



Safeguarding/Child Protection Policy St Julian's School

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Created by	Laura Ceasar
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Child Protection Policy for St Julian's School

The designated senior person (DSP) for child protection in this school is: Laura Ceasar

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1.0 Introduction

St Julian's School fully recognises the contribution it makes to child protection.

There are three main elements to our policy:

- **prevention** through the teaching and pastoral support offered to students
- **procedures** for identifying and reporting cases, or suspected cases, of abuse
- **support** to students who may have been abused.

Our policy applies to all staff and volunteers working in the school and governors.

We follow the Wales Safeguarding Procedures and other guidance and protocols that have been endorsed and agreed by the Newport Safeguarding Children Board. (NSCB).

2.0 Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard students.

The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- ensure children know that there are adults in the school who they can approach if they are worried or in difficulty
- include in the curriculum activities and opportunities for Personal Social Education (PSE) which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

3.0 Procedures

Our school will:

- ensure it has a designated safeguarding person (DSP) and deputy for child protection, who have undertaken the appropriate training
- recognise the role of the designated safeguarding person (DSP) and arrange support and training
- seek support and guidance from the Safeguarding Board and the council's Education Safeguarding Officer to assist the school's designated safeguarding person
- ensure every member of staff and every governor knows:
 - the name of the DSP and their role, the local authority point of contact and the designated governor for safeguarding
 - that they have an individual responsibility for reporting children at risk and child protection concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board (by following the school's agreed procedures)

- how to take forward those concerns when the DSP is unavailable
- ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect, and know how to respond to a learner who may disclose abuse or neglect
- ensure that safer recruitment practices are in place, following NCC guidance
- ensure that members of staff who are EWC registrants are aware of the *Code of Professional Conduct and Practice for registrants with the Education Workforce Council* (see www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html) and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content
- ensure that parents/carers have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by setting out its obligations in the school website
- provide training for all staff so that they:
 - understand their personal responsibility
 - know the agreed local procedures and their duty to respond
 - are aware of the need to be vigilant in identifying cases of abuse and neglect
 - know how to support a child who discloses abuse or neglect
 - understand the role online behaviours may have in each of the above
- notify the local authority's social services team if:
 - a learner on the child protection register is excluded, either for a fixed term or permanently
 - there is an unexplained absence of a learner on the child protection register of more than two days' duration from school (or one day following a weekend)
- work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences and core groups and the submission of written reports to the conferences
- keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the local authority immediately
- ensure all records are kept secure and in locked locations
- adhere to the procedures set out in the Welsh Government's *Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies* (see Gov.wales/disciplinary-and-dismissal-procedures-school-staff)
- ensure that recruitment and selection procedures are made in accordance with Welsh Government's *Keeping Learners Safe* guidance
- designate a governor for safeguarding who will oversee the school's child protection policy and practice; this governor will feed back to the Governing Body on child protection matters as and when required, and will be required to write an annual report to the Governing Body on the school's child protection activities, based on the information in the annual safeguarding self-evaluation. The safeguarding toolkit (Keeping Learners Safe) is the recommended format.

4.0 Support

We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this. This school may be the only stable, secure and predictable element in the lives of children at risk.

Therefore, the school will endeavour to support the student through:

- the content of the curriculum to encourage self-esteem and self motivation (see section 2 on prevention)
- the school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued
- the school's behaviour for learning policy which is aimed at supporting vulnerable students in the school.
- liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services, the Education Welfare Service and advocacy services
- keeping records and notifying Social Services as soon as there is a recurrence of a concern

When a student on the child protection register leaves, we will transfer information to the new school immediately and inform Social Services.

5.0 Safer Recruitment

In accordance with Welsh Government Guidance (Keeping Learners Safe Chapter 5 Safer Recruitment Practice), this school will follow the HR management processes, which include a criminal record check and barred list check from Disclosure and Barring Services (DBS).

All members of staff and governors will be required to hold an up to date DBS disclosure certificate, where applicable, in line with DBS regulations. Further guidance on this can be obtained from Human Resources. The school will maintain a record of all staff DBS disclosure dates and ensure that renewals are timely in accordance with HR policies.

The engagement of daily staff within schools should be subject to the same rigorous requirements as employed for permanent members of staff. The headteacher will ensure that any person engaged to work in the school has satisfactory qualifications, references and checks.

The headteacher retains responsibility for ensuring that all persons attending school site are appropriately risk assessed in circumstances where current DBS disclosures are unavailable.

6.0 Bullying

Our policy on bullying is set out in a separate document that can be found on the school website and is reviewed bi-annually by the governing body.

7.0 Physical intervention

Our policy on physical intervention is set out in a separate document and is reviewed annually by the governing body. It is consistent with the Welsh Government guidance on Safe and effective intervention – use of reasonable force and searching for weapons 09/2013

8.0 Children with Special Educational Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy on SEN has been set out in (A separate document) this policy/information can be located (State where).

9.0 E Safety

The school's policy on E Safety has been set out in the school's E-Learning Policy. This policy/information can be located in the school's policies file.

10.0 Children who enter the Looked after System

This school recognises that children who enter the Looked after System are often the most vulnerable and needy. The school's procedures on Children Looked After (CLA) has been set out in the LAC Guidelines, which can be located on the staff shared area.

11.0 Radicalisation

The school is aware of its responsibilities (under Section 26 of the Counter Terrorism and Security Act 2015 and the Prevent Duty Guidance) to safeguard students at risk of radicalisation. The school does this by:

- providing a safe environment for students to talk about issues that may concern them, including sensitive topics such as terrorism and extremist ideology
- identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism
- knowing how to complete a Channel referral and how to seek support for the child
- ensuring all staff receive appropriate training and have the knowledge and confidence to identify students at risk of being drawn into terrorism and extremism and challenge extremist ideas
- ensuring children are safe from terrorist and extremist material when accessing the internet in school, including having in place appropriate levels of filtering and monitoring

12.0 Mandatory reporting of FGM

The school is aware of its duty to report known cases of FGM to the police (section 74 of the Serious Crime Act 2015). Where staff suspect FGM may have been carried out or think a girl may be at risk, then the school will follow existing safeguarding procedures in these cases.

13.0 Domestic Abuse and Gender-based violence

This relates to: physical, sexual, psychological, emotional or financial abuse where the victim lives with or is related to the abuser. Men, women and children can be victims. Children in families where there is domestic abuse are at risk of being harmed. Gender based violence is violence or threats of violence that comes from beliefs or customs relating to gender. Sexual violence includes exploitation, harassment or threats of a sexual nature.

There are often links between domestic abuse and child abuse. Where schools know or suspect there is domestic abuse in the home, then the DSP for Child Protection should take appropriate action.

Further guidance can be found in: 'All Wales Practice Guidance on Safeguarding Children and Young People Affected by Domestic Abuse'

14.0 Operation Encompass

Operation Encompass is a police and education early information sharing partnership, enabling schools to offer immediate support for children and young people experiencing domestic abuse. Information is shared by the police with the school's safeguarding lead prior to the start of the next school day after officers have attended a domestic abuse incident. This enables appropriate support to be put in place, dependent upon the needs and wishes of the child.

Children experiencing domestic abuse are negatively impacted by this exposure; domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling immediate support for the child to be put in place by school staff.

15.0 Whistleblowing Policy

The school's whistleblowing policy has been set out in a separate document: the school has adopted NCC policy. This policy can be located in the school's policies file.

16.0 Staff Concerns about a Child

A child may confide in any member of staff. Staff to whom an allegation is made should remember:

- yours is a listening role, do not interrupt the child if he or she is freely recalling significant events.
- limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so as not to lead the child
- you must report orally to the school's designated senior person for child protection immediately
- make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) to pass on to the school's designated person for child protection. The note which should be clear in its use of terminology should record the time, date, place and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. Remember, your note of the discussion may be used in any subsequent court proceedings

- do not give undertakings of absolute confidentiality
- that a child waiting for a case to go to the criminal court, may have to give evidence or may be awaiting care proceedings
- your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

17.0 Staff concerns about another professional

Where the allegation is against another professional, staff should refer to Welsh Government Circular 002/2013 Disciplinary and Dismissal Procedures for School Staff & 009/2014 Safeguarding Children in Education: handling allegations of abuse against teachers and other staff. Any allegations against a member of staff must be reported to the Local Authority Designated Officer (LADO) or the Education Safeguarding Officer (ESO) straight away before any further action is taken.

18.0 Confidentiality

Confidentiality issues need to be understood if a child divulges information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school. Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the designated senior person and the head teacher, have access to the child protection records. At all other times they should be kept securely locked and separate from the child's main file.