

St Cecilia's Catholic Infant and Nursery School



CHILD PROTECTION POLICY 2021 - 2022

St. Cecilia's Catholic Infant & Nursery School Safeguarding Team consists of:	
Mrs. E. van de Waal	Headteacher
Mrs. M. Lawrence	Chair of Governors/ Safeguarding Governor
Mrs. A. Billing	Safeguarding Link Governor
Mrs. S. MacGregor s.macgregor01@st-cecilias-inf.liverpool.sch.uk	Designated Safeguarding Lead
Mrs. M. Campbell	Deputy Designated Safeguarding Lead
Mr. S. Fitzsimmons	Deputy Designated Safeguarding Lead

This policy provides guidance to all adults working within the school whether paid or voluntary or directly employed by the school or by a third party.

1. **Child Protection Statement:**

- St Cecilia's Catholic Infant and Nursery School is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment.
- Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected.
- It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.'

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider at all times, what is in the best interests of the child (DFE 2021).

2. Definitions:

- A child includes anyone under the age of 18.
- Child protection: 'Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.'
- Safeguarding Children: 'Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.'
- Safeguarding and promoting the welfare of children is defined as protecting children 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.' (Keeping Children Safe in Education' DfE updated September 2021)

3. Policy Aims:

- To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately
- To ensure that the school's practice meets local and national guidance

4. Key Principles:

- The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- Children should be listened to and their views and wishes should inform any assessment and provision for them.
- Staff should always act in the interests of the child in order to protect them.
- The school recognises that scrutiny, challenge and supervision are key to safeguarding children.
- The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment.
- 'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (DfE 2021)

- All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and in some cases, acting as the lead professional in undertaking an 'Early Help Assessment Tool' (EHAT) (DFE 2021)
- All staff should be aware of the process for making referral's to children's social care and for statutory assessments under the Children Act 1989, that may follow a referral, along with the role they might be expected to play in such assessments (DfE 2021).
- All staff have equal responsibility to report their concerns about a child or the behaviour of any adult **without delay** to the Designated Safeguarding Lead, , or in their absence the deputy designated safeguarding lead(s) or other senior member of staff. This should be done both verbally and in writing, using the agreed format
- Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **any** staff member can refer their concerns to children's social care directly (Liverpool Careline 0151 233 3700).
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. 'Concerns about a child should always lead to help for a child at some point.' (DfE 2021)
- All staff understand their responsibility to request an 'Education, Health and Care Plan' led by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services.
- Keeping Children Safe in Education (DfE September 2021) reminds us that all staff should maintain an attitude of "it could happen here" where safeguarding is concerned.
- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. 'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.' Working Together to Safeguard Children (DfE 2021)
- The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Local Authority and Liverpool Children's Safeguarding Board's procedures and provide them with information as required. (www.liverpoolscb.org)

- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

5. Legislation and Guidance:

Schools and colleges must have regard for the DfE statutory guidance 'Keeping Children Safe in Education' (DfE September 2021). ***This policy should be read alongside Part 1 and Annex B of Keeping Children Safe in Education 2021, and in conjunction with Section 1 of the School Improvement Liverpool Schools Safeguarding Handbook which is made available to all staff and volunteers.***

- Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.
- A 'child in need' is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989.
- Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.
- 'Working Together to Safeguard Children' (DfE 2018) provides additional guidance and clearly states:
 - 'Protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies'
 - In addition, Working Together also reinforces the need to take action to provide Early Help before child protection is required:

- 'Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (DfE 2018)

- The school therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child's needs according to the Liverpool Children's Safeguarding Board Level of Needs framework sit below the requirement for a statutory assessment.

- **The Counter-Terrorism and Security Act 2015** places a duty upon local authorities and educational providers to 'have due regard to the need to prevent people from being drawn into terrorism'.

- The DfE has provided statutory guidance for schools and child care providers: '**The Prevent Duty**' (June 2015). The guidance summarises the requirements on schools and child care providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Our school will ensure that staff are aware of the indicators of extremism and radicalisation and know how to respond in keeping with Local and national guidance.

- 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.

- Equally children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

- The Government has developed an 'educate against hate' website providing information and resources for schools and parents to support them to recognise and address extremism and radicalisation in young people.

- '**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.

Information on when and how to make a report can be found at '**Mandatory reporting of female genital mutilation procedural information**' (<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>).

- 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 or college's designated safeguarding lead and involve children's social care as appropriate.
- The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.' (DFE 2018)
- The school will also consult the government guidance **Multi-agency statutory guidance on female genital mutilation (revised 2016)**.
- In addition, the school recognises the important role schools has in safeguarding children from Forced Marriage. (The Forced Marriage Unit has published **Multiagency guidelines**, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk
- Early years providers have a duty under section 40 of the **Childcare Act 2006** to comply with the welfare requirements of the **Statutory Framework for the Early Years Foundation Stage**.

The Teaching Standards (DfE 2013) also requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others'

In addition, the **Sexual Offences Act 2003** makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition it would be a breach of trust to have a relationship with any school student over the age of 18.

The school will also take account of additional DFE guidance including:

- CSE Definition and a guidance for practitioners (DfE 2017)
- Criminal Exploitation of children and vulnerable adults: County Lines Guidance (DfE 2017)
- Disqualification under the Childcare Act 2006
- Information Sharing: Advice for practitioners providing safeguarding services (HMG 2018)
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2021)
- The Prevent Duty - Departmental advice for schools and childcare providers (DFE 2015)
- Working Together to Safeguard Children (DFE, 2018)
- How social media is used to encourage travel to Syria and Iraq (DFE Briefing note for schools)
- What to do if you are worried a child is being abused 2015 - Advice for practitioners 2015
- Sharing nudes and semi-nudes: advice for education settings working with children and young people DDCMS / UKCIS 2020
- The Ofsted School Inspection Handbook and Inspecting safeguarding in early years, education and skills
- The Voyeurism (Offences) Act 2019
- Other DFE statutory guidance including: attendance and children who go missing from home or care which is found here:
<https://www.gov.uk/topic/schools-colleges-childrenservices/safeguardingchildren>

6. Communicating with parents and visitors:

- The following statement is provided to parents so they are aware of the school's responsibilities:
- St Cecilia's Catholic Infant and Nursery School ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, *identify risky, unsafe or problematic situations, how and when to seek help, how, to develop positive and healthy relationships and how to avoid situations where they might be at risk including by being exploited.*

The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services.

- Schools are not able to investigate concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carer of its need to make a referral.
- However, sometimes the school is advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.
- The school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family.'
- The following notice is made available to all visitors in reception. In addition all visitors are provided with additional safeguarding guidance.
- 'Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. We would expect you to also report to the Headteacher or Designated Safeguarding Lead any behaviours of any adults working in the school that may concern you. By signing our visitor's book you are agreeing to follow the school's safeguarding advice to visitors and where appropriate the code of conduct for staff and volunteers.'
- The names and photographs of the Designated Safeguarding Lead and those who deputise for them are displayed in reception and the staffroom.

Safeguarding Framework:

- In addition to this child protection policy the school has procedures or policies in relation to:
 - attendance
 - administering medicines
 - anti-bullying including cyber bullying
 - alternative and off-site provision
 - behaviour for learning

- code of conduct for staff, governors and volunteers (guidance on safer working practices)
- Children in Care (Looked After Children)
- Clubs, trips, educational visits and extended school activities
- data protection
- drug and substance misuse
- disability objectives and access plan
- equal opportunities
- emergency planning
- Evacuation and lock-down procedures ('ICE CATS' training)
- FGM
- fire drills
- first aid
- Forced marriage and honour-based violence
- intimate care
- internet (e-safety)
- managing allegations against staff and volunteers
- risk assessments
- safe recruitment practices
- neglect
- radicalisation and extremism
- Relationships and Sex Education
- Sexting
- school and site security
- safeguarding advice for visitors
- special educational needs and disabilities
- taking and using photographs

- Upskirting
- whistle-blowing
- young carers

7. Roles and responsibilities:

The Head Teacher is: Mrs Elizabeth Van De Waal

The Chair of Governors is: Mrs Maria Lawrence

The Designated Safeguarding Lead for Child Protection is: Mrs Shelagh MacGregor

- Those trained to provide cover for the role of Designated Safeguarding Lead are:
- Mrs Mary Campbell and Mr. Seán Fitzsimmons
- Designated Link Governor for Safeguarding/Child Protection is: Mrs Angela Billing

The nominated Safeguarding / Child Protection Governor is:

Mrs Maria Lawrence

- The nominated governor for dealing with allegations against the Head Teacher is: Mrs Maria Lawrence

The Governing body should ensure that:

- The school meets the statutory responsibilities set out in Keeping Children Safe in Education (DfE updated September 2021) and Working Together to Safeguard Children (DfE 2018).
- The school has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the LSCB's Levels of Need Framework.
- The Child Protection Policy is reviewed annually and available to parents, normally via the school's website.
- All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the DCSF Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2019)
- The school's practice is reviewed in line with Local Authority guidance, Liverpool Children's Safeguarding Board priorities and any actions identified in the Local Authority 175 Audit are completed.

- There is a named Designated Safeguarding Lead who is a member of the school leadership team. There are colleagues trained to provide cover for the role.
- The school has procedures in keeping with the LSCB for dealing with any allegations made against any adult working within the school.
- There is a nominated governor, usually the chair, who is the case manager for managing any allegations against the Head Teacher.
- There is an additional nominated governor to liaise with the Designated Safeguarding Lead and champion child protection/safeguarding on behalf of the safeguarding body.
- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of Governors and safeguarding governor should review the school's single central record.
- The school itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.

The school will ensure there are appropriate filters and monitoring systems in place in respect of internet use.

- It scrutinises the impact of the school's training strategy so that all staff, including temporary staff and volunteers, are aware of the school's child protection procedures. All staff must have child protection training which is regularly updated and forms part of an integrated, aligned training programme which is considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads undertake training in keeping with statutory training.
- The governors are given guidance to support them to ensure the school meets its statutory safeguarding requirements.
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, incidents of sexual violence or harassment pupils taken off role, the views and the progress and participation of vulnerable students.
- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.
 - There are clear systems and processes in place to identify and respond to issues of sexual violence or harassment between children, including a sequenced curriculum designed to specifically address sexual harassment,

online abuse, sexual violence and issues of consent in an age and stage appropriate way.

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Governing bodies are accountable for ensuring the school has effective policies and procedures in place in line with local and national guidance, and for monitoring the school's compliance with them. Neither the Governing Body nor individual governors have a role in dealing with individual child protection cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention.)

The Head Teacher will ensure that:

- The Single Central Record is maintained and up-to-date and the safer recruitment practices set out in 'Keeping Children Safe in Education 2021' are followed, including pre-employment checks, in line with the school's Safer Recruitment Policy and procedures.
- At least one member of every recruitment panel has attended safer recruitment training.
- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- There is a listening culture within the school where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and / or the National College of School Leadership as appropriate.
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
- They liaise with the designated safeguarding lead in respect of any concerns raised about staff or volunteers which do not meet the harm threshold and are dealt with by means of the low level concerns policy or procedure.
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- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education (DfE updated September 2021)

and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead, who have undertaken the same training and who also have the role explicitly referenced within their job description.

The curriculum provides opportunities to help students stay safe, especially when on-line. Children should be aware of the support available to them.

- The RSHE / PSHE / safeguarding curriculum is appropriately sequenced to ensure children are taught about key issues in a planned and age/stage appropriate way, building on previously knowledge as they move through the school.
- They quality assure the school's child protection practices including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately, and that staff's emotional needs are met.
- In keeping with the Prevent Duty reasonable checks are made on visiting speakers.

Designated Safeguarding Lead:

The Designated Safeguarding Lead will be a senior member of staff from the school's leadership team and the role will be explicit within their job description. The school will also appoint a deputy designated lead(s) who will be trained to the same level as the designated safeguarding lead and the role will also be explicit within their job description, however the lead responsibility remains with the designated safeguarding lead

Keeping Children Safe in Education DfE September 2021 sets out the broad areas of responsibility for the Designated Safeguarding Lead:

Managing Referrals:

The designated Safeguarding Lead is expected to:

- Refer all cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to Local Authority children's social care
- Refer cases to the 'Channel' programme where there is a radicalisation concern as required.
- Support staff who make referrals to the 'Channel' programme

- Refer cases where a person is dismissed or left due to risk/harm to a child to the 'Disclosure and Barring Service (DBS)
- Refer cases where a crime may have been committed to the police as required. The NPCC document When to call the police can support with this
- Inform the local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);

Work With Others:

- Liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
 - Liaise with staff (especially pastoral support staff, school nurses, IT technicians and SENCos, or the named person with oversight of SEN in a college) matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies, so that children's needs are considered holistically;
 - liaise with the school's senior mental health lead and where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
 - promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
 - work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes; Act as a source of support, advice and expertise for staff,

Undertake Training:

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake 'Prevent' awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role and how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
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- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Are able to keep detailed, accurate, secure written records of concerns and referrals
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Raise Awareness:

- The Designated Safeguarding Lead should ensure the school policies are known and used appropriately:
 - ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
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- Ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and...
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Providing support to staff

Training will support the designated safeguarding lead in developing expertise so that they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

Understand the views of children is essential to respond appropriately to their needs. It is important that children feel heard and understood. The designated safeguarding lead will be supported in developing knowledge and skills to:

- encourage a culture of listening and taking account of children's wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusting relationships which facilitate communication.

Holding and sharing information

The designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Child Protection File:

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information is kept confidential and stored securely. Records include a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome. Files are only accessed by those who need to see it and any sharing of information happens in line with information sharing advice set out in Keeping Children Safe in Education.

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

In addition to the child protection file, the designated safeguarding officer should also consider if it would be appropriate to share any information with the new school or

college in advance of a child leaving, to help them put in place the right support to safeguard the child and help the child thrive in the new setting. A lack of information about a child's circumstances can impact on the child's safety, welfare and educational outcomes. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability:

During term time the designated safeguarding lead (or a deputy) should always be available

(during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and/or Skype, Zoom, Microsoft Teams or other such mediums is acceptable.'

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

- According to Local Guidance it is expected that the Head Teacher will be the case manager for any allegations against staff and make referrals to the Disclosure and Barring Service or National College of School Leadership.
- In addition to the role outlined in Keeping Children Safe the Designated Safeguarding Lead is also expected to ensure that:
 - Children's Services is notified if a child subject to a Child Protection Plan is absent for more than two days without explanation and the social worker is informed when a child subject to a Child Protection Plan or a Child in Need Plan moves to a new setting.
 - A training log is kept of all child protection training include the names of those attending. All staff must have regular training.
 - Child protection records are kept securely and separately from the child's normal file
 - The school attends and contributes to Child Protection Case Conferences and 'Child in Need' meetings, ensuring actions are completed in a timely manner.
 - The school escalates its concerns with other agencies when a child's needs are not being met.

- All staff read part 1 and Annex B of the DfE (2021) guidance Keeping Children Safe in Education

All staff and volunteers should:

- Contribute to ensuring students learn in a safe environment.
- Read and understand 'Part one and Annexe A) of: Information for all school and college staff' of the DfE (2021) guidance Keeping Children Safe in Education (DfE September 2021) and make available to them other key documents and guidance.
- Engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action
- Recognise that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
 - Is disabled and has specific additional needs
 - Has special educational needs (whether or not they have a statutory education, health and care plan)
 - Is a young carer
 - Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
 - Is frequently missing/goes missing from care or from home
 - Is misusing drugs or alcohol themselves
 - Is at risk of modern slavery, trafficking or exploitation
 - Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
 - Has returned home to their family from care
 - Is showing early signs of abuse and/or neglect
 - Is at risk of being radicalised or exploited
 - Is a privately fostered child
- Staff should have an understanding of the specific safeguarding issues outlined in 'Part one and Annexe B) of: Information for all school and college staff' of the DfE (2021) e.g. fabricated or induced illnesses, faith abuse. Be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
- Report any concerns about a child's welfare without delay to the Designated Safeguarding Lead or to the Safeguarding team

- Understand that all staff play an important part in working to prevent sexual harassment, online sexual abuse and sexual violence between children. Staff will assume that these behaviours are happening in our school and will work as part of a whole school approach to address such issues, including via the curriculum. Staff will understand how to handle reports of sexual violence or harassment.
 - Staff must ensure that they appropriately challenge any form of derogatory and sexualised language or behaviour to ensure that everyone is respectful at all times.
 - *All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.*
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- Report any concerns, (including those which might be considered to be low level concerns) without delay about the behaviour of an adult towards a child to the Head Teacher, Designated Safeguarding Lead, Chair of Governors or Local Authority Designated Officer for Allegations against Staff (0151 233 3700).
 - Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met, or if it appears that the school is not taking effective action in line with expected procedures. This includes the understanding that any member of staff can make a referral to Children's Services if required to. (Liverpool Careline 0151 233 3700).
 - Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
 - Understand the circumstances where it may be necessary to 'self-report' incidents where they could have found themselves in a situation which could be misinterpreted, or may appear compromising to others, or if they have behaved in a manner which, on reflection, they consider to fall below the standards set out within the code of conduct for staff.
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- Follow the school's policies including this child protection policy and the school's code of conduct for adults and the DCSF Guidance for Safer Working Practices for Adults Working with Children (2015)
 - Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services (Liverpool Care Line 0151 233 3700)

- Be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, transphobic and homophobic abuse, and sexting. This can include abuse within intimate partner relationships.

- Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour.

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- Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls.

-

- Behaviours by children should never be passed off as 'banter' or 'part of growing up'. The DFE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.' Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead.

- "Upskirting" as defined in The Voyeurism Offences Act 2019 is where "someone take s a picture under a person's clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification or cause the victim humiliation, distress or alarm." It is a criminal offence. Anyone of any gender can be a victim."

- Victims of peer on peer harm should be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'CAMHs', 'Brook' and 'Barnardos'. A risk assessment may need to be in place.

- The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours.

- Understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse. 'Children with special educational needs (SEN) and disabilities (SEND) or certain health conditions can face additional safeguarding challenges. This can include:

-Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- *these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;*
- *children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and*

the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and

-Communication barriers and difficulties in overcoming these barriers.' (DFE 2021)

-Children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs.

The DFE has provided additional practice guidance 'Safeguarding Disabled Children' DFE 2009.

- Have access to the school's managing allegations against adults procedures and whistle blowing policy. -

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 - line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

- Have access to 'What to do if you are worried a child is being abused 2015- Advice for practitioners DFE 2015'

8. Procedures for reporting Child Protection or Child Welfare Concerns:

- All concerns should be reported without delay directly to the Designated Safeguarding Lead, Designated Safeguarding Deputies, Head Teacher or any member of the School Leadership Team. This should be followed by a written account of the concerns completed on the school's Child Protection/Child Welfare Incident Form.
- Consideration will need to be given to immediately protecting the child and contacting the police or other emergency services.
- The Designated Safeguarding Lead will follow the LSCB and Local Authority Procedures by making a referral to Children's Services (Keeping Safe in Education reminds us that any adult can refer their concerns to Children's Services directly). This should be followed up with a written referral to Children's Services.

Liverpool Careline Hub: 0151 233 3700

- Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.
- If a teacher in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18

the teacher must report this to the police. Keeping Children Safe in Education provides additional guidance.

- The school will always seek to follow the Local Safeguarding Board procedures which can be found on their website:

<http://liverpoolscb.proceduresonline.com/>

- Concerns that a child is being radicalised should follow the normal safeguarding referral mechanism with an additional Channel referral being made to the Local Authority's Prevent and Channel team.

9. Additional Child Protection Guidance provided to all adults working with young people which will include:

- 'Part one and Annexe A) of: Information for all school and college staff' of Keeping Children Safe in Education (DfE September 2021)
- The School's Code of Conduct for staff and volunteers
- The school's behaviour policy for children
- DCSF Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2015)
- A flowchart summarising the child protection procedures
- Definitions of abuse or neglect and possible indicators
- Identified groups of children more vulnerable to abuse
- Specific guidance related to Female Genital Mutilation, Forced Marriage, Child Sexual Exploitation, Homophobia and Transphobia, Extremism and Radicalisation, Neglect and e-safety
- Dealing with allegations against staff and volunteers procedures
- Whistleblowing procedures
- What to do if you are worried is being abused 2015 - Advice for practitioners (DFE 2015)

Managing allegations against staff and volunteers working at the school

All staff, volunteers and supply staff must report any concerns about a member of staff's behaviour towards children to the Headteacher who will act as the case manager. Concerns can also be discussed with the designated safeguarding lead. Concerns about the Headteacher should be raised with the Chair of Governors or nominated governor.

The school's managing allegations against staff, and supply staff Officer (L. A. D. O.), if needed, via Children's Services.

Section 4 of the DfE guidance Keeping Children Safe in Education (2021) provides further guidance. In addition to the school's own procedures multi-agency approaches can be found on the school's website.

Allegations of abuse against another student (peer on peer abuse)

- All concerns must be reported and discussed with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior member. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting (youth produced sexual imagery). Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly toward girls. Behaviours by should never be passed off as 'banter' or 'part of growing up.' This can include abuse within intimate partner relationships.

Children with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children. Children who are LGBT or perceived to be, may also be targeted by their peers and harassed or assaulted.

10. E-safety, data protection and the use of digital photographic equipment:

- The school's E-safety/ Acceptable User policy clearly outlines the way in which the school uses technology and the measures in place to ensure safe and responsible use.
- This includes a clear code of conduct for using new technologies, mobile phones, and personal photographic equipment around children. And all stakeholders are directed to adhere to.
- Schools should consider, in particular, Looked After Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs.

The DFE highlights the risks of new technologies:

'The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
 - contact: being subjected to harmful online interaction with other users
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm'
- Staff should bring immediately to the attention of the Designated Safeguarding Lead and senior leadership team any behaviours by adults or children themselves that may be risky or harmful.

11. Monitoring attendance

- A child missing from an education setting is a potential indicator of abuse or neglect including exploitation.
- Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. Unauthorised attendance will be closely monitored.
- The attendance children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees.
- Schools should also scrutinise the attendance of off-site provision to ensure children are attending and are safe.
- Similarly the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a Child Protection Plan, a Child In Need, are Children Looked After and/or SEN will be monitored on a daily and weekly basis.
- Social care will be informed immediately when there are unexplained absences or attendance concerns.
- It is important that the school's attendance team, including the EWO, school nurse and Safer Schools Officer, are aware of any safeguarding concerns.
- It is critical that when a child is not attending school their welfare is confirmed and best practice would be for an appropriate professional to visit the home and speak to the child away from their parents/carers, particularly if there are any safeguarding concerns.
- It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

12. Our school has a mandatory duty to report the local authority if they believe a child is subject to a private fostering arrangement. (This does not include close family relatives eg grandparent, brother, sister, uncle or auntie.) A

private fostering arrangement is made without the knowledge of the local authority for the care of a child under the age of 16 years (under 18 for children with disabilities) whereby the child is in the care of someone other than their parent or close relative. Further guidance is available in Keeping Children Safe in Education.

13. The school will ensure that all appointments follow its recruitment policy and the guidance set out in Keeping Children Safe in Education (DfE September 2021). At least one member of the appointments panel will have undertaken safer recruitment. The school will undertake all the required DfE pre-employment checks and where appropriate record these checks on the single central record and retain evidence in personnel files. The school will seek written confirmation that third-party organisations, including contractor and alternative education providers, have undertaken appropriate checks.

The school is required to inform relevant staff who fall within the scope of Disqualification under the Childcare Act 2006 (<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>) and establish they are not disqualified. The criteria for disqualification under the 2006 Act and the 2018 Regulations includes inclusion on the Disclosure and Barring Service (DBS) Children's Barred List or committing a relevant offense.

14. The Safeguarding Curriculum

The school will ensure it has a curriculum map which sets out how to help children keep themselves safe from harm. Children will be supported to develop their understanding, at the appropriate age, of risks including: when using technology, the internet, and risks associated with grooming and radicalisation, gang and criminal exploitation and misusing drugs and alcohol. Children will also learn about the wider safeguarding curriculum which for children would include road safety, anti-bullying and know how to seek support when needed to live within a democratic society including the rule of law, and individual liberty. It will promote tolerance and respect for all faiths (and those of no faith), races, genders, ages, disability and sexual orientations.

15. Confidentiality, Information Sharing, Record Keeping and Retention Staff will be told of concerns about a child on a 'need to know basis'. The school understands the need to keep child protection and safeguarding records securely. The school will transfer records securely to the next setting and discuss the child's needs before the child starts at the next setting. The school will retain records in keeping with Local Authority guidance and NSPCC guidelines:

<https://www.nspcc.org.uk/globalassets/documents/information-service/child-protection-records-retention-and-storage.pdf>

This in turn references the Information Management Toolkit for schools, version 5. Staff cannot promise children confidentiality but must always act in the best interests

of the child and share disclosures made by the child or others with the Designated Safeguarding Lead.

The school will aim to seek consent of parents before sharing information with other agencies, however legislation states that schools and other agencies can share information without the consent of a parent/carer in particular circumstances.

16. Complaints:

Complaints about safeguarding should follow the school's complaints policy.

The school and Local Authority also have whistle blowing procedures.

The Local Authority Officer for dealing with allegations against staff and volunteers can be contacted through Careline on 0151 233 3700.

(The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285)

Child Protection Policy 2021 - 2022

Covid Update

St Cecilia's Catholic Infant & Nursery School continue to take advice from, and follow Local and National guidelines regarding Covid-19. This is reflected in the school's Covid Risk Assessment, which is reviewed and updated regularly and shared on the school's website.

Reviewed: Autumn 2021

Signed:

Mrs. Maria Lawrence

Role: Chair of *Governors/Safeguarding Governor*

Date:.....

Next Review date: Autumn 2022

Signed:

Mrs. Maria Lawrence

Role: Chair of *Governors/Safeguarding Governor*