

St Anne's Catholic Primary School, Keighley



Safeguarding Staff Handbook

Our Mission Vision

St Anne's: releasing potential, nurturing faith and igniting a passion for learning to last a lifetime.

Our core aspirations for all:

Personal Faith

Enthusiasm

Achievement

Challenge

Enjoyment

Our School Motto

UT VITAM ABUNDANTIUS HABEANT

I have come so that they may have life and have it to the full

John 10:10

A Blessed Christopher Wharton Catholic Academy Trust School

CHILD PROTECTION AND SAFEGUARDING

We work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

This section of the handbook has been produced to help staff establish the safest possible learning and working environments, in order to safeguard young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct.

All staff have a responsibility to keep pupils safe and to protect them from abuse (sexual, physical and emotional), and neglect and safeguarding concerns. Pupils have a right to be safe and treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure their safety and well-being. Failure to do so may be regarded as professional misconduct.

The key commitments of our child protection and safeguarding policy are:

Policy principles

- Safeguarding is everyone's responsibility
- A child-centred approach
- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- Pupils and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all staff with the necessary training and information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

All staff must read at least Part one and Annex's A of Keeping Children Safe in Education September 2018 guidance, the schools' Child Protection and Safeguarding Policy, What to do if you are worried a child is being abused, the school's Behaviour, Acceptable Use and Online Safety Policy. They will be asked to confirm they have read, understood and accept these policies and will abide by them. These documents reiterate staff responsibilities and provide awareness of the statutory duties, signs and indicators of specific forms of abuse and specific safeguarding issues; children missing education, child sexual exploitation (CSE), peer on peer abuse, female genital mutilation (FGM), forced marriage and preventing radicalisation, which teachers and other members of staff must adhere to.

Your Designated Safeguarding and Deputy Safeguarding Leads are Paul Booth, Katy Cox and Chris Wood.

Your Chair of Governors is Cameron Robson.

All staff should be prepared to identify children who may benefit from early help, reporting any concerns to the DSL/DDSL immediately. Early help means providing support as soon as a problem emerges at any point in a child's life.

Reporting and recording child protection concerns, disclosures and allegations

Any member of staff who have a concern about a child's welfare should follow the procedures as laid out in the schools' Child Protection and Safeguarding policy.

Childcare (Disqualification) Regulations 2009

This is statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools. Schools must have regard to it when carrying out their duties to safeguard and promote the welfare of children under section 175, of the Education Act 2002. We are required to advise all relevant staff to read and sign to confirm that they will adhere to the rules of the Disqualification Policy for staff and volunteers

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and notifying the DSL of any changes in your personal life which may affect your ability to work with children. Please refer to your DSL if you have any questions of the applicability of this Policy to you.

Female genital mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

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 along with regulated health and social care professionals 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. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the School’s DSL and involve children’s social care as appropriate.

All staff are made aware of the indicators of FGM and all concerns should be reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care.

Preventing Radicalisation

Protecting children from the risk of radicalisation is seen as part of schools’ wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff are alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

From 1 July 2015 all Schools, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

All staff are made aware of the indicators of radicalisation and all concerns should be reported immediately to the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children’s social care.

Safeguarding training and induction

The school organises induction sessions for all new employees during their first weeks in their role to assist with the sharing of job-specific and will give an overview of the organisation, ensure they know its purpose, values, services, structure and general school information.

At the commencement of your employment you may receive training which is specific to your role. This will be at the discretion of your line manager.

You will also be informed of where you can access all school policies and procedures, specifically the school Child Protection and Safeguarding and Behaviour policies, Part 1 of Keeping Children Safe in Education September 2018 and What to do if you are worried a child is being abused.

All new members of staff will receive safeguarding awareness training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

All staff will be expected to attend safeguarding training regularly, at least annually, in order to provide them with relevant skills and knowledge to safeguard children effectively.

The DSL will receive training updated at least every two years. In addition to formal training their knowledge

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and skills will be updated at regular intervals, but at least annually, to keep up with any developments relevant to their role.

First Aid and Medication

Any member of school staff may be asked to become a qualified first-aider or to provide support to pupils with medical conditions, including administering of medicines, but they cannot be required to do so unless this forms part of their contract of employment. Staff will receive sufficient and suitable training and achieve a level of competency before they take on responsibility to support pupils with medical conditions. For further details, staff should refer to the schools Supporting pupils at school with medical conditions Policy.

Concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's Whistleblowing Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should immediately be reported to the executive headteacher/head of school or DSL. Complaints about the executive headteacher should immediately be reported to the chair of governors.

If an allegation is made against a member of staff, we will follow set procedures as laid out in our Managing Allegations of Abuse Made Against Teachers and Other Staff Policy.

Peer on peer abuse

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school, and other pupils. Occasionally, allegations may be made against other children in the school. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others or may be subjected to peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. We believe abuse is abuse and will not be tolerated or passed off as 'banter' or 'part of growing up', their behaviour will be dealt with under the school's Anti-bullying and Behaviour Policy. All concerns or allegations of this nature must be reported immediately to the executive headteacher/head of school for investigation and action.

Power and Position of Trust

All adults working with pupils in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people; staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Under the 'Position of Trust' offence individuals working in educational institutions are said to be in positions of trust. Under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Staff should always maintain appropriate professionalism and wherever possible, they should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. Any breach of the above may be considered by the school to be a disciplinary matter and may result in disciplinary action being taken.

Gifts

Staff should be aware of the school's policy regarding arrangements for the declaration of gifts received and given. Staff need to take care that they do not accept any gift that might be construed as a bribe by others or lead the giver to expect preferential treatment.

There are occasions when pupils or parents wish to pass small tokens of appreciation to staff, for example at Christmas or as a thank-you, and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Any member of staff concerned about whether they or their colleagues may be at risk of giving or receiving a bribe (financial or otherwise) should contact the executive

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headteacher/head of school. Any member of staff receiving gifts or entertainment valued at more than £50 must disclose this to the executive headteacher/head of school.

Members of staff may not give personal gifts to pupils. It is acceptable for staff to offer prizes of small value in certain tasks or competitions.

This means that staff should:

- ensure that gifts received or given in situations which may be misconstrued are declared
- ensure that gifts of significant value 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 pupils equally.

Infatuations

Staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop an infatuation. Staff should be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff.

A member of staff who becomes aware that a pupil may be infatuated with themselves or a colleague should discuss this at the earliest opportunity with the DSL so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned.

Personal Living Space

No pupil should be in, or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents and senior leaders or the home has been designated by the organisation or regulatory body as a work place e.g. childminders, foster carers.

Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate. Staff should use their professional judgement at all times about the appropriateness of any physical contact.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be made clear to the DSL. Physical contact, which occurs regularly with an individual pupil, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review.

Staff must not give corporal punishment, threaten corporal punishment or any punishment which could adversely affect a child's well-being.

Pupils in Distress

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age - appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from the DSL.

This means that 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 pupil
- record situations which may give rise to concern.

Extra-curricular activities

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity. During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

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Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.

Intimate Care

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). The school has an Intimate Care Policy which should be agreed with parents for all children who require intimate care on a regular basis. Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Please refer to the School Whistleblowing Policy

Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of senior leadership and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

NSPCC Whistleblowing Advice Line is 0800 028 0285

Volunteers

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period, they will undergo checks commensurate with their work in the school and contact with pupils.

Transporting Pupils

From time to time staff may be asked, if insured, to transport children to external venues in their own vehicles. Staff should not offer lifts to pupils unless the need for this has been agreed by a manager. The schools' Transporting Pupils Policy should be followed.

Social Media

You are responsible for the content of your social media accounts, for example Facebook, Twitter or blogging. You should exercise good judgment and common sense, and refrain from making comments that can be linked back to the school or that could be deemed as bringing the reputation of the school in to disrepute.

We consider it unacceptable for employees to make comments which could be interpreted as slurs, demeaning etc. You must not publish any views which are racist or narrow-minded, nor should you disclose confidential or proprietary information through any social networking account.

Child protection and safeguarding considerations should also be taken in to account. Employees of the school should never request or accept requests from children who are pupils at the school and should exercise good judgement in having other children as 'friends' on Facebook. Employees should also refrain from interacting with pupils on social media and other online forums. All interaction should take place within the school environment, using the school learning platform and email.

Any breach of the above may be considered by the school to be a disciplinary matter and may result in disciplinary action being taken.

Changes in personal situation

Please remember it is your ongoing obligation to disclose to the DSL immediately any wrongdoing or alleged wrongdoing, including any incidents arising from alternative employment or outside of work which may have a bearing on your working with children or your employment within this school.