



See also Safeguarding Sheffield Children Team : Policies and Procedures

<https://www.safeguardingsheffieldchildren.org.uk/welcome/Schools-other-education-settings/Schools-Education-Settings-Policies-Procedures.html>

SAFEGUARDING POLICY

EVERYBODY MATTERS:

We strive to be a Christ centered learning community providing high standards of academic education, spiritual development and life skills. We strive to foster all aspects of child development, emotional, spiritual, intellectual and social.

The governors and staff of St.Wilfrid's Catholic Primary School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- To support the child's development throughout their time in our school in ways that will foster security, confidence and independence so that they have optimum life chances
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To prevent impairment of our children's health or development
- To educate children in safe and responsible use of technology (see E Safety policy).
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To constantly monitor and review our structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services
- To ensure that all adults within our school who have access to children have been checked as to their suitability.

Procedures:

Our school procedures for safeguarding children will be in line with those outlined on the Sheffield Safeguarding Children Board (SSCB) website including:

'Early Years Foundation Stage', DfE 2014, (for education settings with children under 5 years)

'Keeping Children Safe in Education', DfE last updated Sept 2016

'Keeping Children Safe in Education: childcare disqualification requirements - supplementary advice' DfE 2014 (supplementary guidance to help schools understand the requirements placed on them by childcare legislation).

We have adopted the Sheffield Safeguarding Children Board's full set of policies and procedures and these are available both in school and via our website.

We will ensure that:

- We have a Designated Safeguarding Lead (DSL), Mrs D. Evans, who undertakes regular training.
- We have two deputy DSLs, Mrs. L.McLoughlin and Mrs C Goodchild, who will act in the designated teacher's absence and in a supporting role.
- All members of staff develop their understanding of the signs and indicators of abuse.
- All members of staff know how to respond to a pupil who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.

Our procedures will be regularly reviewed and up-dated.

All new members of staff will be given a copy of our child protection procedures as part of their induction into the school. The induction process will also follow Sheffield Safeguarding Board guidance.

Initial Concerns

If initial concerns are noticed about a child's behaviour, appearance or any other circumstances, then an Initial Concern form is completed, noting the exact concern and detailing times, dates and any conversation or witnesses. If there are physical marks or injuries, this should be recorded on a body map form. This is brought to the attention of the safeguarding team and actions are put in place as deemed necessary.

Procedure for dealing with a 'disclosure' by a child.

1. Handling the immediate situation

Absolute privacy is essential - use School Identity Badge to send for relief to allow undisturbed conversation. The child's confidence is necessary - offer reassurance but do not make promises that cannot be kept. Ask OPEN questions rather than closed questions. Assure child that the help sought will be in confidence. Act quickly and inform the DSL/Head teacher immediately.

2. Managing the family contact

The DSL will normally contact other agencies as necessary, i.e. police, social services, check the child abuse register and contact parents. The Head teacher will contact the Chair of the governing body.

3. Records

Every relevant fact to be recorded, giving details, times, dates, witnesses and signature of person writing report. Physical signs that may disappear should be sketched as part of the incident report – body map forms should be used to record the size and location.

Distinguish between observation, gossip and hearsay. Records to be given to DSL or Headteacher immediately.

4. Confidentiality

All files containing records to be kept locked in filing cabinet in Headteacher's room. Discussion only by those involved, is in strict confidence.

5. Support

The teacher concerned may be asked to support the child and attend case conference.

Responsibilities

The DSL is responsible for:

- Adhering to the SSCB and school procedures with regard to referring a child if there are concerns about possible abuse. These are now available to view on the Sheffield Safeguarding website and are stored in the school safeguarding file in the reception area as well as downloaded on the school server.

- Keeping written records of concerns about a child even if there is no need to make an immediate referral
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records
- Ensuring that any pupil currently on the child protection register who is absent without explanation is referred to Social Care
- When a child moves from our school, make sure the DSL of the receiving school is aware of any child protection concerns and records passed on as necessary

Supporting Children

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Utilising the skills of our Pastoral Support Team, e.g. Learning Mentor
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Care as soon as there is a significant concern.

Confidentiality

We recognise that all matters relating to Child Protection are confidential.

The Head teacher or DSL/Deputy DSL will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets.

All files containing records to be kept locked in a filing cabinet in Headteacher's office.

Discussion only by those involved, is in strict confidence.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

Allegations against staff

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the Sheffield LADO (Local Authority Designated Officer).

If the allegation made to a member of staff concerns the Headteacher, the DSL teacher will immediately inform the Chair of Governors who will consult with the Sheffield LADO.

The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fails to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

Physical Intervention

Our code of practice on Child and Staff Protection in Handling Techniques is set out in Appendix A and acknowledges that staff must only ever use physical intervention

as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Bullying

Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

CRB checks

Outcome of CRB review – Changes to posts requiring CRB checks.

The Government has a new definition of Regulated Activity, which comes into effect from 10 September 2012. The law still requires schools to carry out CRB and Barring checks on all school employees in their establishment. However, from 10 September, some positions and types of activities are no longer regulated.

School employees

All school employees are still eligible for enhanced CRB checks including a check of the barred list.

Volunteers

If a volunteer is supervised they do not require a CRB check.

School Governors

Governors will no longer need a CRB check unless they are undertaking activities on a regular basis that fit the description (above) for volunteers.

Checks of the Children's List (Previously List 99)

We can continue to request checks of the Children's barred list via the usual list99@sheffield.gov.uk inbox for individuals we are considering starting work before their CRB disclosure is returned. However, we can no longer request checks of the Children's barred list for anyone else, e.g. parents assisting on school trips.

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Recruitment, Supervision and Support of Staff

The growing awareness of the possibility of abuse by people in positions of trust and the increased understanding of the way sex offenders in particular operate highlights the need for careful recruitment and selection of staff. We ensure that those responsible for employing and selecting staff are aware of child protection issues and must take every precaution to ensure sound and thorough vetting procedures. (The Headteacher, Deputy Headteacher and some members of the governing body have undergone 'safer recruitment' training). References are taken up and obtained, qualifications are checked and any unexplained gaps in service are investigated with the candidate.

The LA will undertake police checks for all staff who are appointed to work with children and will request a disclosure from the Criminal Records Bureau.

Safeguarding Children in Education

The school's policy with regard to photographing/videoing children has been further developed as part of the introduction of class blogs. Photos/videos can only be taken and used in school if the parents of all children involved have signed a consent form. If there is a Looked After Child in the cohort, then permission must be sought from the child's Social Worker. All families have received the consent form, and a register is kept in the school office. All staff are aware of the need to check this

register before photographs/videos can be taken or used, including uploading to the school website. This consent form will form part of the admissions documentation to be filled in by families starting school.

Restraint

We seek to protect all pupils against any form of physical intervention which is either unnecessary, inappropriate (either to the pupil or prevailing circumstances) excessive or unlawful (in accordance with the City of Sheffield Education Department 'Protecting children from abuse: The role of the Education Service' Circular 10/95 and under DfES Guidance 10/98. (For further details see Behaviour Policy)

Physical restraint (by teaching staff and those authorised by the Headteacher) will only be used in the following circumstances:

- To prevent injury to him/herself
- To prevent injury to any person
- To prevent serious damage to property
- To prevent a criminal offence
- To prevent significant disruption which is prejudicial to the smooth running of the school?

CATHOLICITY

Each child is unique and made in the image of God and is thus of ultimate value. At St. Wilfrid's Primary School, we work in partnership with our parents or guardians and parishes. Keeping the gospel at the forefront of our teaching, we aim to create a community of faith and love in which we pass on the traditions of our Catholic faith. Everyone who shares in the life of our school should feel valued and loved. We must strive to support our children to reach their full potential in all aspects of their development by providing a positive, caring and safe environment.

Policy agreed: 4th February 2015

To be reviewed: Autumn 2016

Reviewed: Autumn 2016

Changes made: DSL and additional deputy DSL

Reference to updated version of 'Keeping Children Safe in Education', Sept 2016

Addition of initial concern forms and body maps for recording concerns

Change 'Social Services' to 'Social Care'

APPENDIX A

CODE OF PRACTICE ON CHILD AND STAFF PROTECTION IN HANDLING TECHNIQUES

We recognise the right of every person to be protected from harm and, for that reason, we seek to protect all pupils against any form of physical intervention which is either unnecessary, inappropriate (either to the pupil or in the prevailing circumstances) excessive or unlawful.

It is recognised that, on occasion, a staff member in the course of his/her duty, may need to use physical force to restrain children. Examples may be; to break up a fight or protect a child in immediate danger or harming him/herself, others or to prevent serious damage to property. Staff who intervene physically to avert an immediate danger will be protected in the eyes of the law, provided they use **reasonable** and **moderate** force.

It is also necessary to minimise the risk to staff if false accusations of improper conduct towards a pupil and to ensure that staff feel confident about appropriate action in very difficult circumstances.

Parents will be made aware of our school's policy regarding restraint of pupils who exhibit disruptive, self-injurious or violent behaviour. They will be involved immediately a serious incident occurs and will have access to the formal procedures for reporting and recording such an incident.

LAWFUL FORMS OF PHYSICAL RESTRAINT

It is extremely difficult to define what a court would consider to be an acceptable use of physical force. There is an expectation in law that force used in restraining a child should be both "reasonable" and "appropriate". Lawful methods would probably include the following.

- any holding tactic which restrains a child without injury until he/she calms down;
- physical contact with a pupil designed to control the child's movements which pose a danger, e.g. holding of arms or legs to prevent or restrict striking or kicking;
- the use of minimum physical force - without deliberately causing injury - to remove a dangerous object from a pupil's grasp;
- where appropriate, physically preventing a pupil from exposing her/himself to possible danger by leaving the premises.

UNREASONABLE LEVELS OF PHYSICAL RESTRAINT

Only a court can judge, and does so retrospectively, if a reasonable level of physical force was used to restrain a child. The following actions are likely to be deemed unreasonable:

- striking a pupil;
- exerting excessive pressure on any part of a child's body;
- causing deliberate injury to a child;
- forcing a child's arm up his/her back;
- squeezing a child's neck or windpipe;
- shaking a child;
- tying up or binding a child;
- lifting a child off the floor in order to intimidate;
- pulling a child's hair;
- jabbing a child with a finger.

There are, of course, other forms of unacceptable behaviour. This list is not exhaustive, nor does it cover all possible circumstances which could arise. The application of restraint will vary according to the particular circumstances of each case. The omission of a particular kind of conduct from this list does not mean that it would be deemed as reasonable. For instance, much will depend on a child's age, size, race, culture, disability or demeanor.

There may also be particular difficulties when a member of staff or the opposite sex restrains a child; and much will depend on the circumstances and background.

CIRCUMSTANCES JUSTIFYING PHYSICAL RESTRAINT

The use of physical restraint should be seen as the last resort. Physical restraint should only be used to prevent a child:

- from harming him/herself or
- from harming others or
- from serious damage to property or
- from committing a criminal offence or
- from engaging in any behaviour prejudicial to maintaining good order and discipline.

Staff are not expected to restrain a child if they are likely to put themselves at risk.

There may be occasions when physical intervention is necessary to avert potential danger. In an emergency use School Identity Card to obtain help (send to office).

PHYSICAL RESTRAINT PROCEDURES

St. Wilfrid's policy on these issues has been agreed with the Governing body, the staff and the parents. The parents are deemed to have accepted the policy when they enroll their child in the school, but the policy should be available to them.

Several staff, both teaching and non-teaching, have been trained in Team Teach Restraint procedures.

It is imperative that staff exercise sound judgments and act with discretion in deciding how to react in a particular set of circumstances.

Before Intervening

Good practice indicates that parents/carers should be involved in setting programmes for the behaviour modification of their child. The parent/carer needs to be aware that physical intervention may be necessary and to agree to its use in defined circumstances. This should then be recorded on the child's individual behaviour plan (IBP).

As soon as a member of staff has decided that physical intervention may be necessary in order to prevent injury to any person, or serious damage to property, then s/he should:

- warn the child of the consequences of his/her behaviour. (Note: this warning must not comprise any threat of unlawful assault).
- if at all possible, summon additional staff support. The importance of the presence of a colleague(s) is twofold. First there is a witness if allegations of assault are subsequently made by children or parents. Second, another member of staff may be able to reduce the physical risk to both the member of staff and the child of suffering bodily harm - a solitary staff member is in a very exposed position if, for example, a fight is in progress.

While Intervening

The member of staff must:

- employ minimum force for the minimum period necessary to restrain the child using Team Teach procedures
- keep talking to, or otherwise communicating with, the child, e.g. "When you are calm I can let go".

- avoid threatening or committing any act of punitive violence;
- keep his/her temper under control;
- have regard to others in the vicinity.

After Intervening

The member of staff must:

- follow the establishment's injury/accident procedures
- report the necessity for intervention to a senior manager
- complete the Restraint Report details which holds have been employed.
- Ensure that the parents sign the Restraint Report

The management of the school must:

- provide appropriate support for the child/ren and staff concerned.
- consider the needs of others present who observed the incident
- notify parents or carers of the action taken and initiate appropriate follow-up
- initiate appropriate follow-up with the child
- review the incident in the light of the establishment's procedures and disseminate any conclusions reached.
- follow the appropriate complaint or disciplinary procedures.

INVOLVEMENT OF PARENTS AND CARERS

At all times parents and carers have a responsibility and right to be involved in their child's management and general well-being. Since the pupil's behaviour affects both the home and the school environment, it is a parent's/carer's right to work with the education authority and vice versa in order to promote the most effective management.

Our school and parents will work in partnership. All parents/carers will be involved when a serious incident occurs and should have access to the formal procedures for reporting and recording such an incident.

GUIDANCE ON BEHAVIOUR BY MEMBERS OF STAFF TOWARDS CHILDREN

(a) The following behaviours fall within permitted limits:

Physical

Physical restraint within permitted limits in circumstances where it is necessary for the protection of children, of other persons and/or to prevent serious damage to

property, and/or to prevent a criminal offence being committed, and/or to prevent behaviour which would be prejudicial to maintaining good order and discipline.

Emotional

Whilst recognising that occasional admonition or criticism is necessary, children should always be treated with dignity, respect and positive regard.

(b) The following behaviours are considered to be **unprofessional conduct** and therefore inappropriate and unacceptable:

Physical

The use of more force than is necessary to control the situation. This includes the use of threats and other verbal abuse.

Sexual

Not making proper arrangements for privacy. Invading a person's privacy, making suggestive remarks, sexual jokes, etc., using physical contact which is not overtly sexual but makes the child or young person feel uncomfortable.

Emotional

Persistent admonition, direct insults, severe criticism, shaming, embarrassing, sexist and racist behaviour. The persistent use of scorn, ridicule or sarcasm.

(c) The following behaviours are **abusive or potentially abusive** behaviour and are likely to be unlawful:

Physical

Excessive or persistent use of force in control and restraint situations. Corporal punishment or other assaultive behaviour which results in a persisting bruise or lacerations would almost certainly constitute prima face evidence of a criminal offence.

Sexual

Any sexual contact will almost certainly constitute a criminal offence. Persistent suggestive remarks or sexual jokes could be considered sexual harassment and therefore may be unlawful.

Emotional

Gross examples of persistent admonition, direct insults, severe criticism, shaming, embarrassing, sexist and racist behaviour. The persistent use of scorn, ridicule or sarcasm.