



**St Monica's Catholic Primary School**  
...a small school where big things happen...



# Child Protection and Safeguarding Policy

Policy Reviewed:	<b>September 2022</b>
Policy approved by Governing Body:	
Review Cycle:	Annually
Date of Next Review:	September 2023

## Policy addendum:

The following changes below were made to this Policy:

- a. The policy was reduced from 35 pages to 31 pages by removing the definitions of categories of abuse and detailed list of specific safeguarding issues (pages 13-22 in 2020-21 policy) by referencing the statutory guidance with a link
- b. P.2 paragraph one: link to KCSiE updated & typo of repeated word (including) corrected
- c. P.3 Insertion of new statement at the top of the page: 'In addition...'
- d. P.3 Link updated with final paragraph of Overall Aim section
- e. P.4 Behaviour & Remote Learning policies added to the list at the top of the page
- f. P.4 Within Definitions subsection, the second bullet point was amended to reflect the new definition
- g. P.4 Both links in the references to the KCSiE guidance were updated
- h. P.5 bullet point five updated to reflect specific safeguarding issues
- i. P.6 additional school responsibilities for training added in bullet points three & four
- j. P.7 Bullet point at the top of the page regarding training & mental health provision added
- k. P.7 bullet point seven added regarding overseas-trained recruitment
- l. P.8 first four bullet points added
- m. P.9 fifth bullet point under DSL responsibilities added
- n. P.12 Hackney Learning Trust changed to Hackney Education in all document references
- o. P.12 Types of Abuse & Specific Safeguarding Issues subsections amended to have a link to the guidance rather than reiterating the definitions
- p. P.12 LAC added as a subheading
- q. P.13 a comma added after 'visitors' at the end of the second paragraph within the Visitors subsection
- r. P.14 fourth bullet point changed from ASpace to EMHP sessions
- s. Learning Trust document link changed to Hackney Education

Signed: *Antonis Antoniou* Designation: SENCo/Inclusion Manager Date: September 2022

<b>Designated Safeguarding Lead</b>	<b>Designated Safeguarding Deputy</b>	<b>Designated Safeguarding Governor</b>	<b>Chair of Governors</b>
Amanda Ruthven	Antonis Antoniou	Chair of Governors	
<b>Designated Looked After Teacher</b>		Amanda Ruthven - Headteacher	

- St Monica’s Catholic Primary School Safeguarding and Child Protection Policy is based on the Department for Education’s statutory guidance Keeping Children Safe in Education (DfE, September 2022), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners such as guidance and procedures produced by the London Safeguarding Children Board and Partnership ([LSCBP](#)) and the City and Hackney Safeguarding Children Partnership ([HSCP](#)), including the [Hackney Child Well-Being Framework](#).

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy is in line with Ofsted guidance and the school adheres to the advice contained in DfE’s “[What to do if you’re worried a child is being abused](#)” and “[Information Sharing – Advice for practitioners](#)”.

In addition, this policy, the school's protocols and curriculum are informed by the DfE's guidance on [preventing and tackling bullying](#) and [mental health and behaviour](#), as well as Public Health England guidance on [promoting children's emotional health and wellbeing](#) and lesson plans and teaching materials from [Rise Above](#).

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

## **OVERALL AIM**

St Monica's Catholic Primary school is committed to providing a safe and secure environment for children, staff and visitors; as well as promoting a climate where children and adults feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.

All staff read part one and Annex A of DfE guidance "[Keeping children safe in education](#)" as part of their induction, and mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in this document and the school's policy.

## **POLICY AIMS**

The purpose of this policy is to:

- Identify the names of responsible persons in the school and explain the purpose of their role
- Clarify how children are kept safe through the everyday life of the school
- Describe what should be done if anyone in the school has a concern about the safety and welfare of a child who attends the school
- Identify the particular attention that should be paid to those children who fall into a category that might be deemed "vulnerable"
- Set out expectations in respect of training
- Ensure that those responsible for recruitment are aware of how to apply safeguarding principles in employing staff
- Set out expectations of how to ensure children are safeguarded when there is potential to come into contact with non-school staff, e.g. volunteers, contractors etc.
- Outline how complaints against staff are to be handled
- Set out expectations regarding record keeping
- Outline how the implementation of this policy is monitored.

This policy is consistent with all other policies adopted by the governors and should in

particular be read in conjunction with the following policies relevant to the safety and welfare of children:

- Behaviour Policy
- Anti-Bullying Policy
- Relationship and Sex Education Policy
- Online Safety Policy
- Health and Safety Policy
- Wellbeing Policy
- Remote Learning Policy
- Whistle blowing Policy
- Complaints Policy

## **DEFINITIONS**

**Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. [Keeping Children Safe in Education](#) explains the different types of abuse.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. [Keeping Children Safe in Education](#) defines neglect in more detail.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**Children** includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

The local authority (LA)

A clinical commissioning group for an area within the

LA The chief officer of police for a police area in the

LA area

## **EQUALITY STATEMENT**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence which may result in social worker involvement
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalization
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

## **ROLES AND RESPONSIBILITIES**

Safeguarding, child protection and promoting the welfare of children in our school is the responsibility of the whole school community. All adults working in this School (including visiting staff, volunteers and students on placement) are required to adhere to this policy and the procedures of the 3 safeguarding partners, including to report immediately instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) who is a member of the school's leadership team.

The Designated Safeguarding Lead is also the first point of contact for external agencies that are pursuing Child Protection investigations and co-ordinates the school's representation at CP conferences and Core Group meetings (including the submission of written reports for conferences). When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead or deputy, they always seek advice from FAST (a safeguarding and child protection line for the borough). If a child is in immediate danger or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead must be informed, as soon as possible, that a referral has been made.

This policy and procedures also apply to extended school and off-site activities.

## ALL STAFF

- All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education (DfE, September 2022), and review this guidance at least annually.

All staff will be aware of:

- The school's systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalization.

## THE ROLE OF THE SCHOOL

The school ensures that:

- All parents applying for places for their children at the school are informed of our safeguarding and child protection responsibilities and the existence of the policy via the school website;
- If children sustain any injury while in the care of the school, parents are notified as soon as possible (e.g. bump head letters) and all incidents are recorded in accident books;
- Whole-school staff training on safeguarding and child protection issues is organised every year with the most recent session in September 2022. The next inset session is therefore due in September 2023;
- All staff receive at least annual training which includes mental health difficulties as a possible indicator of past or potential risk of abuse, neglect or exploitation. This expanded definition of safeguarding is also covered within volunteer inductions;
- Staff accessing regular mental health and wellbeing training through the school's ongoing involvement in the Wellbeing and Mental Health in Schools Project (WAMHS) and the associated Mental Health in Schools Team (MHST), all staff (this affiliation with mental health practitioners is what the DfE refers to as the [Link Project](#));
- The DSL attends LEA's training courses every two years and all staff attend annual refresher training;

- New staff are inducted into the school's safeguarding and child protection procedures as part of their new employee induction program;
- The school follows the [Hackney Recruitment and Selection in Schools Policy](#) and ensures that all staff recruited by the school are subject to reference and DBS checks and will also be checked against the DFEE List 99, prior to their appointment;
- In the same way, all governors are also subject to DBS checks;
- The school uses only employment agencies which positively vet their supply staff and supply copies of DBS checks;
- In the event of recruiting an overseas-trained teacher, the school follows the [Recruit Teachers from Overseas](#) guidance.
- All staff joining the school on a permanent or temporary basis are made aware of our Child Protection and Safeguarding Policy and must sign an acknowledgement form to confirm they've read the policy in full.

The school monitors all pupils on the LEA's child protection register and any incidents or concerns involving these children are reported immediately to Children's Social Services and confirmed in writing.

Children are protected from abuse through teaching, school ethos and work with parents. The Designated lead compiles reports and attends any child protection conferences as necessary.

### **THE ROLE OF THE GOVERNORS**

The governing body ensures that:

- The school has an up-to-date child protection and safeguarding policy which reflects current legislation and government guidance;
- There is a Designated Safeguarding Lead (DSL) and Deputy DSL appointed both of whom are members of the Senior Leadership Team;
- The DSL and Deputy DSL responsibilities are clear within the staffs' job descriptions and that the designated staff are appropriate for the role.
- There is an appropriately qualified Designated Teacher for promoting the welfare and academic achievement of LAC and previously LAC.
- The DSL should hold and use information from the LA about social work involvement in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on:
  - Responding to unauthorised absence or missing education where there are known safeguarding risks;
  - And the provision of pastoral and/or academic support.
- there are clear systems and processes in place for identifying possible mental health problems, as well as pathways for escalation, clear referral and accountability systems;
- The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.



- The governing board will appoint a governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.
- All governors will read Keeping Children Safe in Education.

### **THE ROLE OF THE HEADTEACHER**

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction;
- Communicating this policy to parents when their child joins the school and via the school website;
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent;
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly;
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate;
- Ensuring the relevant staffing ratios are met, where applicable;
- Making sure each child in the Early Years Foundation Stage is assigned a key person.

### **THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)**

"The key element essential to ensuring that proper procedures are followed in each educational establishment is that the Head teacher or another senior member of staff should be designated as having responsibility for liaising with Social Service Departments (SSD) and other relevant agencies over cases of child abuse. For all establishments maintained by them, LEAs should keep up to date list of designated staff and ensure that these staff receive appropriate training and support."

*(From; Working together under the Children Act 1989 p. 21, paragraph. 4.37)*

### **KEY RESPONSIBILITIES**

The **DSL**:

- Ensures that all staff are aware of procedures;
- Is available for discussion with staff on suspected abuse;
- Makes a decision on referral (in her absence the head or deputy can do this);
- Maintains a system for record keeping and collation of information;
- Utilises information about children with social services involvement from the LA to support pupil welfare and personalised wellbeing provision;
- Manages the school's part in the child protection plan;
- In liaising with other agencies, the DSL;
- Discusses concerns with SSDs;
- Refers concerns and provide information;

- Promotes good working relations with other agencies;
- Attends or ensure appropriate staff attend child protection conferences.

In addition, the DSL must have knowledge of:

- Signs and symptoms of child abuse;
- The referral procedure;
- Roles and responsibilities of agencies;
- Requirements of record keeping.

The DSL is a member of the senior leadership team and takes the lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Should the DSL need to be contacted out of school hours, they can be reached via email or by telephone by a member of senior management.

When the DSL is absent, the deputy DSL will act as cover.

If the DSL and deputy are not available, a fully-trained member of senior management will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters;
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children;
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- The DSL will also keep the headteacher and link governor informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputy are set out in their job description.

## **CONFIDENTIALITY**

- All school staff must understand the issues of confidentiality raised by child protection.
- Through our Social, Emotional Aspects of Learning programme (S.E.A.L.) children are encouraged to speak to an adult, within the school, about their worries or fears.
- All staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies.
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to

gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a child confides in a member of staff and asks for secrecy it is important that a child is told sensitively of the duty to refer.
- Children should be assured that the matter will be treated confidentially and only shared with those who need to know.
- Staff who receive information on children and families in the course of their work should only share this within appropriate professional contexts.
- Child protection records should be kept in a secure locked location.
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy).

## **RECORD KEEPING**

All members of staff are responsible for recognising potential signs of abuse and reporting them immediately to either the designated lead or deputy lead.

Points to remember if abuse is suspected:

- Suspicion should be reported immediately, as delay may cause the child harm.
- The diagnosis of abuse is very difficult even for experts – if in doubt, ask.
- All cases of both suspected and established abuse should be documented in an accurate and objective way. All the evidence should be described along with relevant comments and disclosures made by the child. This should be recorded on a monitoring sheet (Appendix 2) and given to the designated lead or deputy as soon as possible along with a safeguarding referral form (Appendix 4).
- All records and details of the case should be kept strictly confidential and filed in a locked cabinet;
- If a child is bruised or injured, it is necessary to accurately describe the position of the injury by marking the exact location of the injury on a copy of a body outline. (See appendix 3).

If a child makes a disclosure:

- It is important to listen to the child and reassure them but never promise to keep what they have said secret;
- It is inappropriate to question the child closely – this should be left to the later investigation.
- The protection of the child should be the first priority.

The school will hold records in line with our records retention schedule. All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it

with the DSL. Non-confidential records will be easily accessible and available via the DSL. Confidential information and records will be held securely in hardcopy by the DSL and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school. If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

## **STAFF CODE OF CONDUCT**

All staff, (paid and voluntary), including school governors, receive regular basic awareness child protection training and are expected to act in a professional manner in respect of their contact with pupils and their families. Children must be treated with respect and dignity.

The behaviour policy is to be followed in all cases of misconduct.

While it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might be otherwise misconstrued or it becomes necessary to restrain a pupil for their own or other's safety, this will be appropriately recorded and reported to the Head teacher and parents.

- In order to protect children, young people and members of staff, the school requires staff to follow our professional code of conduct which covers:
- Being alone with the child / young person;
- Physical contact / restraint;
- Appropriate dress;
- Social contact outside setting / appropriate boundaries;
- Gifts & favouritism;
- Behaviour management;
- Intimate care;
- Safe use of technology (Security / Internet / mobile phones / digital images);
- Appropriate use of social networking sites.

Please see separate [Hackney Education Code of Conduct for Schools](#).

Appropriate and safe staff conduct is also supported in the following policies:

- [Safer Recruitment](#) including Single Central Record within adopted [Hackney Education guidance for education settings](#)
- Equality Policy
- Disciplinary Policy
- Complaints Policy
- Whistleblowing Policy

## **COMPLAINTS/ALLEGATIONS MADE AGAINST STAFF**

Please see separate Complaints and Whistle Blowing Policies.

## **SAFER RECRUITMENT**

At least one member of staff on every recruitment panel has undertaken training in Safer Recruitment.

Safer Recruitment processes aim to:

1. Deter potential abusers by setting high standards of practice and recruitment;
2. Reject inappropriate candidates at the application and interview stages;
3. Prevent abuse to children by developing robust policies and agreeing on safe

practice; Please see [Hackney Education Safer Recruitment Guidance](#).

## **TYPES OF CHILD ABUSE & NEGLECT**

The definitions of the types of child abuse and neglect within [Keeping Children Safe in Education](#) underpin this policy, the school's protocols, staff training and induction.

## **SPECIFIC SAFEGUARDING ISSUES**

DfE statutory guidance, [Keeping Children Safe in Education](#), outlines specific safeguarding issues, such as FGM, CSE, CCE, radicalisation and mental health, about which school staff are trained and remain informed.

## **LOOKED AFTER CHILDREN (LAC) AND PREVIOUSLY LAC**

The school ensures that the Designated LAC Teacher and appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. The DSL should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The school is aware that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, the school recognises that it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

## **VISITORS**

The school encourages parents to take a full and active part in their children's education and this may require parents to meet with school staff. We request parents to make an appointment as teaching is always a priority for our staff, unless the matter is a safeguarding concern, then a senior member of staff will meet with the parent.

Partnerships with external agencies enrich the curriculum, but also carry safeguarding risks. All staff members are required to confirm the DBS status of visitors before inviting a speaker/workshop/consultant to meet with the children, explaining that they will be required to present their certificate upon arrival. When managing visitors, the following points must be adhered to:

- All visitors must sign in at the main reception and wear name badges at all times;
- No visitors, including trades people, should be allowed to wander around the premises unaccompanied when children and young people are present;
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose;
- Until in Year 5 (or 6) with parent/carer consent, pupils are not allowed to leave the premises at the end of the day without a parent/carer. If a pupil needs to leave during the day parents/carers must inform the school office of the date and time of an appointment in advance. Children should not be collected by people other than their parents unless notification has been received in advance.

### **SCHOOL PROVISIONS TO PROMOTE WELL-BEING**

Many aspects of school provision support the aims of this policy. Schools play an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

The non-statutory framework for personal, social and health education (PSHE) provides opportunities for children and young people to learn about keeping safe. PSHE curriculum materials provide resources that enable schools to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

Other aspects of provision that support this policy are:

- Social and Emotional Aspects of Learning (SEAL);
- Sex and Relationship Education;
- School Nurse checks;
- Educational Mental Health Practitioner sessions;
- TA-led well-being drop-in sessions;
- WAMHS Project CAMHS Worker support in the form of staff training, parent workshops and joint PSHE curriculum monitoring.

There is a strong culture of listening to children and making sure that what they say about safeguarding issues is taken seriously. Pastoral leaders meet with the School Council formally once every half-term to discuss key safeguarding issues including the delivery and relevance of the PSHE programme.

### **USE OF REASONABLE FORCE**

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation. Teachers are allowed to use reasonable force to control or restrain pupils under certain circumstances. In some

circumstances, teachers and authorised members of staff can restrain pupils in order to protect them and others. The school adheres to the [Hackney Education Positive Handling Guidance](#). As outlined in *KCSiE*, staff give particularly careful consideration of the use of force with children with special educational needs and disabilities (SEND) to manage potential risks to this already vulnerable group.

Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the Head Teacher's attention immediately, in confidence. The Head Teacher, in turn, will contact the Local Authority Designated Officer (LADO).

### **AFTERSCHOOL ENRICHMENT CLUBS (ASEC) AND CHILD PROTECTION**

The child protection procedures outlined above also apply within the ASCE setting. The Lead member of staff is to be trained to use the S.E.A.L. strategies to support children who are worried or unhappy. S/he then ensures that all other ASEC staff are aware of the S.E.A.L. strategies that can be used. However, as the ASECs run late in the day when the main school staff would have left, the following procedure should be followed in the event of a disclosure or suspected abuse.

The senior member of staff should immediately contact the headteacher or the deputy safeguarding lead to discuss the disclosure or suspected abuse. If a decision is reached and a referral needs to be made, the senior worker follows the same procedure as outlined above. In addition:

- A copy of the referral notes should be given to the child protection person the next day so it can be filed.
- OFSTED must be informed of any child protection referrals or any allegations against after school club staff.
- If a child is left at ASECs after 6 pm, and there is no contact from the parents to say they were on their way, the ASECs staff will contact Children's Social Services (CSS).

### **SUMMARY**

If you are concerned about a child:

- Discuss your concerns immediately with the DSL or deputy safeguarding lead.
- If after discussion, it is decided that there's a child protection issue, then the child protection referral and monitoring sheet is completed (Appendices 1 and 2);
- The completed reports are confidentially filed away by the appropriate person;
- The safeguarding leads take the necessary action;
- If it is decided that there is no child protection issue as at the time, the significant events form (Appendix 1) is completed for record purposes and filed with child's records;
- You do not need to discuss the incident with anyone else except the class teacher or others who might need to keep an eye on the child in question.

***PLEASE NOTE***

In the event of a serious child protection issue arising, which needs immediate action to be taken to protect a child and the three key persons mentioned above are not immediately contactable, the member of school staff (or extended school staff) should immediately contact Children's Social Services for advice and thereafter make an oral referral if so advised. However, as soon as the DSL is available, all details must be passed to him/her for follow ups and recording as appropriate at St Monica's Catholic Primary School.

**THE FOLLOWING APPENDICES ARE ATTACHED TO THIS POLICY**

1. Significant Events Form
2. Child Protection Incident Monitoring Form
3. Recording Injuries Sheet
4. Safeguarding Referral Form
5. Action When a Child Has Suffered or May Suffer Harm
6. Contacting Hackney Children's Social Care
7. HCSC Referral Form
8. Disclosure and Barring Service Checks Flowchart
9. Allegations/Concerns Against Staff Child Protection Process
10. Allegations/Concerns Against Staff Child Protection Suitability Process
11. Staff acknowledgement form

**Signed**

**Date:**

**Chair of Governors**



APPENDIX 1: SIGNIFICANT EVENTS  
FORM

<b>St Monica's Catholic Primary School</b>			
SIGNIFICANT EVENTS FORM INCIDENTS – ILLNESS – INJURIES – ACCIDENTS  Child's Name.....D.O.B.....			
DATE/ TIME	KEY EVENTS	OUTCOME/A C TION	SIGNED

APPENDIX 2: ST MONICA'S MONITORING SHEET FOR CHILD PROTECTION INCIDENTS

ST. MONICA'S MONITORING SHEET FOR CHILD PROTECTION INCIDENTS

Name.....Class.....D.O.B .....  
Date.....

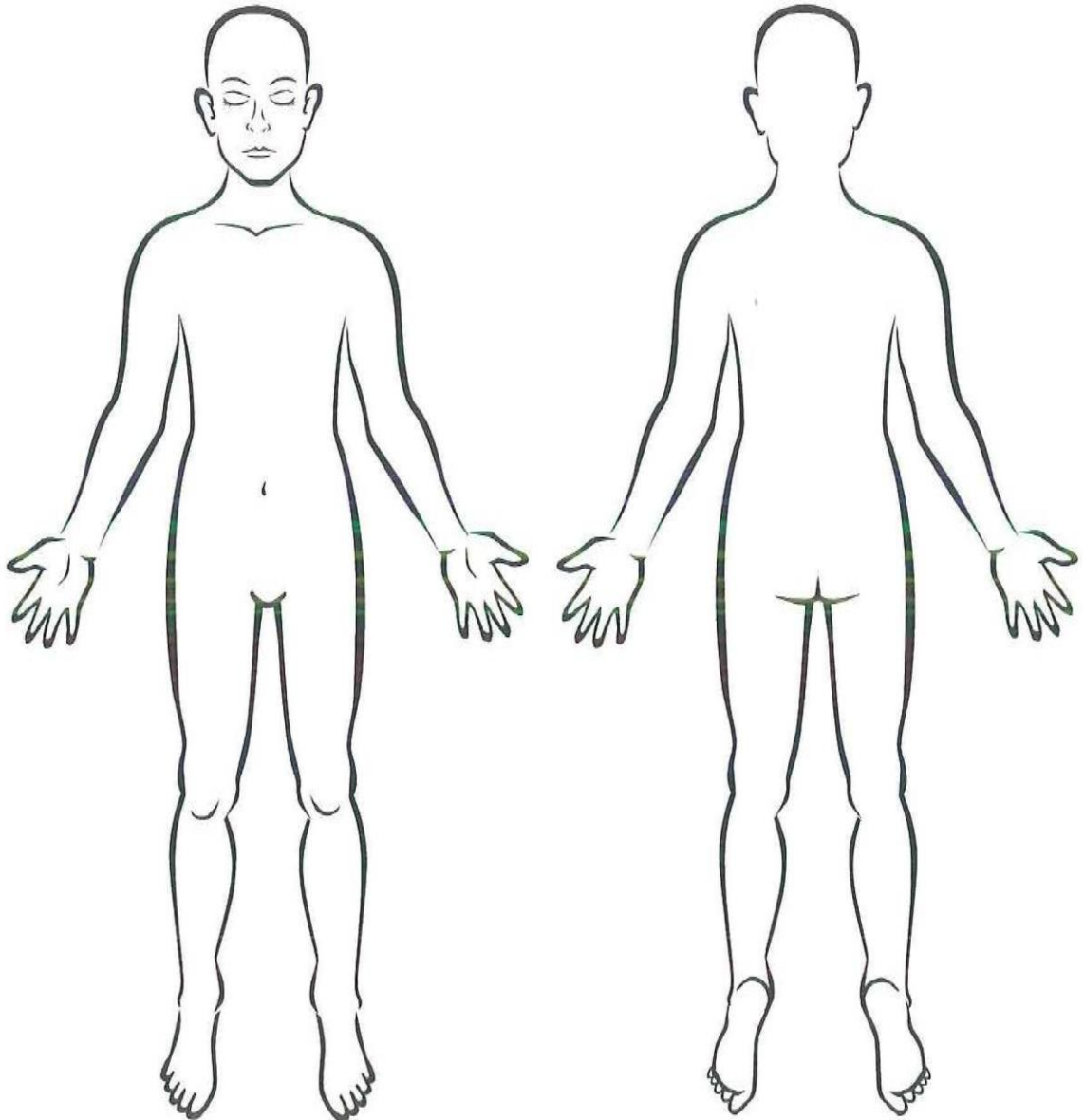
What the child said IN THEIR OWN WORDS and what the adult said in reply:

Who was present:

Outcome:

### APPENDIX 3: RECORDING INJURIES SHEET

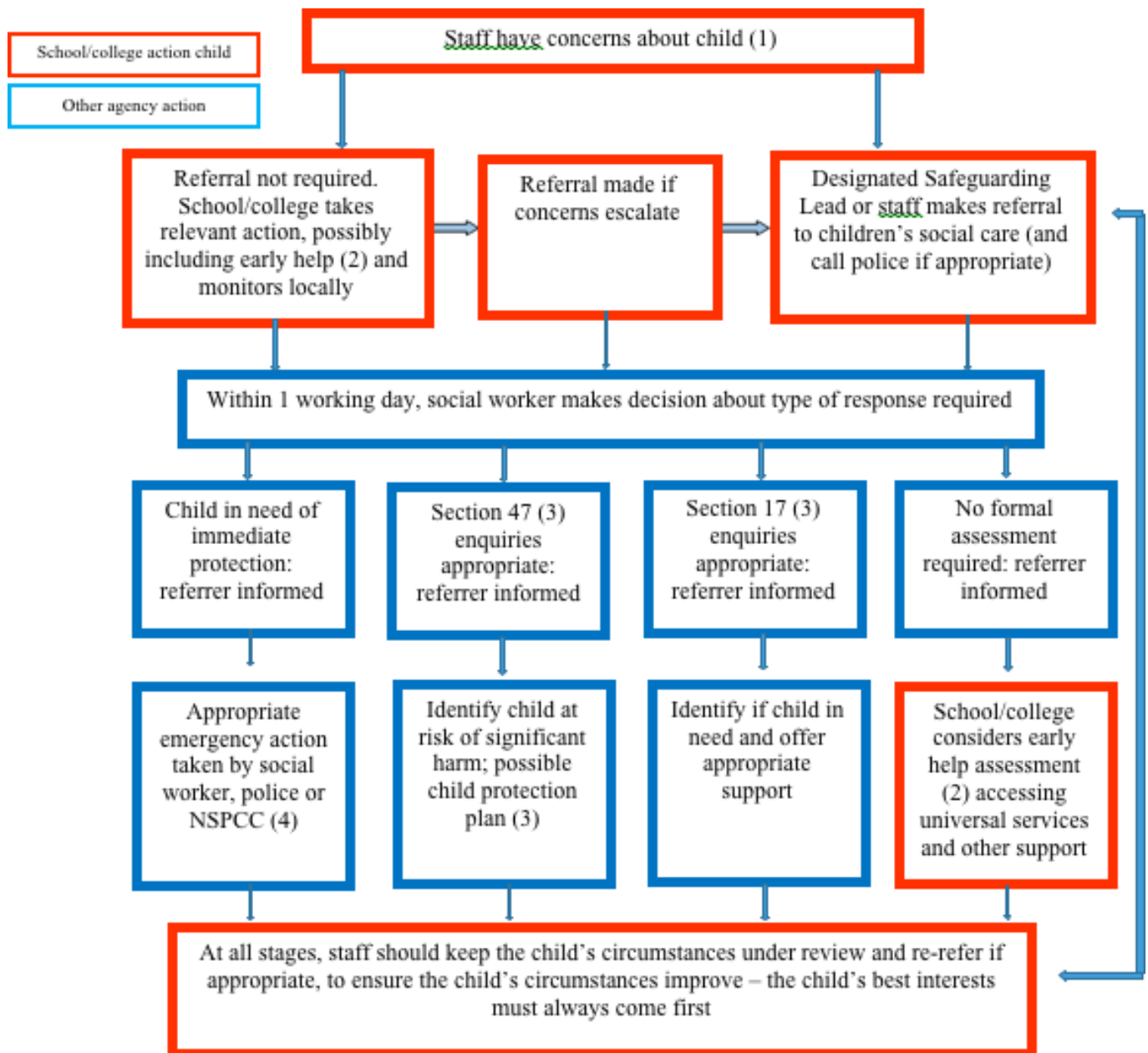
This body outline (which can be the front or back of a child) can be used to record marks or bruises and the date of occurrence, and kept in the child protection file of the child.



**APPENDIX 4: SAFEGUARDING  
REFERRAL FORM**

<b><u>Details of the child</u></b>
Name of child: .....
Date of birth: .....
Year: .....
.....
<b><u>Details of the event</u></b>
Name of person referring the child: .....
Name of the person referring the incident: .....
The date the incident occurred: .....
The date the incident was reported: .....
Which steps have already been taken? .....
<b><u>Please identify area of concern:</u></b>
Emotional <input type="checkbox"/> Visible injuries <input type="checkbox"/> Withdrawn <input type="checkbox"/>
Soiled clothing <input type="checkbox"/> Self-harming <input type="checkbox"/> Change or loss of appetite <input type="checkbox"/>
Volatile outburst <input type="checkbox"/> Inappropriate behaviour <input type="checkbox"/> General hygiene <input type="checkbox"/>
Attendance <input type="checkbox"/> Incontinence <input type="checkbox"/>
Other..... <input type="checkbox"/>
<b><u>Provide an overview of the incident.</u></b>

APPENDIX 5: ACTION WHEN A CHILD HAS SUFFERED OR IS LIKELY TO SUFFER HARM



## APPENDIX 6: CONTACTING HACKNEY CHILDREN'S SOCIAL CARE

The First Response Team within Hackney CSC is part of the Access, Assessment and Family Support Service. It is the team professionals and members of the public contact if there are concerns about children's welfare that may require a statutory social work response.

If you have safeguarding concerns about a child who lives in Hackney you can contact the First Response Team directly during office hours 9-5 Monday-Friday except Bank Holidays (Tel: **020 8356 5500**, Fax: 020 8356 5516).

If you know the child concerned is already receiving input from CSC you should contact the allocated social work unit directly.

The relevant page on Hackney Council's website is:

<http://apps.hackney.gov.uk/servapps/hackneydirectory/details.aspx?OrgID=2612>

The CSC referral form can be emailed to FRT on [cscreferrals@hackney.gov.uk](mailto:cscreferrals@hackney.gov.uk) Secure versions of this email address are [cscreferrals@hackney.gov.uk.cjsm.net](mailto:cscreferrals@hackney.gov.uk.cjsm.net) and [cscreferrals@hackney.gcsx.gov.uk](mailto:cscreferrals@hackney.gcsx.gov.uk)

If you think you may need to make a referral you are welcome to call the First Response Team to discuss your concerns. Professionals should of course consult with their organisation's safeguarding lead but if still unsure as to whether the threshold is met for statutory social work involvement or if the matter seems urgent then please call FRT to discuss your safeguarding concerns.

If you need to contact Hackney CSC about an urgent safeguarding issue outside office hours please call **020 8356 2710**; you will speak directly with a Children's Social Care manager.

If you think a child may need enhanced support then please refer to the New Hackney Child Well-being Framework

<http://trustnet.learningtrust.co.uk/Safeguarding/Documents>

Further Useful Contact Details:

- Hackney CSC First Access and Screening Team (FAST): 020 8356 4844/5500
- Hackney CSC Out of Hours: 020 8356 2710
- Child Abuse Investigation Team (CAIT) @ Police: 020 8217 6537
- HLT Safeguarding in Education Team: 020 8820 7255
- Designated Officer (DO): 020 8356 4569
- City & Hackney Safeguarding Children Board: 020 8356 4183
- NSPCC- 24-hour Helpline: 080 8800 5000

## APPENDIX 7: AGENCY REFERRAL TO HACKNEY CHILDREN'S SOCIAL CARE

### **Referral form for use by all agencies.**

PLEASE NOTE THAT A WRITTEN REFERRAL FORM IS REQUIRED IN ALL CASES. WHERE A TELEPHONE REFERRAL HAS BEEN MADE BECAUSE OF THE URGENCY OF A SITUATION THIS MUST BE FOLLOWED UP WITHIN 48 HOURS BY A COMPLETED REFERRAL FORM.

<b>Name and contact details of person making the referral</b>			
<b>Name:</b>			
<b>Name of agency/organisation:</b>	St.Monica's Catholic Primary school		
<b>Address:</b>			
<b>Telephone Number:</b>		<b>Fax Number:</b>	
<b>Email Address:</b>			
<b>Date written referral is being made:</b>			
<b>Date telephone referral made (if applicable) and to whom:</b>			
<b>Relationship of person making the referral to the child/family:</b>			

<b>Name(s) and dates of birth of the child(ren) being referred (please list here all children in the family):</b>				
<b>Child(ren)'s preferred language if not English speaking:</b>				
<b>Ethnic origin and Nationality if known:</b>				
<b>Details of wider social and professional network (e.g. significant family / friends, GP, health visitor, schools, professionals working with members of the household)</b>				
Name	Role/ Relationship	Address	Telephon e number	Email


**Name of parent(s)/carer(s) with whom child(ren) live(s):**

**Parent(s)/Carer(s) preferred language if not English speaking:**

**Address:**

**Telephone number(s):**

**Any other relevant family details:**

**Why is a referral being made? What are the concerns? (Please be as specific as possible, giving dates, examples of incidents etc):**

**Is the referral for information only?**

**Is there evidence that any children in the family are being subject to significant harm?**

**If 'YES' please specify:**

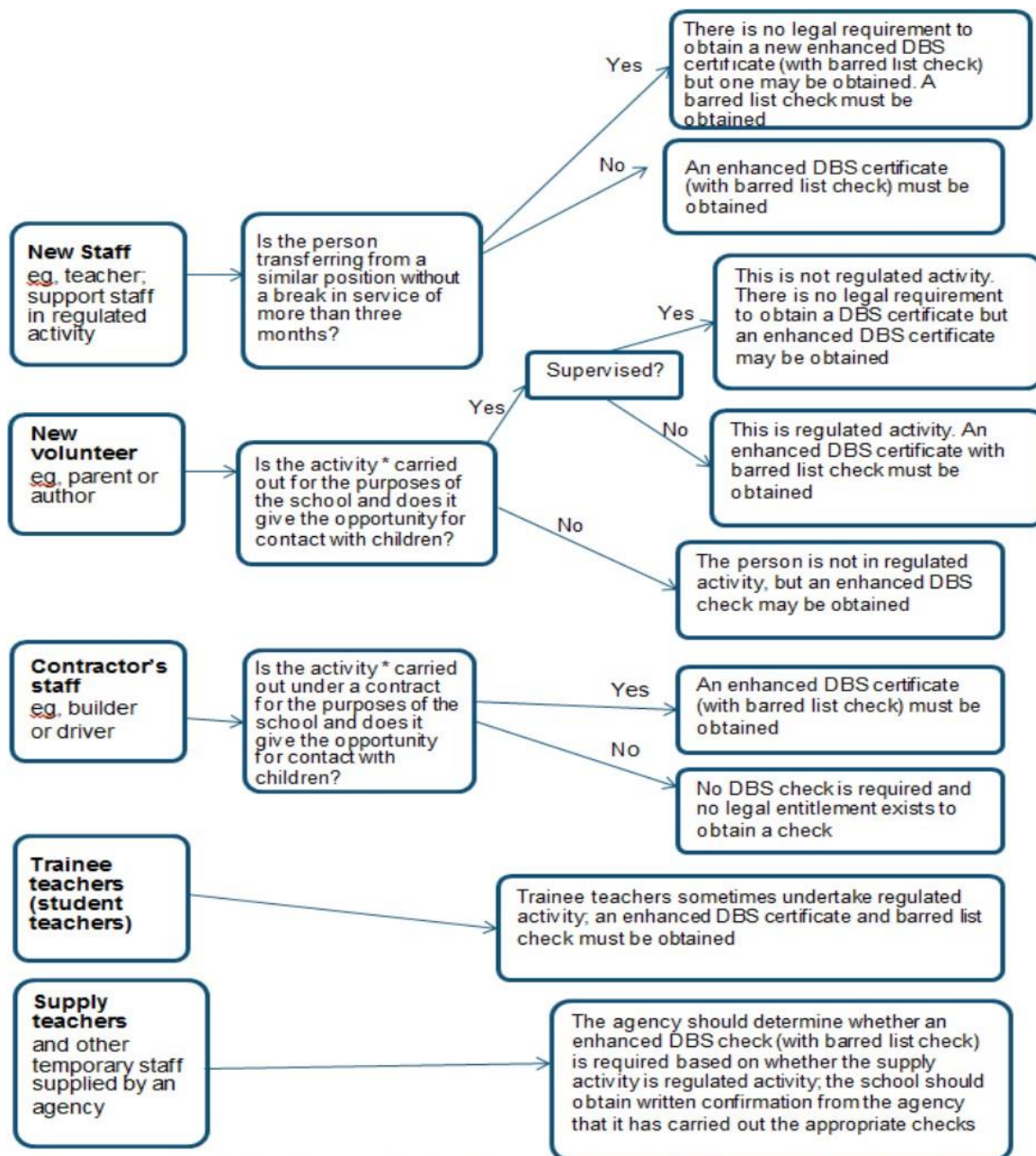
**Actions taken by referring agency/involvement with the family:**

**Please outline your involvement with the child/family and any ongoing support that is being provided. Detail any past concerns or known involvement of statutory agencies. If a CAF or other assessment**



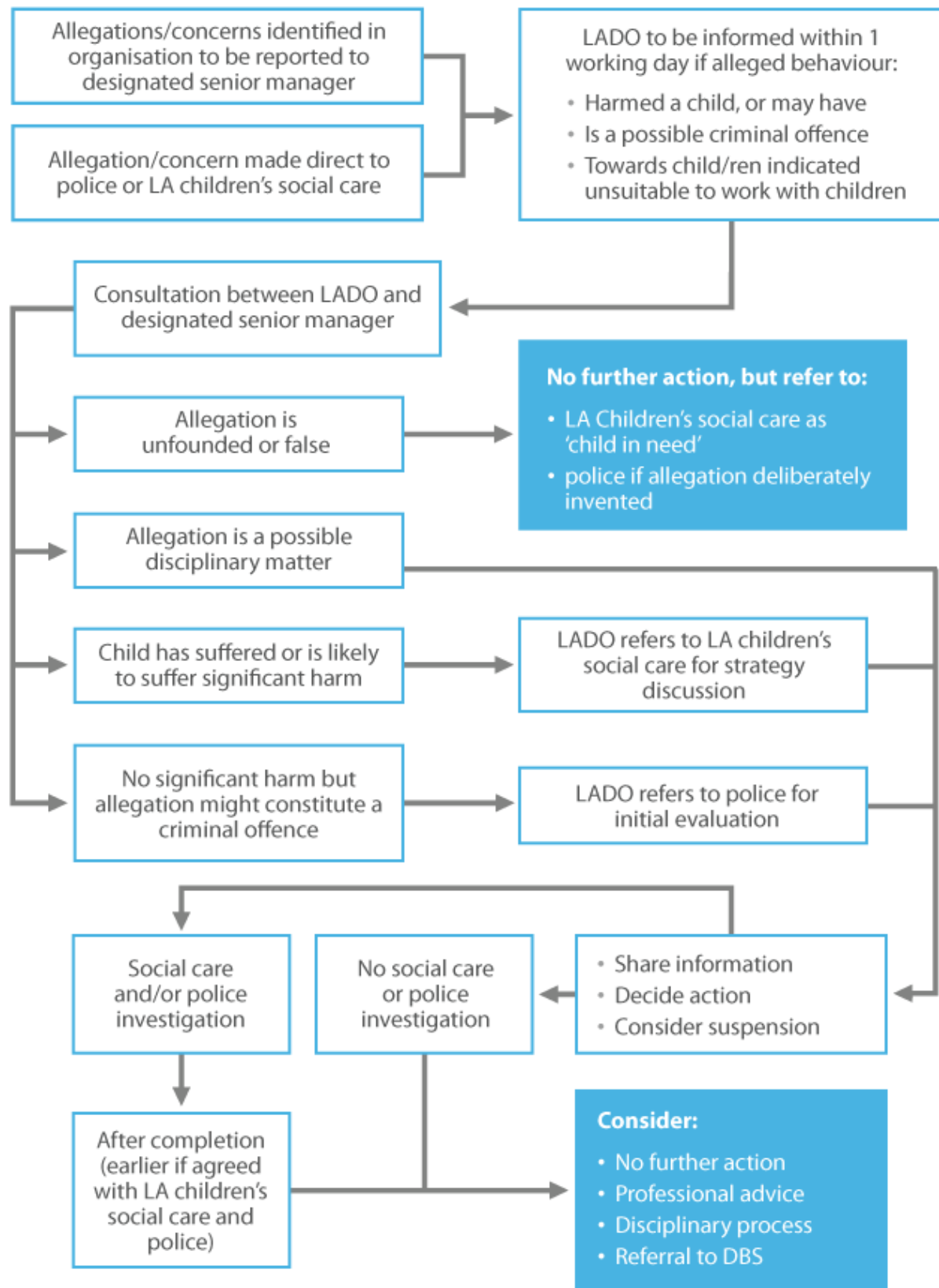
<b>document has been completed please attach a copy to this referral.</b>	
<b>What outcomes are anticipated by the referral?</b>	
<b>Does the person with parental responsibility know that a referral to Children's Social Care has been made?</b>	
<b>If 'No' please explain why:</b>	
<b>If yes, does the person with parental responsibility consent for members of the family's network to be contacted to obtain further information?</b>	
<b>Any other information that would be helpful in deciding the priority of the referral and/or understanding the actions Children's Social Care is being asked to take in respect of the child(ren) being referred?</b>	
<p>Please e-mail this form to <a href="mailto:cscreferrals@Hackney.gov.uk">cscreferrals@Hackney.gov.uk</a> for the attention of the Referral Manager. If you need to send it to a secure email address please send to <a href="mailto:cscreferrals@hackney.gov.uk.cjism.net">cscreferrals@hackney.gov.uk.cjism.net</a> (the email address that was previously in use will automatically forward information to the new address so if you accidentally send it to the old address your referral will be seen).</p> <p>If you cannot send this by email please fax it to 020 8356 5516/7.</p> <p>Should you need any assistance in completing this form or wish to follow up your referral please call the First Response Service on <b>020 8356 5500</b>.</p> <p>If your referral has not been acknowledged by Children's Social Care within three working days please make contact to confirm it has been received.</p>	

**APPENDIX 8: DISCLOSURES AND BARRING SERVICE CRIMINAL RECORD AND BARRED LIST CHECKS**

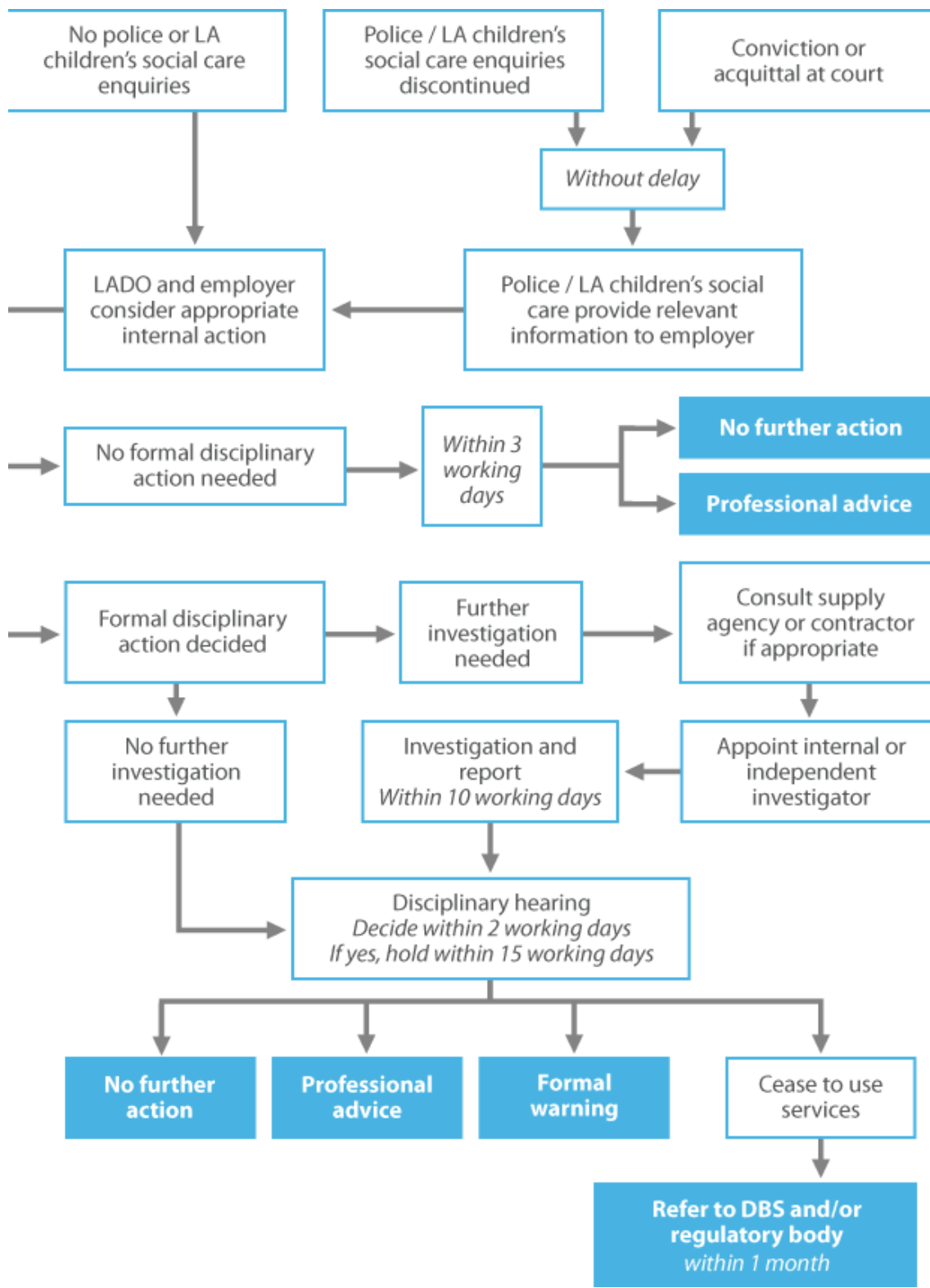


\* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

**APPENDIX 9: ALLEGATIONS/CONCERNS AGAINST STAFF CHILD PROTECTION PROCESS**



**APPENDIX 10: ALLEGATIONS/CONCERNS AGAINST STAFF CHILD PROTECTION SUITABILITY PROCESS**



## APPENDIX 11: STAFF ACKNOWLEDGEMENT FORM

### **Staff acknowledgement form**

Name:

Job Title: Teacher

I have read this Child Protection Policy and Code of Conduct for Employees and I understand my role with regards to Child Protection in this setting.

I have read Keeping Children Safe in Education (2022) and I understand my role and responsibilities with regards to Child Protection as outlined therein.

Signature:

Date:

**Please complete and return this form to the School Business Manager**

