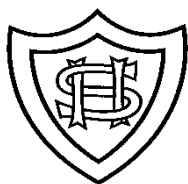


**Sacred Heart School  
Swaffham**



**Mission Statement:**

The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

**Aims:**

To foster growth in Christian faith and values  
To value, appreciate and enjoy learning  
To encourage curiosity and creativity  
To work for excellence  
To aspire to high ideals  
To give generous service to others

**Safeguarding**

## **WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION**

*(To be read with the Code of Practice)*

**This policy applies to all staff and volunteers at The Sacred Heart School and Little Pedlars (those children in the EYFS.)**

### **Policy Consultation & Review**

This policy is available on our school website and is available on request from children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One and Annex A of the statutory guidance 'Keeping Children Safe in Education', DfE (2016).

This policy will be reviewed in full by the Trustees and Advisory Governing Body on an annual basis.

*(It is based on the Norfolk County Council Schools Policy which has been prepared under the auspices of the Norfolk Local Safeguarding Children Board which sets the local procedures.)*

## Safeguarding Policy Contact List

<b>Internal School Numbers</b>		
<b>Designated Safeguarding Lead (DSL)</b>	<b>Miss Sally Gooderson</b>	<b>Lower School Ext.135</b>
<b>Alternate DSL</b>	<b>Mrs Rachel Calvert</b>  <b>Mrs Sarah Parnham</b>  <b>Sr. Danuta</b>	<b>Senior School Ext.117 (sports hall), 116 /101</b>  <b>Little Pedlars (EYFS) Lower School Ext.135 Main office Ext. 101</b>  <b>Boarding House Daytime: Main office Ext. 101 Evening: Boarding House Ext: 126 /134</b>
<b>Headteacher Trustee representative</b>	<b>Sr Francis</b>	<b>Middle School Ext: 629</b>
<b>Named Safeguarding Governor</b>	<b>Hilary Kenny</b>	<b>Main Office Ext: 101</b>
<b>Chair of Governors</b>	<b>Robin Gregory</b>	<b>Main Office Ext: 101</b>
<b>External Numbers</b>		
<b>Local Area Designated Officer</b>	<b>This is a team.</b>	<b>To request a consultation or referral <u><a href="mailto:LADO@norfolk.gov.uk">LADO@norfolk.gov.uk</a></u> <b>01603 223473</b></b>
<b>Norfolk MASH Team CP referrals / consultations</b>		<b>0344 800 8020</b>
<b>Police Non- emergency</b>		<b>101</b>
<b>ISI</b>		<b>020 7600 0100</b>
<b>Diocesan Safeguarding Officer</b>	<b>Mick Thurley</b>	<b>074 2921 5344</b>
<b>DFEhelpline re radicalisation / terrorism (non-emergency)</b>		<b>020 7340 7264</b>
<b>Female Genital Mutilation Forced Marriage Unit (expert advice)</b>		<b>020 7008 0151</b>
<b>Children Missing in Education</b>	<b>Tracy Henry</b>	<b>01603 307716</b>
<b>NSPCC</b>		<b>0808 800500</b>
<b>Childline</b>		<b>0800 1111</b>

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## 1. PURPOSE & AIMS

1.1 The purpose of The Sacred Heart School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The office staff responsible for registers will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect, including sexual abuse or exploitation, and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

1.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

## 2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, all staff members must always act in the **best interests** of the child.

2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Opportunities will be given throughout lessons, Form Time and Assemblies for the children to express their feelings, listen to others and learn to be assertive. Through this they develop an awareness of potential risks to health and learn how to keep safe. They realise they are entitled to say “no” on occasions when they feel uncomfortable

PSHEE throughout the school will highlight dangers and how to keep safe and also make use of external agencies, theatre and events to deliver sessions such as Internet Safety, Stranger Danger, Grooming and Radicalisation. Years 10 and 11 will have the opportunity discuss safer working practise when working with children.

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015).

### 3. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
<b>Designated Safeguarding Lead (DSL)</b>	<b>Miss Sally Gooderson</b>	<b>Lower School Ext.135</b>
<b>Alternate DSL</b>	<b>Mrs Rachel Calvert</b>	<b>Senior School Ext.117 (sports hall), 116 /101</b>
	<b>Mrs Sarah Parnham</b>	<b>Little Pedlars (EYFS) Lower School Ext.135 Main office Ext. 101</b>
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<b>Chair of Governors</b>	<b>Robin Gregory</b>	<b>Main Office Ext: 101</b>

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

#### The Trustees

3.2 The Trustees of The Sacred Heart School are accountable for ensuring the effectiveness of this policy and our compliance with it. It takes responsibility to safeguard and promote the welfare of our pupils with the assistance of The Advisory Governing Body. We also have a named governor who champions safeguarding within the school. The Headmistress is a Trustee.

### 3.3 The Trustees will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Board policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2015);
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy with the staff code of conduct and Part 1 and Annex A of KCSIE.;
- All staff undertake appropriate child protection training that is updated annually with updates given at all staff meetings;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (2016);
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention

3.4 The Advisory Governing Body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils. This will be passed to the Trustees via the Headteacher.

### **The Headteacher**

3.5 At the Sacred Heart School the Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the Trustees and the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the LADO in the event of an allegation of abuse being made against a member of staff.
- Reporting to the Trustees.

### **The Designated Safeguarding Lead (DSL)**

3.6 The Designated Safeguarding Lead is a senior member of staff from the leadership team who takes lead responsibility for safeguarding and child protection within our school. The DSL(s) will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education'.

3.7 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.

3.8 During term time the designated safeguarding lead and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media.

3.9 The DSL at the Sacred Heart School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.10 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

3.11 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school in accordance with Norfolk Safeguarding Children board recommendations.

#### **4. TRAINING & INDUCTION**

4.1 When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy and staff code of conduct, Part 1 and Annex A of "Keeping Children Safe in Education" and told who our Designated Safeguarding Lead (DSL) and Deputies are. All staff are expected to read these key documents. They will also be provided with the recording form, given information on how to complete it and who to pass it to.

4.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding training. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the DSL. The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our school.

Prevent duty will also be highlighted and staff asked to complete the online Channel Awareness course

[http://course.ncalt.com/Channel General Awareness/01/index.html](http://course.ncalt.com/Channel%20General%20Awareness/01/index.html) (see Appendix 3)

The Whistle blowing policy is also highlighted.

Copies of the entire 'Keeping Children Safe in Education' (2016), 'Working together to Safeguard Children' (2015) and 'What to do if you are worried a Child is Being Abused' (2015) can be found in both staffrooms.

4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of 'Keeping Children Safe in Education'. In order to achieve this we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis in accordance with Norfolk Safeguarding Children Board advice and we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- twilight training sessions will be offered to those not able to make whole staff sessions

4.4 All regular visitors and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. They will be requested to undertake induction training and read the Safeguarding Policy and staff Code of Conduct and sign to say that they will read and abide by these. (See Appendix 2).

4.5 The DSL, the alternate designated member of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children's Board at least once every three years. In addition to this, the DSL and alternate will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years.

The DSL and deputy will also undertake FPS training in order to support those children in need of additional agency support and training offered to support LAC children (eg PEP training).

The DSL or alternate will attend the Independent Schools Forum run by the Norfolk Safeguarding trainer and which provides training and regular updates. They will access e-courier and attend relevant training on offer which will then be cascaded to staff. They will access the Norfolk Safeguarding Children's Board website and keep up to date with recommendations and read relevant case studies.

4.6 Our advisory governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from Norfolk Governor Services.

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of 'Keeping Children Safe in Education' (2016) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation, Radicalisation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk Safeguarding Children Board at [www.nscb.norfolk.gov.uk](http://www.nscb.norfolk.gov.uk) and within the Safeguarding Section of the Norfolk Schools website:

<http://www.schools.norfolk.gov.uk/safeguarding>. The DSL will also provide regular safeguarding updates for staff.

## **5. PROCEDURES FOR MANAGING CONCERNS**

5.1 The Sacred Heart School adheres to child protection procedures that have been agreed locally through the Norfolk Children's Safeguarding Board (NSCB). Where we identify children and families in need of support, we will carry out our responsibilities in accordance with Norfolk Local Assessment Protocol and the NSCB Threshold Guidance.



5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant.

Staff should be concerned if a pupil:

- Regularly has unexplained injuries
- Frequently has an injury, even if explanations are reasonable
- Offers confused or conflicting explanations as to how injuries are sustained
- Exhibits significant changes in behaviour, performance, or attitude
- Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age
- Discloses an experience in which he or she may have been significantly harmed
- Indicates that Female Genital Mutilation has taken place, or is imminent. (If this is the case it must be immediately reported to the police by the person to whom it was disclosed).
- Exhibits extremist views or displays signs of radicalisation.

On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

Minor concerns must be recorded on the Pastoral forms on the network which are regularly checked by the DSL to see if patterns can be identified.

5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. This includes any indications of radicalisation.

Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1).

If a child discloses that he or she has been abused in some way, the member of staff should:

- Listen to and accept what is being said with sensitivity
- Allow the child to talk freely
- Listen, not ask leading questions but open ended questions if you must
- Reassure the child that what has happened is not their fault
- **Not promise total confidentiality** (must be able to tell DSL) but reassure it will only be told on a need to know basis
- Stress that it was the right thing to tell

- Not criticise the perpetrator
- Explain what has to be done next and who has to be told

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with Norfolk Children's Services procedures as outlined in Appendix 3. This includes indications of radicalisation (Prevent duty).

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of the Advisory Governing Body. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns.

5.12 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

Children's Services must be consulted and, if necessary, a Family Support Process raised for either the abuser or the abused.

Suspension may be necessary during the investigation if in the interest of the child at risk, the pupils at large or to allow the investigation to proceed more effectively.

5.13 We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers.

5.14 At Sacred Heart School we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

5.15 Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. 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 in England and Wales, 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. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: '*Mandatory Reporting of Female Genital Mutilation - procedural information*' (October 2015).

5.16 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At Sacred Heart School, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Norfolk Channel procedures and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

## **6. RECORDS AND INFORMATION SHARING**

6.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting form (Appendix 1). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.

6.2 Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

6.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

6.4 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an

appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Services to Home Educators Team within Norfolk County Council.

6.5 When any child leaves Sacred Heart School, for whatever reason, a CME1 form will be submitted to [CME@norfolk.gov.uk](mailto:CME@norfolk.gov.uk) (Children Missing in Education) and, in accordance with recent guidelines one will be submitted when a child is added to the school roll.

## **7. WORKING WITH PARENTS & CARERS**

7.1 The Sacred Heart School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

7.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

7.6 Little Pedlars:

- A duty of care notice is displayed on the Parents' noticeboard
- Parents are informed of the Intimate Care policy and form
- Bumps and bruises are reported on arrival at school

## **8. CHILD PROTECTION CONFERENCES**

8.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

8.3 All reports for child protection conferences will be prepared in advance using the guidance and education report template provided by NSCB. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

8.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

## **9. SAFER RECRUITMENT**

9.1 We will ensure that the Headteacher and at least one other member of the Governing Body or Senior Management have completed appropriate safer recruitment training. At all times the Headteacher and Advisory Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2016).

9.2 At The Sacred Heart School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and request references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

9.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.  
(see also *Safer Recruitment Policy*)

## **10. SAFER WORKING PRACTICE**

10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

10.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and

carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. Norfolk Steps training, along with all other training, will be recorded on our database.

10.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in 'Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings', DCSF, October 2015. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

### 10.5 Visits and Visitors

When visiting other organisations off site or working with visiting workshops, speakers etc. on site, pupils will not be left alone without our staff unless assurance is obtained that appropriate child protection checks and procedures have been carried out.

## 11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Norfolk Safeguarding Children Board Protocol: Allegations Against Persons who Work with Children and Part 4 of 'Keeping Children Safe in Education', DfE (2016) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted to request a consultation or to make a referral via e-mail: [LADO@norfolk.gov.uk](mailto:LADO@norfolk.gov.uk). The telephone number for the LADO Team is 01603 223473.

11.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff, and volunteers. Should an allegation be made against the Headteacher, this will be reported to the Chair of Advisory Board of Governors and Chair of the Trustees. In the event that neither the Headteacher nor Chair of Advisory Board of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Safeguarding Governor. Allegations made against the DSL must be reported to the Headteacher who will follow child protection procedures.

Should any member of the Boarding House staff, or anyone staying in the Boarding house be suspended in circumstances of a child protection nature then they must immediately leave the Boarding House and will be offered accommodation at the Convent in Hunstanton.

11.5 The Headteacher or Chair of Advosry Board of Governors will seek advice from the LADO within one working day. Discussions should be recorded in writing and any communication with the individual and the parent / carer of the child agreed.

**No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.**

In borderline cases informal discussion with the LADO may take place without naming school or individual.

Careful consideration will be given as to whether circumstances involve suspension (this is considered a neutral act) and due weight given to the views of the LADO.

Confidentiality will be strictly maintained.

NB: ISI must be informed if Boarders are involved. (Tel: 020 7600 0100)

The Diocesan Safeguarding Co-ordinator, Mick Thurley (07429215344) must also be informed.

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 01603 223473. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

11.7 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO. The address for referrals is PO Box 181, Darlington DL1 9FA ; tel: 01325 953795.

11.8 The school has a duty to consider making a referral to the National College for Teaching and Leadership when a teacher has been dismissed (or has resigned) for unacceptable professional conduct or conduct that may bring the profession into disrepute. (Refer to *Teacher misconduct: the prohibition of teachers (July 2014)* and the NCTL website.)

## **12 RELEVANT POLICIES**

12.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying
- Positive handling and managing behaviour
- Recruitment & Selection
- Whistle-blowing
- Attendance
- E-safety
- Health and Safety including site security

- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays

### 13. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children', DfE (2015)
- 'Keeping Children Safe in Education', DfE (2016)
- Norfolk Safeguarding Children Board procedures
- Norfolk Safeguarding Children Board Protocol : Allegations Against Persons who Work with Children
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (October 2015).
- 'What to do if you're worried a child is being abused', DfE (March 2015)
- 'Information Sharing: Advice for practitioners', DfE (March 2015)
- 'The Prevent duty: Departmental advice for schools and childcare providers', DfE (2015)
- 'Mandatory Reporting of Female Genital Mutilation - procedural information', Home Office (October 2015)
- 'EYFS requirements
- ISI integrated Handbook

***"This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment."***

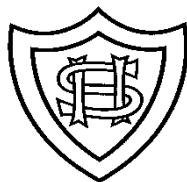
*New policy September 2008 SG / reviewed Sept. 2012 SG/ Jan 2013 SG / May 2014 SG, PP/ Sept 2014 SG / Feb 2015 /*

*New policy (based on Norfolk CC Model Policy) September 2015 SG Nov 2015 SG Sept 2016 To be reviewed September 2017*



**Appendix 1:**

**Sacred Heart School  
Swaffham**



## Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to DSL **Sally Gooderson** if they have a safeguarding concern about a child in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of concern/disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.	
(continue overleaf if necessary)	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? Who?	
Has this happened before?	Did you report the previous incident?
Who are you passing this information to? Name:	Date:
Position:	Time:
Your signature:	
Date:	

Action taken by Designated Safeguarding Lead

Referred to...?

Attendance  
Improvement  
Officer

Police

School Nurse

Children  
Services

PSA

Parents

Other

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Pastoral team

Tutor

Student

Person who recorded disclosure

Further Action Agreed:

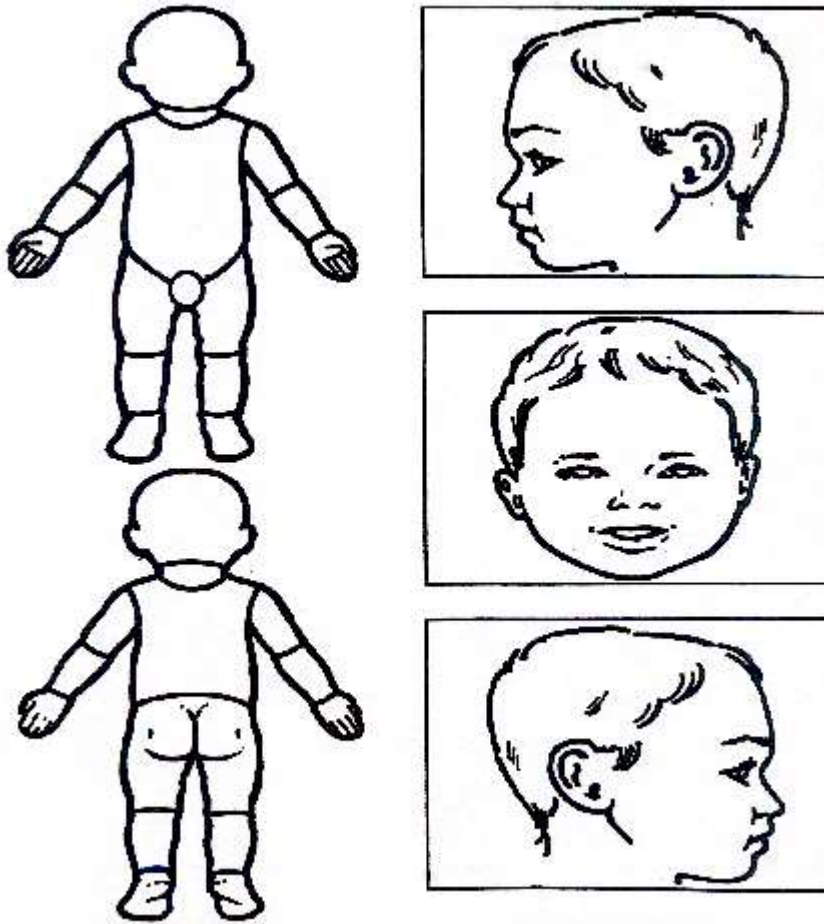
*e.g. School to instigate a Family Support Process, assessment by Children's Services*

Full name:

DSL Signature:

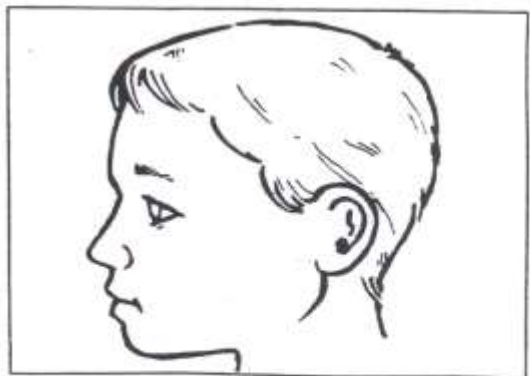
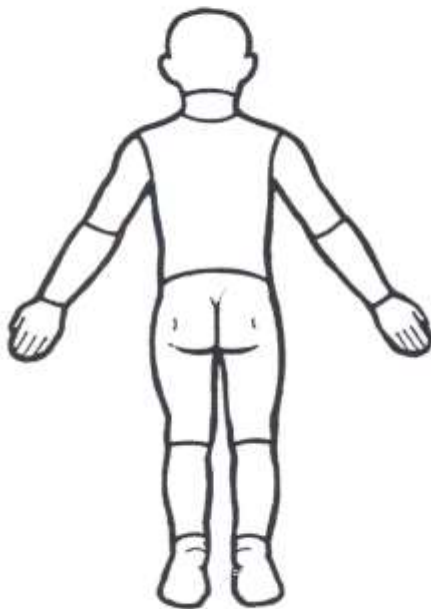
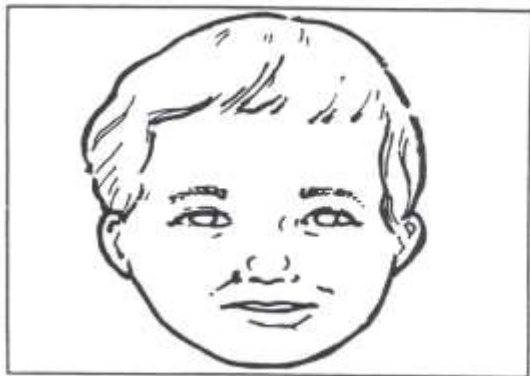
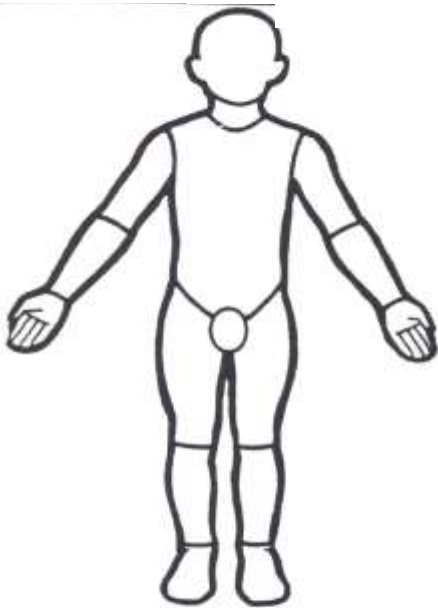
Date:

## Young Child

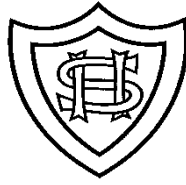


NB Always have someone with you when looking at injuries on the torso. **Never** examine children intimately – always seek help and advice.

## Older Child



NB Always have someone with you when looking at injuries on the torso. **Never** examine children intimately – always seek help and advice.



## **Appendix 2: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.**

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

**If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from the school network: Academic / Safeguarding, the staffroom or from the DSL. Please ensure you complete all sections as described.**

**If you are unable to locate the DSL ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.**

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01603 223473.

NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

The people you should talk to in school are:

Designated Safeguarding Lead (DSL): Miss Sally Gooderson (Lower School)

Alternate Designated Lead: Mrs Rachel Calvert (Senior School)  
Mrs Sarah Parnham (Little Pedlars)  
Sr. Danuta (Boarding House)

Headteacher: Sr Francis ( Office)  
Chair of the Advisory Board of Governors: Robin Gregory (via Office)

**At the Sacred Heart School we strive to safeguard and promote the welfare of all of our children.**



## NORFOLK MASH Multi-Agency Safeguarding Hub: Referral Procedures

Where an agency/organisation or worker has concern for the welfare or safety of a child they can make a telephone referral via Care Connect by telephone on 0344 800 8020.

A telephone referral must then be confirmed in writing using the form marked [NSCB1](#), within a maximum of 48 hours, ideally 24 hours. The completed NSCB1 can be:

- Faxed to the MASH Team on 01603 762445
- Posted to: The MASH Team Manager, Floor 5, Vantage House, Fishers Lane, Norwich, Norfolk, NR2 1ET
- NSCB1 forms can also be e-mailed to MASH via [mash@norfolk.gcsx.gov.uk](mailto:mash@norfolk.gcsx.gov.uk) but must only be sent from a secure email address.

### Safeguarding Consultation Line

You can request a professional consultation if you are not clear about how to support a family and require further advice about a child. This is provided by the MASH Team. In order to access this service call Customer Services on **0344 800 8020** and state that you request a professional consultation. This procedure replaces the consultation service previously offered by the local Duty Teams.

Please note that consultations should not be used in circumstances where you suspect immediate risk or harm to a child e.g. when the child has made a disclosure of abuse or you suspect the child is presenting with a non-accidental injury. In these circumstances, you should contact Customer Services and explain that you wish to make a referral.

## Appendix 4:

### Definitions of Abuse

**All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**

The following categories of abuse are as defined in “*Keeping Children Safe in Education*” 2016.

**Abuse:** a form of maltreatment of a child.

Children may be abused in the family or in an institution or community setting, by those known to them or, more rarely, by a stranger e.g. via the Internet. They may be abused by an adult or adults, or by another child or children.

**Neglect:** The persistent failure to meet the child’s basic physical 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 it may involve a parent or carer failing to provide adequate food, shelter and clothing (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may be a failure to provide adequate supervision (including the use of inadequate care-givers). It may also include neglect of, or unresponsiveness to, a child’s basic needs.

**Physical Injury:** 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 feigns the symptoms of, or deliberately causes ill health to, a child they are looking after.

**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 (e.g. rape or oral sex) or non-penetrative acts (e.g. 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 pornographic material, or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. It may include grooming a child in preparation for abuse (including via the Internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Emotional Abuse:** Is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development.

e.g. conveying to children that they are worthless and unloved, inadequate or valued only in so far as they 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 being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of others. 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 ill treatment of a child, although it may occur alone.

**Extremism / radicalisation:** Extremism is defined as vocal or active opposition to British values, including democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. These factors may include identity crisis (eg pupil is distanced from their cultural/religious heritage), personal crisis (eg sense of isolation, low self-esteem), personal circumstances (eg migration, experience of racism or discrimination), unmet aspirations, experiences of criminality or special educational needs. They may also be experiencing substance and alcohol abuse, peer pressure, isolation, influence from older people or via the Internet, bullying, domestic violence or race/the crime.

Behaviours which may indicate a child is at risk could include

- being in contact with / spending time with extremist recruiters
- loss of interest in other friends and activities not associated with the ideology
- pupils accessing extremist materials online, including through social networking sites
- possessing or accessing materials or symbols associated with an extremist cause
- using extremist narratives to explain personal disadvantage
- pupils voicing opinions drawn from extremist ideologies and narratives
- graffiti symbols, writing or art work promoting extremist messages
- significant changes to appearance / behaviour
- attempts to recruit others to the cause
- using insulting / derogatory names for another group
- an increase in prejudice – related incidents committed by that person
- parental reports of changes and requests for assistance

The Sacred Heart recognises its duty to have awareness about identifying and supporting children who may be vulnerable to radicalisation. Should concerns arise we would follow PREVENT procedures ( the same as Safeguarding procedures) and refer to the MASH team and, if necessary following their advice, the police CHANNEL Programme.

([www.uk/government/publications/prevent-duty-guidance;](http://www.uk/government/publications/prevent-duty-guidance;counter-extremism@education.gsi.gov.uk)  
[counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk) DfEhelpline for non-emergency advice for staff and governors 020 7340 7264)

**Child Sexual Exploitation:** This is when a young person is manipulated or forced into taking part in a sexual act. This could be as part of a seemingly consensual relationship, or in return for attention, affection, money, drugs or somewhere to stay.

The abuser will control and manipulate them and try to isolate them from family and friends. Physical and verbal abuse may be present.

Indicators of concern include associating with others involved in exploitation, having older boyfriends or girlfriends, suffering from sexually transmitted infections, mood swings or changes in well-being, drug or alcohol misuse, displaying inappropriate sexualised behaviour, going missing for periods of time, regularly missing school, appearing with unexplained gifts (eg mobile phones).

Increased vulnerabilities in children could include

- looked after children / being in care
- excluded from mainstream school
- experimenting with drugs / alcohol



- history of childhood abuse
- those with parents experiencing the above
- those who have experienced or watched domestic violence
- those who have suffered recent bereavement or loss
- gang association
- learning disabilities
- issues with sexual orientation
- homeless
- isolation
- living in residential care, hostel or B and B type accommodation
- low self-esteem or self-confidence
- young carer

**Female Genital Mutilation** (from Oct 2015 mandatory to report cases to police)

This is a form of child abuse and violence against women which involves partial or total removal of the external female genitalia for non-medical reasons.

Known cases – where a child has disclosed or physical signs have been observed – must be reported immediately to the police by the person to whom this has been disclosed.

If it is suspected then normal child protection procedures must be followed.

**Children missing from Education:** a child missing from education is a potential indicator of abuse or neglect. Absences from school are reported to the office by parents and if not this is followed up by a phone call to ascertain why. Repeated absences are reported to SMT and followed up with the parents.

If a pupil has been absent from school without the school's permission for a continuous period of 10 school days or more then the local authority will be informed. (Tracy Henry, Children Missing in Education 01603 307716)

**Specific safeguarding issues also to be considered include:**

Bullying (including cyberbullying)

Domestic Violence

Drugs

Fabricated or induced Illness

Faith abuse

Forced Marriage

Gangs and youth violence

Gender based violence / Honour based violence

Grooming

Mental Health

Private fostering

Sexting

Teenage relationship abuse

Trafficking

## **Appendix 5: Informing ISI – Boarding House**

ISI Tel: 020 7600 0100

The Designated Safeguarding Lead or deputy must inform and consult with Ofsted who will be concerned with issues of safeguarding and promoting the welfare of all boarders, including

- Whether an alleged incident indicates a significant failure by the school to safeguard and promote the welfare of children.
- Whether the school acted appropriately and in accordance with Child Protection Procedures
- Whether the children are adequately safeguarded following the allegation, discovery or disclosure of abuse
- Whether there are any lessons to be learned and recommendations to be made as a result of the allegation, discovery or disclosure of abuse.
- ISI must be kept informed of developments throughout an investigation and inspection and may wish to be involved in a strategy discussion of Child Protection Conference. if this is convened. Even when an investigation does not confirm abuse, there may still be matters for ISI to discuss with the school.

## Appendix 6:

### Child Protection Policy – Instant Check List

#### Safeguarding Practitioners:

Designated Safeguarding Lead: Miss S. Gooderson.  
Deputy Safeguarding Practitioners: Sr. Francis, Mrs R. Calvert  
Safeguarding Practitioner for the Boarding House: Sr. Danuta.  
Safeguarding Practitioner for Early Years: Mrs S. Parnham.  
Governor: Mrs H. Kenny

**Allegations of abuse to pupils** are to be reported to Miss Gooderson, unless absent or the allegation concerns herself, then report to Sr. Francis, Mrs Calvert or Mrs Parnham  
When information is received regarding abuse by a member of staff or other adult then follow procedures as outlined in the Child Protection Policy.

#### DO NOT ATTEMPT TO INVESTIGATE REPORTS OF ABUSE

The Safeguarding Practitioner will:

- Take steps to protect the child from harm
- Consult and/or refer the matter to Children's Services (Norfolk MASH team), 00344 800 8020
- Inform ISI 0207 600 0100 in the case of boarders.
- Children's Services decide who should be informed and when.
- Fill in a NSCB 1 Child Protection Referral form and e-mail to [mash@norfolk.gcsx.gov.uk](mailto:mash@norfolk.gcsx.gov.uk)

#### Abuse of children by children

- Listen to child and ascertain the seriousness of the situation
- Refer the matter to the Designated Safeguarding Lead.
- Record what has happened or been said

**Bullying can be very subtle and Staff should be aware of problems that can arise.**

(See policy on Discipline and Bullying)

#### Alleged Abuse by members of Staff

**This must be reported to the Local Authority Designate Officer (LADO). Request a consultation or to make a referral via e-mail: [LADO@norfolk.gov.uk](mailto:LADO@norfolk.gov.uk). Tel: 01603 223473**

Staff will normally be suspended from duty if there is alleged abuse. This is for the protection of both child and adult and is a neutral act.

If an allegation is made the following investigations may take place:-

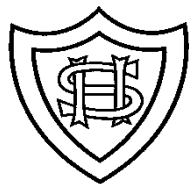
- Children's Services
- Police
- Internal - if advised by the LADO. (The school must not, and will not, undertake any investigation unless advised it can do so by the LADO.)

If abuse is reported ISI will investigate the following:

- to what degree, if any, the school did not safeguard & promote the welfare of the child.
- whether the school acted appropriately according to Child Protection Procedures
- whether the child was safeguarded after the allegation of abuse
- what lessons may be learned from the experience
- The Diocesan Safeguarding Co-ordinator, Mick Thurley, (07429215344) will also be contacted.

## Appendix 7: Code of Practice

### Sacred Heart School Swaffham



#### Mission Statement:

The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

#### Aims:

To foster growth in Christian faith and values  
To value, appreciate and enjoy learning  
To encourage curiosity and creativity  
To work for excellence  
To aspire to high ideals  
To give generous service to others

## Safeguarding

### Code of Practice for The Sacred Heart School and Little Pedlars (EYFS)

#### 1. Principles

- The welfare of the child is paramount.
- Staff should understand their responsibilities to safeguard and promote the welfare of children and young people.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff about any incident which may give rise to concern. Child welfare concerns should be reported to the Designated Safeguarding Lead in accordance with the Child Protection Policy.
- Records should be made of any such incident and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records.
- Staff should apply the same professional standards regardless of race, gender or sexuality.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Staff should know the procedures for handling allegations against staff and to whom they should report concerns, in accordance with the Child Protection Policy.

#### 3. Duty of care

Staff should

- understand the responsibilities, which are part of their employment or role, and be aware that
- sanctions will be applied if these provisions are breached
- always act, and be seen to act, in the child's best interests
- avoid any conduct which would lead any reasonable person to question their motivation and intentions
- take responsibility for their own actions and behaviour

The school should:

- foster a culture of openness and support
- ensure that systems are in place for concerns to be raised
- ensure that staff are not placed in situations which render them particularly vulnerable
- ensure that all staff are aware of expectations, policies and procedures

The Advisory Governing Body should:

- ensure that appropriate safeguarding and child protection policies and procedures are adopted, implemented and monitored in school
- ensure that, where services or activities are provided by another body, the body concerned has appropriate safeguarding policies and procedures

#### 4. Confidentiality

Staff

- are expected to treat information they receive about children and young people in a discreet and confidential manner

- should never promise **total** confidentiality as if the child is at risk this needs to be disclosed
- should seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them
- need to be cautious when passing information to others about a child/young person
- need to know the procedures for handling allegations against staff and to whom any concerns or allegations should be reported
- need to know the name of those with delegated child protection responsibilities in school and be familiar with local child protection arrangements
- follow guidance from the school on data protection
- must pass any legal or media enquiries to S.M.T.

### 5. Exercise of Professional Judgement

Staff should:

- discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure the safest practices are employed and reduce the risk of actions being misinterpreted
- always discuss any misunderstanding, accidents or threats with the SMT
- always record discussions and actions taken with their justifications

### 6. Power and Positions of Trust

Staff should not:

- use their position to gain access to information for their own advantage and/or a child's or family's detriment
- use their power to intimidate, threaten, coerce or undermine pupils
- use their status and standing to form or promote relationships with pupils, which are of a sexual nature, or which may become so.

### 7. Propriety and Behaviour

Staff should not:

- behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model e.g. misuse of drugs, alcohol or acts of violence
- make sexual remarks to, or about, a pupil
- discuss their own sexual relationships with, or in the presence of, pupils

- discuss a pupil's sexual relationships in inappropriate setting or contexts
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such

Staff should:

- be aware that behaviour in their own lives may impact upon work with pupils
- be aware that bribery, in any form, will not be tolerated.

### 8. Dress and Appearance

Staff should wear clothing which:

- promotes a positive and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing, or sexually provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans

### 9. Use of Personal Living Space

Staff are expected to

- be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations
- challenge any request for their accommodation to be used as an additional resource for the school or school/service
- be mindful of the need to maintain professional boundaries
- refrain from asking pupils/students to undertake personal jobs or errands

### 10. Gifts, Rewards and Selection of Pupils

Staff should:

- ensure that gifts received or given in situations which may be misconstrued are declared
- generally, only give gifts to an individual young person as part of an agreed reward system where giving gifts other than as above,
- ensure that these are of insignificant value and given to all children equally
- ensure that all selection processes are fair and that wherever practicable these are undertaken and agreed by more than one member of staff

### 11. Infatuations

Adults should

- always approve any planned social contact with pupils or parents with senior colleagues, for example when it is part of a reward scheme or pastoral care programme
- advise senior management of any social contact they have with a pupil which may give rise to concern
- report and record any situation, which they feel might compromise the school or their own professional standing
- refrain from sending personal communication to pupils, eg letters and cards, unless agreed with senior managers

## 12. Communications with pupils using Technology

Staff should:

- only use equipment provided by school to communicate with children
- only make contact with children for professional reasons and in accordance with any school policy
- recognise that text messaging pupils is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible
- never use or access social networking sites of pupils or list them as approved contacts
- never use internet or web-based communication channels to send messages to pupils e.g. Facebook
- never give personal contact details or those of other staff or pupils to pupils

**N.B. Mobile phones / personal cameras must not be taken into / used with Little Pedlars (EYFS) but should be left in the locked cupboard in the staffroom.**

The school should:

- provide mobiles for school outings

## 13. Social contact

Staff should have no

- secret social contact with pupils or their parents
- consider the appropriateness of the social contact according to their role and nature of their work
- always approve any planned social contact with children or parents with senior colleagues,
- advise senior management of any social contact they have with a child or a parent with whom they work,

- which may give rise to concern
- report and record any situation, which may place a child at risk or which may compromise the school/service or their own professional standing
- be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with line manager.
- understand that some communications may be called into question and need to be justified.

## 14. Sexual Contact

Staff should:

- not pursue sexual relationships with pupils, either in or out of school
- avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative, i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact
- have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact
- make sexual remarks to, or about, a child/young person
- discuss their own sexual relationships with or in the presence of pupils
- This means that adults should: ensure that their relationships with pupils clearly take place within the boundaries of a respectful professional relationship
- take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

## 15. Physical Contact

Staff should:

- be aware that even well-intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- never touch a child in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay

The school should:

- ensure they have a system in place for recording incidents and the means by which information about incidents and outcomes can be easily accessed by senior management

## **16. Physical Education and other areas that require physical contact**

Staff should:

- consider alternatives, where it is anticipated that a pupil might misinterpret any such contact, perhaps involving another member of staff, or a less vulnerable pupil in the demonstration
- be familiar with and follow recommended DCSF guidance
- always explain to a pupil the reason why contact is necessary and what form that contact will take

## **Showers and Changing**

Adults should:

- avoid any physical contact when children are in a state of undress
- avoid any visually intrusive behaviour
- where there are changing rooms announce their intention of entering
- avoid remaining in the room unless pupil needs require it
- however, be aware that adequate supervision is needed

Adults should not:

- change in the same place as children or shower with children

## **17. Behaviour Management**

Staff should:

- not use force as a form of punishment
- try to defuse situations before they escalate
- keep parents informed of any sanctions
- adhere to the school's behaviour policy

## **18. Care, Control and Physical Intervention**

Schools should:

- regularly acquaint staff with relevant school policy and DCSF guidance
- ensure that staff are provided with appropriate training

Staff should:

- adhere to the school's Behaviour policy with regard to physical intervention
- always seek to defuse situations
- always use minimum force for the shortest period necessary

## **19. Children and Young people in Distress**

Staff should:

- consider the way in which they offer comfort to a distressed pupil
- always tell a colleague when and how they offered comfort to a distressed child
- record situations which may give rise to concern.

## **20. Intimate Care**

This means that adults should:

- adhere to the school/service's intimate care guidelines or code of practice
- make other staff aware of the task being undertaken
- explain to the child what is happening
- consult with senior managers and parents / carers where any variation from agreed procedure/care plan is necessary
- record the justification for any variations to the agreed procedure/care plan and share this information with parents
- ensure that any changes to the agreed care plan are discussed, agreed and recorded.

## **21. Personal Care**

This means that adults should:

- avoid any physical contact when children are in a state of undress
  - avoid any visually intrusive behaviour where there are changing rooms
  - announce their intention of entering
- This means that adults should not:
- change in the same place as children shower or bathe with children
  - assist with any personal care task which a child or young person can undertake by themselves

## **22. First Aid and Administration of Medicines**

Adults should:

- adhere to the school's First Aid and Safety policies
- make other staff aware of the task being undertaken
- explain to the child what it happening
- always act and be seen to act in the child's best interest

## **23. One-to-one Situations**

Staff should:

- avoid meetings with pupils in remote, secluded areas of school

- ensure there is visual access and/or an open door in one-to-one situations
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a child becomes distressed or angry to a senior colleague
- consider the needs and circumstances of the child/children involved
- avoid having pre-arranged meetings with pupils out of school unless approved by S.M.T.

#### **24. Home visits**

Staff should:

- agree the purpose for any home visit with senior management
- adhere to agreed risk management strategies
- avoid unannounced visits
- always make detailed records including times of arrival and departure
- ensure any behaviour or situation which gives rise to concern is reported to SMT

Schools should:

- ensure that all visits are justified and recorded
- ensure that staff are not exposed to unacceptable risk
- ensure that staff have access to a mobile telephone and an emergency contact person

#### **25. Transporting children and Young People**

Adults should:

- plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements
- ensure that they are alone with a child for the minimum time possible
- be aware that the safety and welfare of the child is their responsibility
- report the nature of the journey, the route and expected time of arrival
- ensure that their behaviour and all arrangements enforce vehicle, passenger and driver safety and legalities
- take into account any specific needs that the child may have
- ensure that the driver is fit to drive, free from alcohol, drugs or medication which are likely to impair judgement or ability to drive

#### **26. Educational Visits and After School Clubs**

Staff should:

- always have another adult present in out of school activities, unless otherwise agreed with senior staff
- undertake a risk assessment
- have parental consent for the activity
- ensure that their behaviour remains professional at all times

#### **27. Photography, Videos and other Creative Arts**

Adults should:

- be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- ensure that all images are available for scrutiny in order to screen for acceptability
- be able to justify images of children in their possession
- avoid making images in one-to-one situations

**N.B. Mobile phones / personal cameras must not be taken into / used with Little Pedlars (EYFS)** but should be left in the locked cupboard in the staffroom. Any photographs used to record and provide evidence for the progress of children must be taken on school digital cameras and must be downloaded on to school computers. No photographs may be circulated or reproduced away from the school.

Adults should not:

- take, display or distribute images of children unless they have consent to do so
- take images of children using personal cameras /mobile telephones except in exceptional circumstances with permission of SMT and then pictures must be downloaded onto the school system the same day or A.S.A.P. and images of pupils immediately wiped from camera / phone

#### **28. Access to Inappropriate images and Internet Usage**

Adults should:

- follow the school policy on the use of IT equipment



- ensure that passwords remain confidential
- ensure that pupils are not, through the use of any medium, exposed to indecent or inappropriate images

Adults should never:

- create or download pornographic material at school or on any equipment used at school

Spot checks will be made on any machines, including those that are taken to be used at home

## **29. Overnight supervisions and examinations**

Staff will not be expected to accommodate pupils at their homes

## **24. Curriculum**

Adults should:

- have clear written schemes of work

Adults should not:

- enter into or encourage inappropriate offensive discussion of sexual activity

## **31. Whistle Blowing**

Adults should report any behaviour by colleagues that raises concern. Refer to Whistle Blowing policy

Adults should:

- be aware that allegations made against members of staff must be reported to the Local Authority Designated Officer

## **32. Sharing Concerns and Recording Incidents**

Adults should:

- be familiar with the school system for recording concerns
- take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school

The school should:

- have an effective, transparent and accessible system for recording and managing concerns raised by any individual in school or the workplace

**Staff should self-report if concerned about how their actions / words could be construed**

**All adults working at the Sacred Heart School and Little Pedlars should know the name of the school's Safeguarding**

**Practitioners for child protection and know and follow relevant child protection policy and procedures. All staff have a duty to report any child protection concerns to their Safeguarding Practitioner**

**Designated Safeguarding Lead:**

**Miss Gooderson**

**Deputy Safeguarding Leads:**

**Sr Francis, Mrs Calvert**

**Boarding House: Sr Danuta**

**Early Years: Mrs Parnham**

**Safeguarding Governor: Mrs Kenny**

Code of Practice / March 2011 Sr Francis, SG / reviewed Sept. 2012 SG/ rev Jan 2013 SG / rev. May 2014 SG, PP / rev Sept 2014 SG / rev Jan 2015 SrF/ rev. Nov 2015 SG/ rev Sept 2016 SG/ to be rev Sept 2017

