

# St James' C. of E. School

## Safeguarding Policy

At St James' C of E Primary School we believe in the concept of the learning community and lifelong learning. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to become independent learners, with the ability to make informed choices about the important things in their lives. We believe that appropriate learning and teaching experiences help children to continue to develop and explore their potential.

Through this policy we aim to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously.

This policy has been developed to ensure that all adults in our school are working together to safeguard and promote the welfare of children and to identify and address any safeguarding concerns and to ensure consistent good practice.

Our approach is child-centred.

*'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.'* (KCSIE)

### **Legislation and Guidance**

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

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The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

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

### 1. INTRODUCTION

- a. This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare.
- b. Safeguarding and promoting the welfare of children means:
  - Protecting children from maltreatment
  - Preventing impairment of children's mental and physical health or development
  - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
  - Taking action to enable all children to have the best outcomes
- c. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.
- d. The Headteacher, **Mr Gavin Shortall**, or, in their absence, the authorised member of staff (**Joanne Westhead, Sarah Dodds, Jo Mason and Lesley Gore**), has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
- e. Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of **St James' C. of E. School**. This policy complements and supports other relevant school and Local Authority policies (Appendix A).
- f. For the purposes of this policy all references to 'Keeping Children Safe in Education' refer to the guidance dated September 2020. Should this guidance be updated this policy will be adapted to reflect any changes.

### 2. ETHOS

- a. **St James' C. of E. School** aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school is committed to the principles outlined in 'Keeping Children Safe in Education' and implements policies, practices and procedures which promote safeguarding and the emotional and physical wellbeing of children, young people and staff.
- b. The school is committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Early Help Assessment Tool has been adopted into everyday practice and procedures when responding to children's needs and can be used to signpost children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and wellbeing, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.
- c. Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.

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### 3. EQUALITY

- a. Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.
- b. We give special consideration to children who:
  - Have special educational needs (SEN) or disabilities (see section 9)
  - Are young carers
  - May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
  - Have English as an additional language
  - Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
  - Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
  - Are asylum seekers
  - Are at risk due to either their own or a family member's mental health needs
  - Are looked after or previously looked after

### 4. THE CURRICULUM

- a. All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- b. Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.
- c. Personal Health and Social Education, Relationship Education and Religious Education lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, British Values, religious beliefs and practices and human rights issues.
- d. All pupils will know that there are adults in the school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect. Should the member of staff feel that the concerns voice a safeguarding issue, the pupil will be informed that the matter will be shared.

### 5. ATTENDANCE & EXCLUSIONS

- a. **St James' C of E School** views attendance as a safeguarding issue and in accordance with the Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.
- b. The Attendance Policy identifies how individual cases are managed and how we work proactively with parents to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA).

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- c. We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.
- d. The school will only place young people in alternative educational provision which has been quality assured by the Local Authority. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs.
- e. The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

### 6. KEEPING RECORDS

- a. **St James' C. of E. School** will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

### 7. ROLES AND RESPONSIBILITIES

- a. The Headteacher of **St James' C. of E. School** will ensure that:
  - The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers and that they are regularly updated in response to local practice or national changes in legislation.
  - All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
  - The school evaluates safeguarding policies & procedures at least on an annual basis and returns a completed Safeguarding SEF proforma to the LA as requested
  - A Designated Senior Member of staff, known as the DSL, for child protection is identified and receives appropriate on-going training, support and supervision as well as sufficient time and resources to enable them to discharge their responsibilities.
  - Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making statutory obligations clear in its prospectus.
  - The Safeguarding Policy is available on the school website and is included in the staff handbook.
  - The school co-operates fully with MCC and Manchester Safeguarding Partnership multi-agency safeguarding procedures. The Senior Leadership Team will discuss referrals that are made by the school in order to ensure that these referrals and the interventions that follow are of a good quality.
  - All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
  - Any staff commissioned from external agencies/organisations have been DBS checked and their employing organisations have safeguarding policies in place, including safer recruitment and annual safeguarding training appropriate to roles.
  - The school has appropriate procedures to ensure that there is no risk to children from visitors and that diligence is exercised to prevent any organisation or speaker from using school facilities to disseminate extremist views or radicalise pupils and staff. These procedures

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include careful selection of visitors invited into school and then ensuring that visitors are always accompanied by school staff.

- The relevant staffing ratios are met, where applicable
- b. The Governing Body of the school will ensure that:
- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the Designated Member of staff.
  - There is a senior member of the school's leadership team who is designated to take lead responsibility for safeguarding within the school.
  - The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
  - The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
  - Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures.
  - All staff and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
- c. The Designated Senior Member of Staff for Child Protection (DSL) has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Person will:
- Act as the first point of contact with regards to all safeguarding matters.
  - Attend up-dated training every two years.
  - Provide relevant information to the LA on how the school carries out its safeguarding duties.
  - Provide support and training for staff and volunteers.
  - Ensure that the schools actions are in line with the Greater Manchester Safeguarding Partnership Inter-Agency Procedures. (Guidance on these procedures may be found on Greater Manchester Safeguarding Partnership website at [www.manchestersafeguardingboards.co.uk/](http://www.manchestersafeguardingboards.co.uk/))
  - Support staff to make effective referrals to the Children and Families Service and any other agencies where there are concerns about the welfare of a child.
  - Keep a record of any referrals made to Social Services on CPOMS
  - Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
  - Ensure that any staff with specific responsibility for safeguarding children receive Level 2 and above training.
  - Manage and keep secure the school's safeguarding records.
  - Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child.
  - Liaise with the Headteacher about any safeguarding issues.
  - Ensure that the Safeguarding Policy is regularly reviewed and up-dated.
  - Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.

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- All safeguarding information is recorded on CPOMs. CPOMs files are sent directly to the next school. If in the event the other school does not have CPOMs these would be downloaded and sent in a password protected email.
  - Always be available during school hours during term-time, and at other times as agreed with the Headteacher. Where appropriate the DSL will attend multi-agency meetings outside of term time. If the DSL or the Headteacher is not available to attend these meetings then a representative from the Local Authority Safeguarding Team will be contacted to request that they attend as a replacement.
- d. All staff in the school, including supply staff and volunteers have responsibility for safeguarding, according to their roles and under the guidance of the DSL. All staff will:
- Follow the 'Safer Working Practices' guidance
  - Attend training sessions/briefings as required to ensure that they are aware of the signs of Abuse, Neglect, Complex Safeguarding Concerns and key LA approaches including Early Help and Signs of Safety
  - Attend training sessions/briefings as required to ensure that they follow relevant policies/procedures
  - Provide a safe environment where children can learn
  - Be approachable to children and respond appropriately to any disclosures
  - Never promise a child that they will not tell anyone about an allegation, as this may not ultimately be in the best interest of the child
  - Know what to do if they have a concern and follow our agreed procedures for recording concerns, sharing information and making referrals
  - Attend multi-agency meetings as required, if appropriate to their role
  - Contribute to the teaching of safeguarding in the curriculum as required, if appropriate to their role
  - Provide targeted support for individuals and groups of children as required, if appropriate to their role

### 8. SAFE RECRUITMENT AND SELECTION OF STAFF

- a. The school's recruitment and selection policies and processes adhere to the DfE guidance set out in "Keeping Children Safe in Education".
- b. The Headteacher and governing body will ensure that all staff and volunteers in supplementary schools or agencies using the mainstream school site will have been vetted and checked.
- c. The school recognises that it is vital to adopt recruitment procedures that help deter, reject or identify people who might abuse children. The school has a separate Safer Recruitment Policy to support this.
- d. At least one member of each recruitment panel will have attended safer recruitment training.
- e. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- f. The school maintains a single central record of recruitment checks undertaken.
- g. Appendix D contains further information on safer recruitment and DBS checks

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### 9. WORKING WITH OTHER AGENCIES

- a. **St James' C. of E. School** has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify the District Team if:
  - A child subject to a child protection plan is about to be permanently excluded.
  - There is an unexplained absence of a pupil who is subject to a child protection plan of more than two days from school.
  - It has been agreed as part of any child protection plan or core group plan.

### 10. CHILD PROTECTION (CP), CHILD IN NEED (CiN) & TEAM AROUND THE CHILD/FAMILY (TAC/TAF) MEETINGS AND CONFERENCES

- a. Members of staff who are asked to attend a CP conference or other core group meetings about an individual pupil/family will need to have as much relevant updated information about the child as possible.
- b. A CP conference will be held if it is considered that the child is suffering or at risk of significant harm.
- c. Every effort will be made to ensure that we contribute to and attend CP and CiN conferences and reviews. Where appropriate the DSL will attend multi-agency meetings outside of term time. If the DSL or the Headteacher is not available to attend these meetings then a representative from the Local Authority Safeguarding Team will be contacted to request that they attend as a replacement.
- d. We aim to comply with local arrangements to prepare and submit reports for CP conferences within the required timescales. Attempts will be made to discuss and share reports with the parents/carers. We will use the most up to date proforma.

### 11. CONFIDENTIALITY AND INFORMATION SHARING

- a. Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Member of Staff discloses any information about a pupil to other members of staff on a need to know basis only.
- b. All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.
- c. Timely information sharing is essential to effective safeguarding.
- d. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- e. The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- f. If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- g. The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.
- h. If staff are in any doubt about sharing information, they should speak to the Designated Member of Staff (DSL).

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### 12. TRAINING FOR STAFF AND VOLUNTEERS

- a. All staff will be made aware of the school's safeguarding systems as part of their induction.
- b. All staff will receive annual child protection training/refresher which includes basic safeguarding information about the school's policies and procedures, signs and symptoms of abuse (emotional and physical), indicators of vulnerability to radicalisation, how to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.
- c. The Designated Member of Staff (DSL) will receive refresher training every two years. All staff will be given time to read 'KCSIE' and then asked to confirm that they have understood it.
- d. All staff will receive training or briefings on particular safeguarding issues, for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Extremism and Radicalisation (including the Prevent Strategy), Domestic Abuse and Child Sexual Exploitation.

### 13. CONCERNS/DISCLOSURES BY CHILDREN, STAFF & VOLUNTEERS

- a. Any concern, disclosure or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.
- b. All staff and volunteers must be clear with children that they cannot promise to keep secrets.
- c. Appropriate staff will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint.
- d. Appropriate staff will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

### 14. RECORDING AND REPORTING CONCERNS

- a. All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix B). If a concern arises all staff, volunteers and visitors must:
  - Speak to the Designated Member of Staff (DSL) or the person who acts in their absence
  - Agree with this person what action should be taken, by whom and when it will be reviewed. This action may include a referral to Children's Social Care
  - Record the concern using the school's safeguarding recording system. The school uses the online recording system CPOMS - <http://www.cpoms.co.uk/>
  - If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. The staff member, volunteer or visitor should speak to a member of the senior leadership team and/or take advice from local authority children's social care. Advice can be sought at any time from the NSPCC helpline on 0808 800 5000. Details of any actions taken should be shared with the DSL as soon as practically possible.
- b. The school keeps and maintains up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The record will also include a chronology of any other significant event in a child's life.
- c. The school keeps copies of all referrals to Children and Families Services, the Early Help Hub and any other agencies related to safeguarding children.
- d. The school keeps secure the safeguarding records through the online recording system CPOMS.
- e. St James' will send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school.

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### 15. INFORMING PARENTS/CARERS

- a. Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.
- b. Parents and carers will be informed if a referral is to be made to the Children and Families Service or any other agency.
- c. Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Person or Headteacher will seek advice from Children's Social Care.

### 16. SERIOUS CASE REVIEWS

- a. The Manchester Safeguarding Partnership will always undertake a serious case review when a child dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. If required, St James' will cooperate fully with the review process.
- b. The school's DSL will keep up to date with the findings from SCRs in Manchester and share the learning and review safeguarding procedures if relevant.

### 17. DOMESTIC ABUSE

- a. The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue.
- b. Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.
- c. Information about Domestic Abuse and its effect upon children and young people will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection's Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.
- d. Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Manchester Children's Service contact Centre will be contacted as soon as possible.
- e. School checks regularly for Operation Encompass notifications, records these on CPOMS and takes action where appropriate to support the family.

### 18. FORCED MARRIAGE

- a. Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by **St James' C of E Primary School**. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.
- b. Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.
- c. If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

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### 19. RADICALISATION AND EXTREMISM

- a. The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").
- b. The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.
- c. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. St James' will promote awareness of the PREVENT strategy within our organisation and partners, including the local risks, roles and responsibilities involved in its delivery. The school will ensure colleagues and partners are aware of how to report any potentially relevant information or concerns. Information on Radicalisation and Extremism will be incorporated into staff Safeguarding and Child Protection training and briefings.

### 20. FEMALE GENITAL MUTILATION

- a. The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- b. Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.
- c. **Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.
- d. **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.
- e. The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
- f. **Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

### 21. PEER ON PEER ABUSE

- a. Education settings are an important part of the inter-agency framework not only in terms of identifying, evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

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- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
  - Whether the perpetrator has repeatedly tried to harm one or more other children; or
  - Whether there are concerns about the intention of the alleged perpetrator.
- b. Peer on peer abuse can manifest itself in many ways. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.
- c. Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.
- d. In order to minimise the risk of peer on peer abuse the school:
- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
  - Has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued. These systems include, but are not limited to, circle time, the adoption of Restorative Practice principles and the active monitoring and support of vulnerable children
  - In cases of sexting the school takes reference of the 2016 guidance from the UK Council for Child Internet Safety (UKCCIS), Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People.
- e. In all situations where peer on peer abuse is suspected a member of the SLT will investigate. This will involve talking with all parties and ensuring that all voices are heard. Following a full investigation it may be appropriate to carry out a range of actions in response. Please see the school’s Anti-Bullying policy for a full description potential actions.
- f. If peer on peer abuse is reported, the child reporting the abuse will be supported. Staff will apply the following principles:
- Listen to what is being said without displaying shock or disbelief
  - Accept what is being said
  - Allow the child to talk freely
  - Reassure the child, but not make promises which it might not be possible to keep
  - Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
  - Reassure him or her that what has happened is not his or her fault
  - Stress that it was the right thing to tell
  - Listen, only asking questions when necessary to clarify
  - Not criticise the alleged perpetrator
  - Explain what has to be done next and who has to be told
  - Make a written record (see Record Keeping)
  - Pass the information to the Designated Member of Staff (DSL) without delay

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### 22. VULNERABLE GROUPS, INCLUDING CHILDREN WITH SEN

- a. Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example, 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 misusing drugs or alcohol;
  - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
  - is an international new arrival, refugee or asylum seeker
  - is looked after, previously looked after or under a special guardianship order.
- b. Children in these groups may be more likely to be impacted by bullying, and to communication barriers. This must be considered when supporting children in these groups.
- c. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse such as behaviour, and injury relate to the child's disability without further exploration, being more prone to peer group isolation the potential for being disproportionately impacted by behaviours such as bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

### 23. CHILDREN WITH A SOCIAL WORKER

- a. Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- b. The DSL and all members of staff will work with and support social workers to help protect vulnerable children.
- c. Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:
  - Responding to unauthorised absence or missing education where there are known safeguarding risks
  - The provision of pastoral and/or academic support

### 24. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF, INCLUDING SUPPLY STAFF, AND VOLUNTEERS

- a. The school follows the procedures recommended by the Manchester Safeguarding Partnership when dealing with allegations made against staff, including supply staff, and volunteers:  
[http://greatermanchesterscb.proceduresonline.com/chapters/p\\_man\\_allegations.html](http://greatermanchesterscb.proceduresonline.com/chapters/p_man_allegations.html)
- b. All allegations made against a member of staff, including supply staff, and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that

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provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

- c. Allegations will be referred to the LA Designated Officer for investigation if they meet the threshold.
- d. Allegations concerning the EYFS will be managed taking account of requirements related to complaints set out in the safeguarding and welfare section of the statutory framework for the Early Years Foundation Stage (paragraph 3.74).
- e. Additional considerations for supply staff:
  - If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.
  - We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome
  - The Headteacher will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation
  - We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
  - We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)
  - When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

### 25. SERIOUS CASE REVIEWS

- a. The Manchester Safeguarding Partnership will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:
- b. Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- c. Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- d. Improve inter-agency working to better safeguard and promote the welfare of children and young people.
- e. If required **St James' C. of E. School** will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

### 26. SAFETY ON & OFF SITE

- a. The school site is secure with safeguards in place to prevent any unauthorised access and also to prevent children leaving the site unsupervised.
- b. All visitors, including visiting speakers, are subject to safeguarding protocols whilst on site and will be supervised at all times, if no checks have been obtained.
- c. The school will ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. St James' is responsible for

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determining the appropriate level of supervision depending on the circumstances. The school will always check the identity of contractors and their staff on arrival.

- d. The school will only place children in alternative educational provision (AP) which is a registered provider and has been quality assured. Children who require access to AP will have a personalised learning plan designed to meet their needs. St James' DSL will liaise with the AP DSL to ensure a consistent approach and that relevant information is shared.
- e. All school trips are fully risk assessed and no child will be taken offsite without parental permission.

### 27. MOBILE PHONES & CAMERAS

- a. Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.
- b. Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- c. We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.
- d. For more information, please refer to the school's Mobile Phone policy

Further Information on Safeguarding and Safeguarding Policies can be found on the Manchester Safeguarding Partnership Website at [www.manchestersafeguardingboards.co.uk/partner/greater-manchester-safeguarding-partnership/](http://www.manchestersafeguardingboards.co.uk/partner/greater-manchester-safeguarding-partnership/)

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## Safeguarding Policy

### APPENDIX A

#### School Policies:

- Health and Safety Policy
- E-Safety Policy
- Behaviour and Discipline Policy
- Educational Visits Policy
- Special Educational Needs and Disabilities Policy
- Accessibility Policy
- Anti-bullying Policy
- Administration of Medicines Policy
- Safer Recruitment Policy
- Attendance Policy
- Designated Teacher for Looked After and previously Looked After Children

**Manchester Safeguarding Partnership Policies** on Manchester Safeguarding Partnership website - [www.manchestersafeguardingboards.co.uk/resource/gmsp-procedures/](http://www.manchestersafeguardingboards.co.uk/resource/gmsp-procedures/)

- Forced Marriage
- Managing Allegations and Concerns Against Staff and Volunteers
- Domestic Abuse
- Missing from Home and Care
- Private Fostering
- Child Sexual Exploitation
- Guns and Gangs
- E-Safety Policy
- Safe Staffing and Recruitment
- Multi-agency practice guidelines for Female Genital Mutilation

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### APPENDIX B

#### The following definitions are from Keeping Children Safe in Education

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

**Physical abuse** 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** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person

- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate

- 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

- Seeing or hearing the ill-treatment of another

- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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

- 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** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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)

- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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## Safeguarding Policy

### APPENDIX C

#### A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

#### **ETHOS AND ENVIRONMENT**

- The school is a place where every child matters.
- The environment is welcoming and pleasant and pupils, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.
- Pupils feel valued and are open and confident in their relationships with staff and one another.
- Pupil's work is displayed and changed regularly.

#### **PRACTICES AND PROCEDURES**

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour Management and Anti-bullying Policies are in place and are clearly understood and followed by all.
- The Early help Assessment and the Continuum of Need and Responses are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date.
- Early Help Assessment targets are identified in the School Improvement Plan and effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the DDA and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- The school/setting has an identified person who administers medicines.
- DBS checks are in place and regularly up-dated.
- Appropriate Risk Assessment procedures are in place and up-dated.

#### **PUPIL TRACKING**

- The progress and attendance of pupils in Education Other Than At School is as carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

#### **STAFF TRAINING**

- The Leadership and Management of the school are trained in Safeguarding and are effective.
- A Senior Designated Member of Staff (DSL) for Safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular up-dated training on Safeguarding and identified staff receive higher level training as appropriate.

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## Safeguarding Policy

### PUPIL ENGAGEMENT

- Pupil voice is valued and the School Pupil Parliament is afforded respect and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organizational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

### THE CURRICULM

- The school ethos, the curriculum, and the organisation of teaching and learning contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, Internet safety and building resilience.
- Staff expectations of pupil's behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber-bullying via mobile phones, text, e-mails and the INTERNET. This includes tackling issues leading to grooming and child sexual exploitation.
- There are formal and informal opportunities to praise reward and celebrate pupils behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

### WORKING WITH PARENTS/CARERS AND OUTSIDE AGENCIES

- There is effective communication between the school staff, outside agencies and parents/carers.
- Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent – non-attendance is understood as a potential safeguarding issue.
- The school does not exclude pupils but tries to find alternative ways of supporting them.
- The school does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need issue' and works closely with other partner agencies to support them.

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## Safeguarding Policy

### APPENDIX D - safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

#### New staff

When appointing new staff, we will:

Verify their identity

Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months

Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available

Verify their mental and physical fitness to carry out their work responsibilities

Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

Verify their professional qualifications, as appropriate

Ensure they are not subject to a prohibition order if they are employed to be a teacher

Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

**Regulated activity** means a person who will be:

Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or

Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or

Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

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### Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

We believe the individual has engaged in [relevant conduct](#); or

The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or

The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and

The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

An enhanced DBS check with barred list information for contractors engaging in regulated activity

An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

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In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

### Volunteers

We will:

Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity

Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

### Governors

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

### Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

### Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

### Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.