at risk of significant harm, then referrals to Childrens Social care must be made. In the case of disclosure of abuse, staff are advised never to

promise a child that they will keep it a secret as this may well inhibit action being taken which would be in the child's best interest.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, must always however, have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child necessitates that the information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

10. RECORDS AND MONITORING

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.

Staff on a Cause for Concern pro-forma or on CPOMS completes safety welfare concern Forms and inform the DSL. When there is a sufficient concern, evidenced by the completion of welfare forms, a referral may be made. (Blank copies of this pro-forma are stored in the staff room and school office.)

Blank Safeguarding/ Child Protection referral forms are stored electronically.
All concerns are logged and tracked and number of concerns reported to the Governing Body Termly.

Safeguarding records are kept in a locked cabinet. The cabinet is locked and only the Head Teacher (DSP), Inclusion Manager, Deputy Head Teacher and the Business Manager/Office Manager are aware of the location of the key.

Children about whom there are concerns are recorded on the vulnerable children register which is updated annually (reviewed termly).

Any staff working with or alongside a child may complete a welfare concern form and inform the DSL.

When there is a sufficient concern, evidenced by the completion of welfare/concern forms, a referral may be made.

If a child transfers or leaves school, the school should seek to engage with an identified member of staff, with whom concerns may be shared. Child Protection information must be copied and sent under separate cover to new school whilst the child is still under 18. Where a child is

removed from roll to be educated at home, the file should be copied to the Local Education Authority.

A notification form should be forwarded to the Safeguarding Children Unit.

11. SINGLE CENTRAL RECORD

Holding a single central record is a statutory requirement. This record includes all staff, supply staff, regular visiting staff such as peripatetic teachers and regular volunteers.

12. ATTENDANCE AT CHILD PROTECTION MEETINGS

Case conferences are important meetings when professionals meet to share information formally. Professionals engaged with the family are invited as are the family. The chair of conference extends an invitation to conference to the school. The Designated Safeguarding Lead/Deputy DSL would attend this meeting and would provide a written report detailing their:

- Involvement with the child and family
- Knowledge of the child's development needs
- Assessment of the capability of the parents to meet the needs of their child within their family and environmental context.

All reports should distinguish between fact, observation, allegation and opinion. When information is provided from another source it should be made clear.

All reports should be forwarded to the safeguarding Unit at least 2 working days prior to the Conference, to give the Chair the opportunity to read them. If there is to be any delay, the lead social worker should be contacted and made aware as soon as possible. These reports should be shared with the family prior to conference.

Where meetings are being held to make decisions about more than one child in a family there should be a report prepared on each child.

13. SUPPORTING PUPILS AT RISK

Our school recognises that 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. While at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school

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.

In line with advice from the DfE staff will receive training on The Prevent Duty. Any staff

concerned that a child in their care may be vulnerable to radicalisation should report their concerns to the Headteacher or the Safeguarding Officer. After consideration of the concern, they may seek support from Channel (specialised police unit) via a referral through The Contact Centre at St Helens Council.

The school will endeavour to support pupils through.

- a. The curriculum, to encourage self-esteem and self-motivation. Including providing appropriate Relationships and Sex Education.
- 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. (i.e., CAMHS, BIT, Young carers)
- 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 to safeguarding situations.

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 profound and multiple disabilities, 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.

The Safeguarding Policy should be read in conjunction with other related policies in school-

Code of Conduct

Whistle blowing Policy

Procedure for managing allegations against people who work with children and young people

Health and Safety policy/ Health Care Plans

Administering Medicines Policy

Risk Assessment Policy

Medical Needs Policy

Care & Control Policy

Drugs Education Policy

Child Sexual Exploitation Guidance for Practitioners 2017(LSCB)

Sexual Violence and Sexual Harassment Between Children in Schools and Colleges Guidance

– Dfe – May 2018

E safety Policy

Anti-harassment, Anti-bullying & Hate Crime policy

Attendance policy

Recruitment and Selection,

Guidance for Safe Working Practice for Adults who work with Children and Young People

Summary handbook-what to do if you think a child is being abused,
Keeping Children Safe in Education, September 2018
Working Together to Safeguarded Children July 2018
Children Missing Education Statutory Guidance – September 2016
Tackling Extremism and Radicalisation: The Prevent Duty 2015 and Departmental Advice for
Schools and Childcare Providers
Safeguarding Children and Young People from Sexual Exploitation (HM Government
Guidance)
Home Office Guidance – Mandatory Reporting of Female Genital Mutilation – procedural
information and FGM factsheet.
Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children,
Young People, Parents and Carers – DfE – July 2018

It is also important that Safeguarding is referenced across the curriculum to ensure risk
assessment and safeguarding is embedded throughout all teaching and activities.

All of the above policies are available to view in the staff file and on electronic staff share and all
policies are available to view by parents. Parents are regularly informed of this through school
newsletters.

Students on placement, volunteers and extra curricular club leaders in school are required to read
and sign to confirm that they too understand such procedures.

Safe Schools, Safe Staff

All staff are advised to limit any physical contact with children

All staff should avoid working on a one-to-one basis with a child in a room with the door shut, where
ever possible they should be in the line of vision of another member of staff

Any RSE matters are dealt with through the planned curriculum, or with the Designated Lead or Deputy
on a one-to-one basis if needed.

All parents are invited to school to view RSE Materials

School places Child Protection issues as number 1 priority when recruiting and selecting staff.

School Policies are reviewed in line with Local and National Guidelines

All staff are made aware annually of the Whistleblowing Policy and know what steps to take if they
suspect a member of staff of abusing a child

14. PROCEDURES TO FOLLOW IF A MEMBER OF STAFF IS CONCERNED ABOUT THE WELFARE OR SAFETY OF A CHILD

Inform Designated Safeguarding Lead or Deputy DSL

Complete a welfare/concern form or CPOMS log of concern

Child will be reassured

Follow the simple flow chart or step-by-step instruction that is written for anyone who works in the
school who may have contact with children. (**See appendix 2.**) It is displayed in the staff room, entrance
hall, Out of Hours Club, general office and Headteacher's room.

This details who the concern should be reported to, who should be contacted if this person is not available.

15. PROCEDURES TO FOLLOW WHEN THE DESIGNATED SAFEGUARDING PERSON IS NOTIFIED OF THE CONCERN ABOUT THE WELFARE OR SAFETY OF A CHILD

This flowchart outlines the procedures to be followed by the DSL when Safeguarding concerns are brought to their attention. This is displayed in the general office, the Head teacher's office, staff room, Out of Hours Club and the entrance hall. (See appendix 2)

- Concern will be logged
- If concern is significant or one of a catalogue of concerns a referral to Social Care will be made or an EHAT completed.
- Parents will be informed of the referral if this will not endanger the child/children
- If concern is not severe enough for a referral the parents may be called in to meet with the Designated Safeguarding Person or Deputy, an EHAT may be drawn up, FAM meeting may be called. Parents may be offered support or referred to another agency.
- Flow chart form Local Authority will be followed.

16. EVACUATION AND LOCKDOWN

- The fire alarm system will be triggered in the usual way to signify an evacuation of the school premises. Children and staff will follow fire evacuation procedures as normal.
- However, should the need arise; a code word will be used to indicate a lock down situation. All children will be taken into a classroom and kept with the members of staff there, with all windows and doors closed. A practice will take place once a year.
- If a different code word is given this means that there is a serious incident with an intruder on the premises, staff will take all children into their classrooms, close all windows and doors, and barricade the door, hiding the children behind their desks etc.
- A senior manager will give the instruction when it is safe to move from the classroom. Senior Managers will notify the relevant authorities if necessary.

What school should do if they have concerns about safeguarding practices within the school:

Staff and volunteers should feel able to raise concerns about poor and unsafe practice and potential failures in the school. See School's Confidential Reporting Policy i.e. Whistleblowing Policy.

17. PROCEDURES TO FOLLOW IF AN ALLEGATION IS MADE AGAINST A MEMBER OF STAFF

St Thomas of Canterbury Catholic Primary School has a duty of care to our employees. Our school ensures we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in school is dealt with very quickly, 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 allegations.

Such allegations should be reported to the Head teacher/Senior DSL or in her absence the Deputy DSL who will follow recommendations by the LSCB –Procedure for Managing Allegations Against Staff. On receipt of such an allegation, the Headteacher must contact the Local Authority LADO to seek advice within one working day.

If the allegation is against the Head Teacher/senior DSL then the member of staff should inform the Deputy DSL or the Chair of Governors.

Each member of staff has access to a copy of the Procedure for Managing Allegations Against People Who Work With Children and Young People and some suggestions to help professionals understand the types of allegations that may be dealt with under these procedures (See Local Safeguarding Childrens Board website)

18. PROCEDURE - A CONCERN THAT PROFESSIONALS ARE NOT WORKING WELL TOGETHER

(See <http://sthelensscb.proceduresonline.com/index.htm> for the Multi Agency Escalation Policy)

If there is a concern that agencies are not working well together and as a result the child is not making good enough progress and is at risk, then the following procedures should be followed.

In most cases the lead professional should be the first contact-if that is not resolved then contact their manager

In cases involving social care, initial discussion should be with the social worker and followed in writing with a copy being sent to the respective team manager and the LSCB Business Manager. If this does not resolve the problem then the team manager should be contacted by telephone and in writing.

If the issue remains unresolved the operational manager should be contacted. If the issue remains a concern the services manager should be contacted. Once a case has been escalated the respective social worker and/or manager should provide a written reply within seven working days to the professional who has initiated the procedure. A copy of all correspondence and outcomes should be sent to the Safeguarding Service Manager.

18.1 Role of the LADO

The LADO works within Children's Safeguarding Unit and should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

The LADO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work. The LADO is involved from the initial phase of the allegation through to the conclusion of the case.

They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

The LADO helps co-ordinate information sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

Disqualification under the Childcare Act 2006

This duty places additional requirements on schools. At the point that an individual is convicted of, or cautioned for, a criminal offence of a specified type or category, or where they meet other disqualification criteria set out in the regulations, the Act and Regulations disqualify staff from:

Providing early years childcare; or later years; or

- Being directly concerned in the management of that childcare.

The criteria for disqualification under the 2006 Act and 2018 Regulations include those set out on the list below:

- inclusion on the Disclosure and Barring Service (DBS) Children's Barred List;
- being found to have committed certain violent and sexual criminal offences against children and adults;
- certain orders made in relations to the care of children;
- having registration refused or cancelled in relation to childcare or children's homes or being disqualified from private fostering;
- living in the same household where another person who is disqualified lives or employed (disqualification by "association").

Schools must ensure that they are not knowingly employing a person who is disqualified under the 2018 Regulations in connection with relevant childcare provision.

Dfe Guidance See Disqualification under the Childcare Act 2006 (July 2018)

Who is it applicable to:

In primary schools, it applies to all staff that are employed in and/or provides early year's childcare. The new guidance now explains that staff not employed directly to provide childcare are not covered by this requirement. This will include caretakers, cleaners, drivers, transport escorts, catering staff and office staff. Volunteers are included if in school on a regular basis. Definition of "regular" taken from "Keeping Children Safe in Education 2015" is at least once a week or more than 3 days in a 30 day period.

19. MONITORING AND EVALUATION OF SAFEGUARDING AT ST THOMAS OF CANTERBURY RC SCHOOL

All vulnerable children are identified on a matrix of vulnerability which is coded according to needs. Those requiring specific academic support/intervention are identified on an intervention map. Both the intervention map and matrix of vulnerability are reviewed termly and the impact of interventions/support monitored. The Assessment Manager tracks progress of all vulnerable children in reading, writing and mathematics and reports trends in attainment of vulnerable groups to the Head teacher and Governing Body in an annual report.

Impact of safeguarding procedures, curriculum and pastoral support is measured through the use of surveys, which are completed, by children, stakeholders and parents on an annual basis.

Strengths and areas for future action are identified. Results are shared with staff, children, parents and governors.

The 175 Safeguarding Audit is updated annually and an action plan is generated.

Whole-School Policy on Safeguarding Children

A. Named staff/personnel with designated responsibility for Safeguarding

Academic Year: 2019 - 2020

Named staff with designated responsibility for safeguarding:

Headteacher: Lyn Rawlinson

Deputy Head: Mike Cain/Julie Ganson

Nominated Governor: Paul Bolton

B. Review dates for this Policy

Review Date	Changes made	By whom
23/02/16	Adopted St Helens LSCB Policy. Updated with names and responsibilities.	KH
Updated Keeping Children Safe September 2018		KH
Reviewed and updated October 2018		KH
Reviewed and Updated September 2019	Updated to KCSIE 2019	LR

Key Questions for Information Sharing

If you are asked, or wish, to share information, you must use your professional judgment to decide whether to share or not and what information it is appropriate to share, unless there is a statutory duty or a Court Order to share.

To inform your decision these seven key questions should aid you in ensuring appropriate information sharing takes place.

1. Is there a clear and legitimate purpose for you or your agency to share the information?
2. Does the information enable a living person to be identified?
3. Is the information confidential?
4. If the information is confidential, do you have consent to share?
5. If consent is refused, or there are good reasons not to seek consent to share confidential information, is there a sufficient public interest to share the information?
6. If the decision is to share, are you sharing information appropriately and securely?
7. Have you properly recorded your information sharing decision?

St Helens Multi-Agency LSCB Process for reporting concerns about Children (Under 18)

