

St Bede's Catholic College



Safeguarding and Child Protection Policy

Updated September 2018

ST BEDE'S CATHOLIC COLLEGE SAFEGUARDING (CHILD PROTECTION) POLICY

This Policy is addressed to all members of staff.

The Designated Safeguarding Lead (DSL) is Mr D O'Rourke, Vice Principal
Deputy Designated Safeguarding Lead is Ms F D'Arcy
Mrs A Pilkington is the designated child protection governor
The current LA professional advisor on safeguarding is Lesley O'Hagan

Rationale:

The College recognises that it has a duty to safeguard and protect children from abuse and will do whatever is possible to exercise this duty mindful of the fact that the welfare of the child is paramount.

As a Catholic community we are concerned with all aspects of a child's welfare. We value and cherish each child and seek to ensure that every effort is made to protect the children in our care. This means that all adults are expected to

- understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached. Safeguarding and promoting the welfare of children is everyone's responsibility
- 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.

Should a child experience abuse we will play a full and positive part in helping that child cope with the issues involved, and will work with all appropriate individuals and agencies in seeking to resolve the problem in the best interests of the child.

Aims:

We will endeavour to;

- do everything in our power to protect children when they are in our care by making a safe environment and giving them the resources and skills to minimise the risk of abuse.
- develop positive relationships.
- enhance self-esteem and encourage all children to develop a positive self-image.
- enable children to develop the skills to deal with conflict effectively.
- give children the opportunity to make reasoned and informed choices, judgements and decisions.
- provide a model for open and effective communication between children, teachers, parents, agencies and other adults working with children.
- provide a clear model for management in cases of suspected or disclosed abuse.
- ensure all college staff know how to act if they have concerns or need support regarding a particular child.

- integrate the key concepts of child protection, safeguarding and online safety into the existing curriculum.
- help children to acquire skills and attitudes to resist abuse in their own lives.
- prepare children for their responsibilities beyond college including parenthood in their adult lives.
- keep staff well informed about child protection and safeguarding issues and their responsibilities, not just annually but regularly with updates during the college year.
- ensure staff employed by Governors or those who have contact with children have the required level of clearance from the Disclosure and Barring Service.
- ensure visitors to the college who have unsupervised access to children have the required level of clearance.
- ensure appropriate background checks on guest speakers are carried out as part of the college visiting speaker protocol. This will include staff awareness of the following:
 - child protection policy;
 - behaviour policy;
 - staff behaviour policy (Code of Conduct);
 - safeguarding response to children who go missing from education; and
 - role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies as listed at the top of this policy).

Guidelines:

Safeguarding incidents can happen anywhere and staff should be alert to possible concerns being raised in our College.

- An environment is created within the college in which every child is valued as a member of the community.
- Relationships between children and staff should, where ever possible, be based upon mutual trust and respect.
- Opportunities are created so that children can be listened to and all helped to articulate their wishes and feelings.
- High standards of behaviour within the college should enable children to be protected from abuse from other children.
- A variety of opportunities are allowed for class and group discussion of thoughts and feelings in an atmosphere of trust, acceptance and respect.
- The key concepts of child protection are integrated within the existing Personal and Social Education curriculum. These include feelings and emotions, touch, secrets, assertiveness, self-esteem and trust.

- Members of staff are made aware that Governors will not support abuse of children in any of its guises.
- The Governing body will review regularly the Safeguarding Policy and ensure the Annual Safeguarding Audit is completed.
- Staff will be subjected to enhanced DBS clearance in accordance with government guidance.
- A list of DBS clearance of all our staff and those who have unsupervised contact with children will be held by the Bursar and updated as required.
- A senior Member of Staff is the Designated Safeguarding Lead (DSL) who deals with child protection matters in the first instance. This person is also the named teacher for children in care. The governing body will delegate responsibility to the DSL to ensure that all staff in the college read at least part one of the KCSIE guidance.
- The term 'child' refers to everyone under the age of 18 years.
- Definitions of regulated and non-regulated activities:
 - Regulated (that a barred person must not do) = unsupervised activities e.g. Teach, train, instruct, care for or supervise, provide advice and guidance on well-being or drive a vehicle only for children. Extract: Regulated activity in relation to children. Factual notes by HM Government.
- The definition of reasonable force is understood to mean 'using no more force than is needed' and the use of force may involve passive physical contact or active physical contact.

Procedures:

The Designated Safeguarding Lead will assume responsibility for managing referrals, training and raising awareness as listed in the specific safeguarding issues section of Keeping Children Safe in Education 2018.

If any member of staff suspects that a child is being abused* either emotionally, physically, sexually or by neglect, actual or likely, concerns should be shared as soon as they arise. Suspicions must be discussed with Designated Safeguarding Lead (DSL) or the Principal only. In their absence suspicions must be discussed with the most Senior Member of Staff present.

- In all child protection issues – the well-being of the child and his/her safety is paramount. Staff must be aware that children with SEN and disabilities can face additional safeguarding challenges.
- Staff will have an awareness that for children with SEN and disabilities, their behaviour, mood and injury may be related to possible abuse and not just their SEN or disability. There is a higher risk of peer group isolation, possible disproportionate impact of bullying and difficulties with communication.
- Staff are told that they do not have the responsibility to investigate cases of suspected child abuse. However, if at any point there is a risk of immediate serious harm to a child and there is no one in college to act on this concern then a referral should be made to Children's Social Care immediately. Anybody can make a referral in these exceptional circumstances. If the child's situation does not appear to be improving, the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some point.

- It is important for children to receive the right help at the right time to address risks and prevent issues escalating. The DSL will consider 'early help' requirements with relevant staff and may ask them to assist in an early help assessment.
- The college will cooperate with relevant external agencies in any enquiries regarding child protection matters, including representation at child protection conferences, core groups and multi-agency planning meetings.
- Information regarding pupils at risk or those subject to a child protection care plan will be shared with members of staff on a need to know basis. Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action. A record is kept in college of action taken. Telephone referrals to social care will be followed up promptly.
- The safety of the child over-rides confidentiality. If a child is at risk, information can be shared without consent (of the child or the family).
- Staff must be clear about when information can be shared and in what circumstances it is appropriate to do so. They must not promise to keep 'secrets' with children and that if children disclose abuse this must be passed on to the designated safeguarding lead as soon as possible and the child should be told with whom their disclosure will be shared.
- Any decisions to share information must be recorded. Records *may be* subject to the Freedom of Information Act (2000) and the Data Protection Act (2018). If there is any doubt as to the rights of any party to access information, legal advice may be sought prior to releasing any information.
- Where children leave the college, the DSL will consider whether it is appropriate to share information with the new school in advance of the pupil leaving. The child protection file will be transferred to the new school as soon as possible. The CP file will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt is obtained.
- The DSL and Deputy DSL will employ signs of safety when assessing safeguarding risks contextually.

Allegations against staff and Governors

- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. Concerns must be discussed with the Principal only or, in her absence, the Vice Principal.
- If a pupil makes an allegation against a member of staff, the Principal should be immediately informed.
- The Principal will discuss the allegation with the Designated Officer for Allegations (previously known as the LADO) at the earliest opportunity within 24 hours and before any actions are taken.
- If the allegation concerns the behaviour of the Principal, the Chair of Governors should be informed.
- If an allegation concerning the behaviour of a Governor, the Chair of Governors should be informed
- Allegations against the Chair of Governors should be referred to the Director for Education within the Diocese.

Safe recruitment practice

- Additional checks using the teachers' services systems will be carried out on individuals who have lived or worked outside the UK. Individuals will be directed to provide criminal record clearance documentation from the country of origin. All staff will have enhanced DBS checks on appointment. Checks will be accurately recorded on a single central record and will be carried out every 3 years. Checks are carried out by governors regularly throughout the year.
- Self-Declaration Form
Staff will sign a form annually confirming that if a DBS check is carried out, nothing would show up. Random checks will also be carried out.
- A referral will be made to the DBS and the National College for Teaching and Leadership (NCTL) within one month if a person in regulated activity has been dismissed or removed due to safeguarding concerns.
- The Designated Safeguarding Lead (DSL) undertakes an inter-agency training course every two years. Other staff and Governors have safeguarding training updated as appropriate, but at least annually.
- At least one person on every interview panel will be trained in safe recruitment practices.
- Volunteers (including Governors) will be checked in line with the statutory guidance: Regulated Activity (Children) – supervision of activity with children which is regulated activity when unsupervised. A risk assessment will be carried out on a case by case basis when accepting volunteers at the college. When recruiting governors, the TRA Teachers Services check is referred to.

Visitors

- We will ensure that visitors to the College comply with DBS requirements. Visitors who have unsupervised contact with children will require DBS clearance.

Work Experience

- We will consider the specific circumstances of work experience placements and will refer to guidance provided in KCSIE page 48.

Homestay.

- All homestay adults will be subject to appropriate DBS checks and barred list checks.

Alternative provision.

- When the college places a pupil in alternative provision, they remain responsible for the safeguarding of that pupil and will ensure that the provider meets the needs of the pupil in order to keep them safe.

E-Safety

- Children will be taught about E-Safety and learn how to keep themselves safe whilst in online environments and using new technologies. We will continue to do what we can to keep pupils safe on-line, not just from inappropriate material such as pornography, but also extremist content ensuring that appropriate filters and monitoring systems are in place. Pupils must not have social media contact with members of staff or governors. In college, social media are blocked for students unless required for specific circumstances.
- E-Safety information is provided to parents on a regular basis.

This Policy has been drawn up following consultation and should be read in conjunction with the Health and Safety Policy, Guidelines on the Use of Physical Contact with Pupils and E-Safety Policy. It will be reviewed regularly.

Legislation and guidance in relation to safeguarding includes:

- Children's Acts 1989 and 2004
- Education Act 2002
- Framework for the Assessment of Children in Need and their Families 2000
- Working Together to Safeguard Children March 2015
- Keeping Children Safe in Education September 2016
- What to do if you are worried a child is being abused March 2015
- Information Sharing March 2015

*headline examples of abuse [Further details available from 'Keeping Children Safe in Education 2018. Annex A, page 75]

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|-----------------------------|--------------------------------------|----------------------------|---|-------------------|---|
| Bullying and Cyber-bullying | Neglect | Drugs | Fabricated or induced illness | Mental health | Child Sexual Exploitation and teenage relationship abuse |
| Forced marriage | Gangs & Youth Violence | Gender-based violence | Violence against women and girls (VAWG) | Domestic violence | Female Genital Mutilation |
| Private fostering | Peer on peer abuse including Sexting | Teenage relationship abuse | Trafficking | Radicalisation | Child Missing Education, home or care |
| | | County lines | Children & the court system | Homelessness | Children with families in prison |

Additional Notes on specific safeguarding issues 2018/2019

- Peer on Peer abuse: Safeguarding issues can manifest themselves within peer on peer abuse. Peer on Peer abuse may include bullying, cyberbullying, gender based violence, physical abuse, sexual violence and sexual harassment, sexting and initiation ceremonies. The college will refer to part 5, page 62 of Keeping Children Safe in Education in the case of child on child sexual violence and harassment, and the procedures therein.

Staff will be aware of the importance of

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- Advice is issued to all staff annually outlining procedures to follow if a case of 'sexting' emerges.
- Faith Abuse. The term 'child abuse linked to faith or belief' is open to multiple interpretations including:

- Abuse that occurs as a result of a child being accused of witchcraft or of being a witch
- Abuse that occurs as a result of a child being accused of being 'possessed by spirits' – that is 'spirit possession'
- Ritualistic abuse
- Satanic abuse

There are other types of child abuse that are loosely associated with 'faith' or 'belief, such as medical neglect related to religious belief. We should also note methodical difficulties in distinguishing between 'witchcraft' and 'spirit possession' and between 'ritual child abuse' and 'satanic child abuse'.

- Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol) as a result of engaging in sexual activities. What marks out exploitation from a 'consensual' relationship is the imbalance of power. It is important to remember that some young people who are being sexually exploited do not exhibit external signs of this abuse.
- Honour based violence (HBV). So called honour-based violence encompasses crimes committed to protect or defend the honour of a family or community, including FGM and forced marriage.
- Female Genital Mutilation is any procedure involving partial or total removal of the female external genitalia or other injury to the female genital organs for non-medical reasons. Victims of FGM are likely to come from a community that is known to practise FGM. UK communities that are most at risk of FGM include Kenyan, Somali, Sudanese, Sierra Leonean, Egyptian, Nigerian and Eritrean. Non-African communities that practise FGM include Yemeni, Afghani, Kurdish, Indonesian and Pakistani. We consider girls in our college to be safe from FGM, however we will continue to be alert to the signs of such abuse. If any teacher discovers that any type of FGM appears to have been carried out on a girl under the age of 18, the **teacher** has a specific legal duty report this to the Police, in consultation with the DSL.
- Fabricated or induced illness

The fabrication or induction of illness in children by a carer has been referred to by a number of different terms, most commonly Munchausen Syndrome by Proxy (Meadow, 1977), Factitious Illness by Proxy (Bools, 1996; Jones and Bools, 1999) or Illness Induction syndrome (Gray et al, 1995). This terminology is also used by some as if it were a psychiatric diagnosis.

If, as a result of a carer's behaviour, there is concern that the child is or is likely to suffer significant harm, this guidance should be followed. The key issue is not what term to use to describe this type of abuse, but the impact of fabricated or induced illness on the child's health and development, and consideration of how best to safeguard and promote the child's welfare.

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

The following list is of behaviours exhibited by carers which can be associated with fabricating or inducing illness in a child. This list is not exhaustive and should be interpreted with an

awareness of cultural behaviours and practices which can be mistakenly construed as abnormal behaviours:

- Deliberately inducing symptoms in children by administering medication or other substances, by means of intentional transient airways obstruction or by interfering with the child's body so as to cause physical signs
- interfering with treatments by over dosing with medication, not administering them or interfering with medical equipment such as infusion lines
- Claiming the child has symptoms which are unverifiable unless observed directly, such as pain, frequency of passing urine, vomiting or fits. These claims result in unnecessary investigations and treatments which may cause secondary physical problems
- Exaggerating symptoms which are unverifiable unless observed directly, causing professionals to undertake investigations and treatments which may be invasive, are unnecessary and therefore are harmful and possibly dangerous
- Obtaining specialist treatments or equipment for children who do not require them; alleging psychological illness in a child

The majority of cases of fabricated or induced illness in children are confirmed in a hospital setting because either medical findings or their absence provide evidence of this type of abuse.

The Prevent duty

- Preventing Radicalisation is our duty. The Counter-Terrorism and Security Act 2015 covers a broad range of radicalisation, not just Islamic extremism but also the far right. The college will have due regard to the need to prevent young people from being drawn into terrorism.
- It is essential that we identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is part of all of our wider safeguarding duties, and is similar in nature to protecting children from other harms, whether these come from within their family or are the product of outside influences.
- We can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We do not intend to stop pupils talking about or debating controversial issues. On the contrary, in school, we want to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- "Extremism" is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Included in the definition of extremism are calls for the death of members of the armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

Risk assessment:

- We should be aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.
- There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, we should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.
- Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. All key staff have completed the CHANNEL on-line training resource.

http://course.ncalt.com/Channel_General_Awareness/01/index.html

IT policies: The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. We ensure that suitable filtering is in place. Internet safety is integral to our ICT curriculum and is also embedded in PSHE.

Building children's resilience to radicalisation

We believe that we can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. We promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values.

Personal, Social, Health and Citizenship Education (PSHCE) is effective in providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject teaches pupils to explore facts and myths regarding Terrorism, how to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. In addition, we encourage pupils to develop positive character traits through PSHCE, such as resilience, determination, self-esteem, and confidence.

Children Missing Education

The DSL and Attendance and Welfare Officer at the college will refer to the Bristol Education Welfare Service guidance for adding and deleting pupils from roll at non-standards points; January 2018.

All staff are aware that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities. Any unauthorised absence will therefore be reported immediately to the Attendance and Welfare Officer at the college.

Procedures – What to do if there is a concern

The Prevent duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern, following the standard procedures for referral to the Designated Safeguard Lead – Mr O'Rourke. The DSL will assess all referrals made and where there is evidence of concern, inform the appropriate agencies.

General safeguarding procedures

If any member of staff is concerned about poor or unsafe safeguarding practice, they should refer directly to the college Whistleblowing procedure. If a staff member feels concerns are not being addressed, they may contact the NSPCC helpline on 0800 028 0285 or via email using help@nspcc.org.uk.

September 2018