



## St Matthew's Catholic Primary School

### Safeguarding and Child Protection Policy

'I try to live like Jesus: I love; I forgive; I pray. Come Follow Me.'

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#### **Introduction**

"Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop."

*(Working Together 2006)*

St Matthew's Catholic Primary School fully recognises its responsibilities for child protection.

Our policy applies to all staff, governors and volunteers working and visitors to school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.

- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop

**Child protection is the responsibility of all school staff. St Matthew’s will therefore:**

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

**Ethos**

St Matthew’s recognises the importance of creating an ethos within school that will help children feel safe and confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

St Matthew’s will endeavour to support all pupils through:

- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring that child protection is included in the curriculum to help children recognise when they don’t feel safe and to identify who they should tell.
- Promoting a positive, supportive and secure environment where pupils can develop a sense of being valued.
- The school will ensure that pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

**Safeguarding legislation and guidance**

The Governing Body has adopted the current Bradford Safeguarding Children’s Board (BSCB) child protection procedures <http://www.bradford-scb.org.uk/documents.htm> and statutory legislation:

- Working together to safeguard children (2010)
- Working together to safeguard children (March 2015)
- Keeping children safe in education (September 2016)
- Information sharing (March 2015)
- What to do if you’re worried a child is being abused (March 2015)

- The Prevent duty (June 2015)
- Disqualification under the Childcare Act 2006 (February 2015)
- Safer working Practice Guidance (October 2015)

The Teacher Standards 2012 state that teachers, including headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The statutory guidance Working Together to Safeguarding Children (2015) and Keeping Children Safe in Education (2016) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for LSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools.

The statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

## Definitions

Safeguarding and promoting the welfare of children is defined for the purpose of this guidance 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;
- taking action to enable all children to have the best outcomes.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them.

It is the role of the Governing Body and the school leadership team to ensure that the Designated Safeguarding Lead (DSL) for Child Protection are properly supported to carry out this task and that they are given time to fulfil the duties that their role demands.

The school leadership team will ensure that Designated Safeguarding Lead for Child Protection attend the required training and that they refresh their training every two years.

All other staff and the nominated governor must be offered an appropriate level of training and must undergo refresher training every two years.

It is the role of the Designated Safeguarding Lead for Child Protection to ensure that the child protection procedures are followed within the school, and to make appropriate, timely referrals to Children's Social Care in accordance with the locally agreed procedures. Additionally, it is the role of the Designated Safeguarding Lead for Child Protection to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

The role of the Nominated Governor for Child Protection is to ensure that the school has an effective policy, that locally agreed procedures are in place, and that the policy and structures supporting Safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.

A statement in the school brochure will inform parents and carers about our school's duties and responsibilities under child protection procedures. Parents can obtain a copy of the school policy on request.

The Governing Body and school leadership team are responsible for ensuring that the school follows safe recruitment processes, including:

- Ensuring the headteacher, other staff responsible for recruitment and one member of the Governing Body completes safer recruitment training.
- Ensuring staff are aware of the risks to children and young people of being radicalised and provide WRAP (Workshop to raise awareness of Prevent) training
- Ensuring the upkeep of a Single Central Record of all staff and regular volunteers in accordance with government guidance

The Designated Safeguarding Lead for Child Protection provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.

All staff have a responsibility to read Part 1 of the Keeping Children Safe in Education guidance.

### **Helping children to keep themselves safe**

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with staff work out how

those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

### **Staff training**

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff and governors will receive an explanation during their induction which includes the school's safeguarding policies, reporting and recording arrangements, the Staff Information and details for the DSL. All staff, including the headteacher (unless the headteacher is the DSL) and governors will receive training that is regularly updated and the DSL will receive training at least every two years, including training in inter-agency procedures and updates at least annually.

Supply staff and other visitors must sign into the premises and agree to abide by the schools Safeguarding and Health and Safety Policies before being issued with a visitors pass.

### **Support for those involved in a child protection issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating the Designated Safeguarding Lead as a link person who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

## **Child protection procedures**

### **Recognising abuse**

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

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

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

### **Physical abuse**

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

### **Emotional abuse**

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **Sexual abuse**

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## **Neglect**

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); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

*Definitions taken from Keeping children safe in education (July 2015)*

## **Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying will be reported and will be managed through our anti-bullying procedures and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the headteacher will consider implementing child protection procedures.

## **Indicators of abuse**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons all staff are aware of the range of behavioural indicators of abuse and report any concerns to the Designated Senior Person.

All staff follow the Bradford' Safeguarding Children Board (BSCB) Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2015' and 'What to do if you're worried a child is being abused 2015'

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be

recorded and discussed with the Designated Safeguarding Lead prior to any discussion with parents.

**Staff must immediately report:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the Designated Safeguarding Lead to decide how to proceed.

**It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.**

**Impact of abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

**If you are concerned about a pupil's welfare (Early Help)**

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has

moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should report using the Pink Form system. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the Designated Safeguarding Lead.

Children with SEND are more likely to be abused or neglected. Children with SEND are monitored through the Pink Form system and the SENDCo involved as appropriate.

### **If a pupil discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member must let the pupil know they cannot keep the information secret but will keep it private and only pass it on to those who can help them.** The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils, staff will:

- allow them to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences – staff must remember how hard this must be for the pupil
- **under no circumstances ask investigative questions** – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff

member's way of being supportive but may be interpreted by the child to mean that they have done something wrong

- tell the pupil what will happen next. The pupil may agree to go to see the Designated Safeguarding Lead, otherwise let them know that someone will come to see them before the end of the day.
- report verbally to the Designated Safeguarding Lead even if the child has promised to do it by themselves
- write up their conversation as soon as possible and give to the Designated Safeguarding Lead
- seek support if they feel distressed

### **Principles**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any lead alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the Designated Safeguarding Lead
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

### **Action by the Designated Safeguarding Lead**

Following any information raising concern, the Designated Safeguarding Lead will consider:

- any urgent medical needs of the child

- making an enquiry to find out if the child is subject to a Child Protection Plan by ringing Bradford Safeguarding Team.
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Officer and/or Children's Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to children's social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

**OR**

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to children's social care will be followed up in writing within 24 hours using Bradford's standard referral form.

### **Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. Records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All child protection documents will be retained in a 'Child Protection' file, separate from the pupil's main file. This will be locked away and only accessible to the headteacher. These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead. If the child goes missing from education or is removed from roll to be educated at home then any child protection file will be sent to the Education Social Work Service. Files will be copied and securely retained for two years after which they will be securely destroyed.

## **Supporting the Child and Partnership with Parents**

- We recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

## **Allegations regarding person(s) working in or on behalf of school (including volunteers)**

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child or
- has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or unsubstantiated, we also acknowledge they may be substantiated. It is, therefore, essential that all allegations are investigated properly and in line with *Keeping children safe in education 2016*.

## **Initial Action**

- the person who has received an allegation or witnessed an event will immediately inform the headteacher and make a record
- in the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the headteacher
- the headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs

- the member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- the headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- the headteacher will consult with the Local Authority Designated Officer in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to children's social care and/or the police for investigation
- consideration will be given throughout to the support and information needs of pupils, parents and staff
- The headteacher will inform the chair of governors of any allegation.

The Designated Safeguarding Lead will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. It is important to remember that anyone can make a referral.

### **Notifying parents**

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the Designated Safeguarding Lead will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

### **Children with sexually harmful behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the Designated Safeguarding Lead as soon as possible.

### **Child sexual exploitation (CSE)**

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the Designated Safeguarding Lead.

### **Female genital mutilation (FGM)**

Safeguarding girls at risk of harm of FGM poses specific challenges because the families involved may give no other cause for concern, for example with regard to their parenting responsibilities or relationships with their children. However, all staff are made aware of the four key issues:

1. An illegal act being performed on a female, regardless of age
2. The need to safeguard girls and young women at risk of FGM
3. The risk to girls and young women where a relative has undergone FGM
4. Situations where a girl may be removed from the country to undergo FGM

FGM is illegal and all teachers have a duty to report any concerns immediately to the DSL, who will in turn follow the new statutory reporting duties under Section B of the Female Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), all concerns are reported immediately to the Designated Senior Person.

### **Vulnerability to radicalisation or extreme view points**

The school recognises its duty (Section 26 of the Counter-Terrorism and Security Act 2015) to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained (PREVENT) to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain.

We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

### **Honour-based violence (HBV)**

Honour based violence (HBV), where it affects children and young people, is a child protection issue. It is an abuse of human rights. Children and young people who suffer HBV are at risk of significant harm through physical, sexual, psychological and emotional harm. In some cases they are also at risk of being killed.

HBV is a cultural, not a religious phenomenon. It impacts in a range of communities. The challenges for services include developing responses that keep people safe and hold perpetrators to account without stereotyping, stigmatising or making assumptions about any given individual or community.

HBV, which may include forced marriage and / or female genital mutilation, is perpetrated against children and young people for a number of reasons. These include:

- Protecting family 'honour' or 'Izzat';
- To control un-wanted behaviour and sexuality (including perceived promiscuity or being lesbian, gay, bisexual or transgender);
- As a response to family, community or peer group pressure;
- Strengthening family links;
- Protecting perceived cultural and/or religious ideals (mis-guided or dated);
- Retaining wealth, property or land within the family;
- Assisting claims for residence and citizenship in the UK;
- Perceived immoral behaviour could include:
  - Inappropriate make-up or dress;
  - Possession and / or use of a mobile telephone;
  - Kissing or showing other forms of intimacy in public;
  - Rejecting a forced marriage;
  - Being a victim of rape or other serious sexual assault;
  - Inter-faith relationships;
  - And seeking a divorce.

A child or young woman who is at risk of honour based violence is at significant risk of physical harm (including being murdered), and / or neglect. They may also suffer significant emotional harm, as a result of a threat of violence or witnessing violence directed towards a sibling or other family member.

It takes a lot of courage for a child or young person to report to an agency that they have a fear that they will be, or have been, subjected to HBV. It is essential, therefore, that staff act in a manner that will not further jeopardise the child or young person's safety. It is vital that the following points are adhered to for the safety of the child or young person:

- Under no circumstances should the agency allow the child's family or social network to find out about the disclosure, so as not to put the child at further risk of harm;
- Under no circumstances speak to victims in the presence of their relatives;
- Under no circumstances approach the family or community leaders, share any information with them or attempt any form of mediation. In particular, members of the local community should not be used as interpreters.

Where a child or young person discloses fear of honour based violence in respect of them or a family member, professionals in all agencies should:

- Take the disclosure seriously;
- See the child or young person immediately, and in a secure and private place;
- See the child or young person on their own;
- Explain to the child or young person the limits of confidentiality, what information may have to be shared, with whom and for what purpose;
- Ask direct questions to gather enough information to make a referral to Bradford Safeguarding Children Board (BSCB) and the Police, including recording the child / young person's wishes;
- Agree a means of discreet future contact with the child / young person;
- Explain that a referral will be made.

### **Allegations of abuse made against other children**

Staff recognise that children are capable of abusing their peers.

DfE guidance Keeping Children Safe in Education (2016) says that "governing bodies should ensure that there are procedures in place to handle allegations against other children". The guidance also states the importance of minimising the risks of peer-on-peer abuse.

In most instances, the conduct of pupils towards each other will be covered by the school's behaviour policy. However some allegations might be of such a serious nature that they become safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation; however we are aware that the abuse may take any form.

It may also be considered a safeguarding issue if the allegation:

- Is being made against an older pupil and refers to their behaviour towards a younger or more vulnerable pupil
- Is of a possible criminal nature
- Puts other pupils in the school at risk, or raises the risk factor for others
- Indicates that other pupils may have been harmed or be at risk or harm
- Includes bullying (under the definition of emotional abuse) or intimidation

Specific safeguarding issues against another student may include:

- Physical abuse:
  - Pre-planned violence
  - Physical altercations
  - Forcing others to carry out violence
  - Forcing others to use drugs, alcohol or other substances
- Emotional abuse:
  - Bullying
  - Threats and Intimidation
  - Blackmail/extortion
- Sexual abuse:
  - Sexual assault
  - Indecent exposure
  - Indecent touching
  - Showing pornography to others
  - Forcing others to create/share/download indecent images
  - Sexting (see full guidance)
- Sexual exploitation
  - Encouraging/enticing other pupils to engage in inappropriate sexual behaviour
  - Photographing or videoing other children performing indecent acts
  - Sharing images through social media

When an allegation is made by a pupil against another student, which is of a safeguarding nature it should be reported to the Designated Safeguarding Lead as soon as possible.

### **Safer recruitment**

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education (2016) together with the BSCB.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history

- provide two referees, including one from the applicant's latest employer and one from someone who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be Enhanced DBS checked as appropriate to their role
- complete a declaration in accordance with the Disqualification under the Childcare Act (2006) if the role meets the required criteria
- provide evidence of their right to work in the UK
- identity checks
- be checked in accordance with the Secretary of State Prohibition Orders
- be interviewed.

The school will also verify the candidate's mental and physical fitness to carry out their work responsibilities.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's safeguarding suite of policies and identification of their safeguarding training needs.

All staff are required to confirm they have received a copy of the Part One Keeping Children Safe in Education (September 2016) and the school's Child Protection and Safeguarding Policy.

The school obtains written confirmation from supply agencies that agency/third party staff or volunteers have been appropriately checked.

#### Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils.

#### Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role.

#### Contractors

The school checks the identity of all contractors working on site and requests DBS checks and/or confirmation all required checks have been carried out by the third party where appropriate.

## **Safe Working Practice**

All adults in the school receive regular training to raise their awareness of abuse and their knowledge of agreed local child protection procedures. There is an on-going culture of vigilance.

A copy of 'Guidance for Safer Working Practices for Adults working with Children and Young people in Education Settings' is kept in the PPA room.

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

### **If you have concerns about a colleague**

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

All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- 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](mailto:help@nspcc.org.uk)

Staff may also report their concerns directly to local authority children's social care or the police if they believe direct reporting is necessary to secure action.

## **Confidentiality**

### Confidentiality and sharing information

All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education emphasises that any member of staff can make a referral to children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on Confidentiality and Information Sharing is available to staff, parents and pupils.

### **Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the Designated Safeguarding Lead, their deputy or the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child

### **Looked after children**

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements. The Designated Teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Local Authority's Virtual headteacher for Looked after children. Further guidance and resources can be found on Bradford Schools Online. The Designated Teacher at St Matthew's is the Headteacher.

### **Allegations against members of staff**

St Matthew's recognises that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously.

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Allegations against staff should be reported to the headteacher. Allegations against the headteacher should be reported to the nominated governor. Staff may also report their concerns directly to the police or local authority children's social care if they believe direct reporting is necessary to secure action

The full procedures for dealing with allegations against staff can be found in Managing Allegations against Staff Policy.

Occasionally, allegations may be made against other children in the school. All allegations of this nature are reported immediately to the headteacher for investigation and action through

our child disciplinary procedures. If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim). It may be appropriate to exclude the pupil being complained about for a period of time according to the school's Behaviour Policy and procedures.

### **Security, child safety & abscondment**

The Headteacher (Deputy Head Teacher in her absence) has overall responsibility for the safety of children both on and off school premises. The school has a door entry system as well as installing security fencing around the school premises.

Procedures have also been established to ensure that all external doors are locked at the start of each school day. For fire safety reasons, these doors are fitted with push bars to allow easy exit from within the school building and this does therefore present opportunities for children to leave the school building un-accompanied.

If such an incident should occur:

- The disappearance of any child should be brought to the immediate attention of the head teacher
- Witnesses to the incident should be brought to the head teacher. Be careful about child witnesses – they can be mistaken.
- Try to ascertain from witnesses whether the child has left the school grounds.
- If unsure, the head teacher will organise a search party of the building, with staff being detailed to check different areas of the building and grounds.
- If the child is not found then the police and parents will be contacted immediately and a search will begin of the local area.

### **Missing Children**

A child going missing from education is a potential indicator of abuse and neglect. All staff are alert to the signs to look out for and aware of individual triggers such as travelling to conflict zones, FGM and forced marriage. The Designated Safeguarding Lead will monitor unauthorised absence, particularly where children go missing on repeated occasions and follow the Missing Child in Education Policy.

### **Site security**

Visitors to the school, including supply staff and contractors, are asked to sign in and agree to abide by the school's policies before being issued with a badge. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

### **Extended school and off-site arrangements**

Where extended school activities are provided by and managed by the school, our own Child Protection and Safeguarding suite of policies and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective safeguarding and child protection arrangements are in place.

### **Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils, we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

### **e-Safety**

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's E-safety Policy explains how we try to keep pupils safe in school. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media

Staff also receive advice regarding the use of social networking and electronic communication with pupils.

## **Health and safety**

The school has a separate Health and Safety Policy which is monitored by the relevant committee which include governors and staff.

## **Whistleblowing**

We understand that employees are often the first to realise that there may be something seriously wrong within the School. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the School. They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

The School is committed to the highest possible standards of openness, probity and accountability. In line with that commitment we expect employees, and others that we deal with, who have serious concerns about any aspect of the School's work to come forward and voice those concerns. It is recognised that most cases will have to proceed on a confidential basis, more details can be found in our Whistleblowing Policy

## **Cross reference to other school policies**

St Matthew's recognises that a number of other policies and procedures developed and operated by school form part of the wider agenda of Safeguarding and Promoting Children's Welfare and this policy should be read in conjunction with the policies listed below:

- Whole school behaviour / anti bullying policy
- Health and safety policy
- Staff handbook
- E-safety
- Positive Physical Intervention Policy

## **Policy Review**

The Governing Body is responsible for ensuring the annual review of this policy and that the list of key contacts is kept up to date.