

Safeguarding Policy

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1. Statement of Purpose

At the Federation of St. Sebastian's, St Cuthbert's, Field of Dreams and Extended Schools, we are determined to ensure that all necessary steps are taken to protect children and young people from harm. The following policy establishes the schools position, role and responsibilities and clarifies what is expected from everybody employed and involved in the delivery of services (core curriculum and extended services).

The Governors of the Federation adhere to the Liverpool Schools Safeguarding Charter, which states Schools must-

- Work in partnership with other agencies to safeguard and promote the welfare of all children in keeping with the LSCB's 'Levels of Need Framework' to secure improved outcomes for young people
- Ensure that safer recruitment practices and safeguarding policies and procedures set out a culture of vigilance and challenge
- Provide induction and regular training that enable all adults to recognise signs of abuse and neglect; act in the interests of the child and maintain an attitude 'it could happen here'.
- Work collaboratively with other agencies to promote early help for young people and families before their needs escalate to a point where intervention would be needed via a statutory assessment.
- Challenge ourselves and others to ensure actions are completed in a timely way and press for reconsideration if the situation does not improve.
- Quality assure all safeguarding practices including maintaining support and oversight of the Designated Safeguarding Lead and Safeguarding Team, their actions and decisions and record keeping.
- Ensure all adults working with young people follow an agreed code of conduct that promotes safe working practices and makes responsibilities and expectations clear, including the understanding that anyone can make a referral to Children's Services - 0151 233 3700.
- Complete any actions arising from the Local Authority's 175 Safeguarding Audit in order to ensure policies and procedures follow LSCB, Local Authority and statutory guidance.

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- Implement any learning arising from serious case reviews, for example the need to listen and respond to the views of children, especially when assessing their needs.
- Provide students with a curriculum, which promotes their safeguarding and enables them to maintain healthy relationships.

2. School Activities

We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at our sites. As an organisation, we recognise that child abuse can be an emotive subject and therefore it is important to understand the feelings involved and not to allow them to interfere with judgment about any action that needs to be taken. We recognise our responsibility to safeguard and promote the welfare of Safeguarding Policy Safeguarding Policy Page 4 all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

As such, we will ensure that:

- The welfare of the child remains paramount.
- All children whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to be protected from harm.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- All staff (paid/unpaid) working on school premises have a responsibility to report concerns to the designated staff, namely Jackie Hilton, Angela Brough, Claire Bellis-Knox, and Jacqui Mulligan.
- The vast majority of adults who work with children act professionally. However, we recognize some individuals will actively seek employment or voluntary work with young people in order to harm them. All concerns regarding any individuals' practice will be reported to the designated staff.

3. Supporting Policies and Procedures

We have a range of supporting policies and procedures to accompany this document, which have been developed in accordance with National Government and Liverpool Children Safeguarding Board. All policies have been ratified by the school's Governing Body and are regularly reviewed. These policies include our arrangements for the following areas:

- Single Central Record
- Child Protection procedures
- Safe recruitment and selection processes (including criminal record bureau (CRB), List 99 and Overseas checks and Independent Safeguarding Authority (ISA) registration)

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- Delivery of safeguarding as part of the curriculum across all key stages
- Volunteers and visitors working in school
- Disqualification through Association
- Computing Policy

4. Clarification of safeguarding obligations in Computing and Online activity – Filtering and Monitoring

Internet Safety - Please also refer to our Computing and Acceptable Use Policy.

At St Cuthbert's and St Sebastian's Catholic Primary Schools, we are keen for our children to develop knowledge and skills of all aspects of technology. We teach our children to be responsible online and the procedure to follow if they come across anything unsuitable.

The Federation has recently updated our filtering system to 'Smoothwall' to ensure continued online safety. This system sends regular, detailed reports about any inappropriate online content, which could include the following:

Inappropriate Online Content

Recognising that no filter can guarantee to be 100% effective, schools should be satisfied that their filtering system manages the following content (and web search)

Content	Explanatory notes – Content that:
Discrimination	Promotes the unjust or prejudicial treatment of people on the grounds of race, religion, age, or sex.
Drugs / Substance abuse	displays or promotes the illegal use of drugs or substances
Extremism	promotes terrorism and terrorist ideologies, violence or intolerance
Malware / Hacking	promotes the compromising of systems including anonymous browsing and other filter bypass tools as well as sites hosting malicious content
Pornography	displays sexual acts or explicit images
Piracy and copyright theft	includes illegal provision of copyrighted material
Self Harm	promotes or displays deliberate self harm (including suicide and eating disorders)
Violence	displays or promotes the use of physical force intended to hurt or kill

To support this robust filtering system we also have obligations regarding monitoring online activity, this includes:

- Monitoring of the daily notifications,
- Physical monitoring with staff directly to providing children whilst using I.T,
- Classroom support staff monitor screen activity during a lesson.

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- Members of the SLT, our external IT consultant and computing coordinator, review the reports.
- The Log file information identifies individual users or groups as appropriate for effective intervention.
- Daily logs are reviewed, interpreted and prioritized for intervention.
- Any information, which indicates potential harm, is acted upon in a timely manner.
- We do not support BYOD (Bring Your Own Device) and staff do not connect to school wireless networks.

This approach enables us to identify and intervene with any issues concerning access or searches.

Parents have been made aware of our policy, advised upon safe internet usage and invited to comment if they have concerns. Parents have also been asked for permission for images / work of their children to appear on our website / Twitter. Only children with this permission will appear online and on first names will be visible.

5. Definitions of Abuse and Neglect:

An additional aim of this safeguarding policy is to ensure all teaching and non-teaching staff are aware of the definitions of Abuse and Neglect as defined by the DfE: -

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult, adults, another child, or children.

Physical abuse: a form of abuse, which 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 fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only

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insofar 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 a 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 another. It may involve serious bullying (including [cyber-bullying](#)), 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 maltreatment of a child, although it may occur alone.

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 (for example rape or oral sex) or non-penetrative acts such as 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, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or 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.

Neglect: 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

What should you do if a young person reports abuse

- If you have observed any conditions or a pupil discloses that they are being abused, then upon receiving the information you should:
- React calmly.
- Reassure the child that they were right to tell, that they are not to blame and take what the child says seriously.
- Be careful not to be deemed as putting words into the child's mouth, the easiest way of doing this is by asking questions. Allow the child to talk - ask only open questions e.g. "Can you tell me more about...." Do not press for detail, put forward your own ideas or use words that the child has not used themselves.
- Do not promise confidentiality.
- Inform the child/young person what you will do next.

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- Make a full and written record of what has been said as soon as possible. Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the child). Sign and date the report (it may be required as evidence).
- Do not delay in passing on the information.

The written record should include:

- The child's known details including name, date of birth, address and contact numbers.
- Whether or not the person making the report is expressing their own concerns or those of someone else.
- The nature of the allegation, including dates, times, specific factors and any other relevant information.
- Make a clear distinction between what is fact, opinion or hearsay.
- A description of any visible bruising or other injuries; also any indirect signs, such as behavioural changes.
- Details of witnesses to the incidents.
- The child's account, if it can be given, of what has happened and how any bruising or other injuries occurred.
- Accounts from others, including colleagues and parents.
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- Referral

When the designated named person needs to make a referral, the referral will be made to the local social children's services - Tel: 0151 233 2700

In some cases, we may need to protect a child immediately- in these situations, emergency action will be taken by dialling 999. The Police are the only agency with statutory powers for the immediate protection of children.

We stress it is not our responsibility to investigate or decide whether abuse has taken place or not. However, should any concerns be raised information will be referred to the appropriate authority immediately. The best interest of the child is our paramount concern.

6. Safeguarding Staff

The Governors of the federation strive to provide a safe appropriate workplace. Any member of staff who is aware of hazards should inform the Site Manager or office staff in case of an emergency. Regular risk assessments are carried out and the buildings are maintained with the support of Archdiocese Surveyor Arcadis. We have appropriate numbers of staff of who are first aid trained. Our governors and Senior Leadership Team support the aims and objectives of the "Workplace Charter for Health and Wellbeing." This external accreditation supports and guides our approach on Leadership, Attendance Management, Alcohol & Substance misuse, Health and Safety, Mental Health and Stress, healthy Eating and Physical Activity. The governors

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have developed policies and protocol regarding code of conduct for each other and visit. They fully support the implementation of these protocols ensuring our culture and physical environment are as positive as possible.