

ST. OSWALD'S RC PRIMARY SCHOOL



Mission Statement

We walk in the footsteps of Jesus so that we may have life in all its fullness.

John 10-10

SAFEGUARDING/CHILD PROTECTION POLICY

CHILD PROTECTION POLICY FOR SCHOOLS AND OTHER EDUCATIONAL SETTINGS

Contact Numbers

Early Help Service and Early Help Advice team:	0191 4246210
Integrated Safeguarding and Intervention Team – ISIT	0191 4245010
Children’s Social Care	0191 4246335
Neil Temple (Education ISIT)	
Children’s Services Open Cases	0191 4564473
Adult Services contact	0845 1304959
Adult and Children’s Out of Hours contact:	0191 4562093
Children’s Standards Unit:	0191 4545021
LADO	0191 424 6302

The school have a:

- **Designated Safeguarding Lead (DSL)- Dominic Woodhouse (Acting Head Teacher)**
- **Deputy DSL 1– Emma Shaughnessy (Acting Deputy Head Teacher)**
- **Deputy DSL 2 - Jo Wrigley (SENCO)**
- **Governor for Safeguarding – Mr Terry Fitzpatrick**

**Child Protection Policy
St. Oswald’s RC Primary School**

**This policy was reviewed January 2021
Next Review September 2021**

Purpose and Aims

St. Oswald's RC Primary School's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with Child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school. This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school culture of vigilance in St. Oswald's RC Primary School creates a safe space where children are supported, listened to and valued in what they choose to share and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where Child Protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Governors and staff are committed within St. Oswald's RC Primary School to keeping children safe by promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils' parents and visitors to share this commitment and understanding.

Introduction

St. Oswald's RC Primary School fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to St. Oswald's RC Primary School's child protection policy:

1. **Prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models, the identification of early and additional support/services to children and families and reducing risks to children including physical abuse, sexual abuse, emotional abuse, neglect, harassment, bullying, victimisation, sexual violence and sexual harassment, criminal and sexual exploitation, preventing radicalisation (extremism, radicalisation and terrorism) and issues such as honour based abuse, female genital mutilation and forced marriage).
2. **Protection** (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and is supported to refer their concerns to the Designated Safeguarding Lead (Dominic Woodhouse) Deputy Designated Safeguarding Lead 1 (Emma Shaughnessy) Deputy Designated Safeguarding Lead 2 (Jo Wrigley) or the Integrated Safeguarding and Intervention Team, (0191 4245010) directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).
3. **Reconsideration** (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances)

4. **Support** (for pupils and school staff and for children who may be vulnerable due to their individual circumstances or extra-familial harm and taking action to enable all children to have the best outcomes).

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking and exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

(KCSIE 2020)

All staff have a responsibility to recognise child abuse, neglect and peer on peer (child on child) abuse in its many forms. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Additional guidance on how our school supports the following areas of additional need or harm are provided in the hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2020 pages 82-97. Where the school has created an additional school policy because of any specific area of need this is to be read in conjunction with this Child Protection Policy.

Broadly the areas taken from Keeping Children Safe in Education, 2020 Annex A, include:

- Children in the court system
- Children missing from education
- Children with family members in prison
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- County Lines
- Domestic Abuse
- Homelessness
- So called 'Honour Based Abuse' inclusive of Female Genital Mutilation (FGM) and Forced Marriage.
- FGM
- Forced Marriage
- Preventing Radicalisation
- The Prevent duty
- Channel

- Peer on Peer / Child on Child Abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- The response to a report of sexual violence or sexual harassment
- Domestic Abuse

Operation Encompass

St. Oswald's RC Primary School is an Operation Encompass School- Operation. Encompass was created so that by 10am on the next school day, a trained 'Key Adult' will be informed that the child or young person has been involved in or witnessed a domestic incident. This knowledge, given to schools through Operation Encompass, allows the provision of immediate early intervention through 'overt' or 'silent support', depending upon the needs and wishes of the child. 'Key Adults' in school are Mr D Woodhouse & Miss E Shaughnessy.

(KCSIE 2020)

AS STATED THE FULL LIST OF ADDITIONAL ADVICE AND SUPPORTIVE HYPERLINKS CAN BE FOUND IN APPENDIX 1 OF THIS POLICY.

In the event of any of these issues being recognised information should be shared promptly and directly with the Designated Safeguarding Leads, which will result in the situation being recorded, evaluated and support offered in school or the pupil/s being referred to specific services.

This policy applies to St. Oswald's School's whole workforce.

Framework and legislation

Schools do not operate in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of South Tyneside Safeguarding Children Partnership, (to be replaced by the Safeguarding Partner arrangements) which includes the partnership of several agencies who work with Children and families across the authority.

St. Oswald's RC Primary School is committed to keeping children safe and safeguarding all children in accordance with Child Protection: South Tyneside Safeguarding Children Partnership procedures <https://www.southtyneside.gov.uk/article/35816/Child-safeguarding-policies-and-procedures> (to be replaced by the Safeguarding Partner arrangements) and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person
(*Adoption and Children Act 2002*)

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Integrated Safeguarding Intervention Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2020 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2018 which applies to all the schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

Roles and Responsibilities for all staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation (CCE), child sexual exploitation (CSE), honour based abuse (HBA) inclusive of female genital mutilation (FGM) and forced marriage, preventing radicalisation (extremism, radicalisation and terrorism), harassment, bullying and victimisation) preventing impairment of children's health (physical and mental health) or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at St. Oswald's RC Primary School have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore, through a thorough induction process and the sharing of this policy to all staff, students and volunteers, it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to the Integrated Safeguarding Intervention Team if necessary and the police in the stated incidents above. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).
- Ensure that they immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. This could include sharing information on behalf of the Designated Lead with other agencies. All discussions, decisions and reasons for them should be recorded in writing adhering to St. Oswald's RC Primary School's Recording and Information Sharing Policy/Procedure. (Incidents recorded on CPOMS or on Child Concern Sheet)

- Ensure that they maintain an attitude of **‘it could happen here’** and report any concerns regarding the behaviour of a child/an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school’s safeguarding regime through whistle blowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of risk to the child.
- Ensure from the 1st July 2015 that under the Counter Terrorism and Security Act, April 2015 that the school has ‘due regard’ to Prevent’ and to assess risk of children and young people being radicalised drawn into extremism/terrorism (based upon potential risks in local area and that clear protocols in place for all visitors so that views are appropriate and not an opportunity to influence others).
- Ensure from October 2015 that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Ensure that staff understand risks for pupils around the internet and online safety and continue to promote the school’s online safety policy in the protection of all pupils.
- Ensure that staff understand through online safety training the additional risks for pupils online and continue to promote the school’s Online Safety Policy/acceptable usage in the protection of all pupils. This includes the management of internet access via children’s own mobile phones or electronic devices which can allow them unlimited access to the internet without any restrictions using their own data allowance. It should be clear in every school’s online safety policy/acceptable usage, the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school’s commitment to keeping children safe through reminding visitors and parents of the school’s appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

St. Oswald’s RC Primary School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The Designated Safeguarding Lead

St. Oswald’s RC Primary School has appointed from our SLT, Dominic Woodhouse to be our Designated Safeguarding Lead. This person has overall responsibility for Safeguarding and Child Protection and has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. This person is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children. The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2020).

Role of the Deputy Designated Safeguarding Lead

At St. Oswald's RC Primary School we have appointed the following Deputy Designated Leads, Emma Shaughnessy and Jo Wrigley who are part of the Safeguarding Team. They are trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead.

Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. In the event they cannot be contacted please seek advice from a member of the Senior Leadership Team.

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the Integrated Safeguarding Intervention Team (ISIT) on 0191 424 5010.

The broad areas of responsibility for the designated safeguarding leads are identified here:

Manage referrals

- Refer all cases of suspected abuse to the Integrated Safeguarding Intervention Team.
- Support staff who make referrals to the Integrated Safeguarding Intervention Team.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required (including Sexual Exploitation (MSET lead) or Female Genital Mutilation and Forced Marriage).

Work with others

- Act as a point of contact with the three safeguarding partners.
(South Tyneside Safeguarding Children Partnership)
- Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- As required liaise with the case manager (The Headteacher or where the HT is the subject of the allegations the chair of Governors) and the Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member).

- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENCOs or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.

Undertake Training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- Understand and keep up with any developments to their role.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school or colleges Child Protection Policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners (South Tyneside Safeguarding Children Partnership), other agencies, organisations and practitioners.
- Be able to keep detailed, accurate and secure written or electronic records of concerns and referrals.

- Understand and support the school or college with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:

- Ensure the school's or college's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this. This includes ensuring that all staff receive the policy on their induction.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the South Tyneside Safeguarding Children Partnership – STSCB (to be replaced by the Safeguarding Partner arrangements) to make sure staff are aware of training.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child Protection File

- Where children leave the school or college (including in-year transfers) the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.
- Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to consider whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- It is a matter for individual schools and colleges and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Taken from Keeping Children Safe in Education, 2020: Annex B

In addition the DSLs will:

- Ensure each member of staff has access to and understands the School's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residentials and clarify with educational visit coordinator/ group leader(s) their role and responsibility in connection with safeguarding/ child protection.
- Ensure that a Professional Supervision Policy is in place for all Designated Safeguarding Leads and is a well embedded process in schools that allows for critical and reflective practice to promote the educational outcomes and improved mental health and wellbeing of all vulnerable children.
- Ensure that a whole school policy for Induction is in place for all new starters including members of the workforce and volunteers, to induct them thoroughly into all key aspects of their role and responsibility in school.

- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.
- Ensure an effective whole school policy against bullying/online bullying, inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Inform LA of any pupil to be deleted from school admission register and follow missing from Education protocols.
- Inform the LA of any pupil who fails to attend school regularly, or has been absent without schools permission for a continuous period of 10 days or more.

Governing Bodies Role and Responsibilities

Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements.

At St. Oswald's RC Primary School the senior lead Governor for safeguarding is Mr Terry Fitzpatrick.

The role of this individual is to:

- Ensure that the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.
- Ensure the self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- Ensure that the governing body receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the governing body is aware of the changes to Local Safeguarding Children Partnership arrangements and the need for the school/college to understand their role in effective multi-agency working under the new arrangements.

If the Safeguarding Governor is NOT the chair of Governors it is important to indicate the role of the Chair in Safeguarding, which is to:

- Ensure that they liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher, the Principal of a college or proprietor or member of Governing Body of an independent school.
- Ensure that in the event of allegations of abuse being made against the Headteacher where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the LA Designated Officer (LADO). Therefore ensuring effective whistleblowing procedures are in place.
- Ensure that the appointed member of the Governing Body holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection/ Safeguarding Policy that is embedded and followed by all the workforce in all of the above raised areas.
- Ensure that all staff receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and visitors to their site follow their school/settings acceptable use policy/ online safety policy.
- Ensure that children are taught about safeguarding, keeping themselves safe, including online safety through Relationships Education
- Ensure that a designated teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's virtual school Headteacher and discuss how pupil premium funding for looked after children will be used.
- Ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Ensure their Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect for children with Special Educational Needs. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

Information for Parents

At St. Oswald's RC Primary School, Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill

treatment, neglect or other forms of harm, staff have no alternative but to follow South Tyneside Safeguarding Children Partnership arrangements and inform the Integrated Safeguarding Intervention Team or police of their concern.

Procedures

The Designated Safeguarding Lead (or deputy DSL) will be informed immediately by an employee of the school, pupil of the school, parent of the school, other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child)

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).

Working together 2018 defines the categories of harm as:

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.

Neglect

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

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

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.

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 though it may occur alone.

Children potentially at greater risk of harm

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, and the Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Integrated Safeguarding Intervention Team, if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Headteacher will be kept informed at all times.

Safe Schools/ Safe Staff

Governors have agreed and ratified the following policies, procedures, processes or systems which have been read and considered in conjunction with this policy:

Whistle blowing / Confidential Reporting

St. Oswald's RC Primary School's whistle blowing/ confidential reporting policies provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

Management of a safeguarding concern or allegation about an adult

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then this should be referred to the headteacher or principal; where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the Designated Officer(s) at the local authority.

Complaints/Allegation Management Towards or with a child or adult

All staff should be aware of the school's behaviour/discipline policy. This can be found on school website and staff shared area on Server. All staff and governors have been given a copy of the policy. A Safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. Where there are concerns/allegations about the Headteacher or Principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. (KCSIE, 2019)

Consultation without delay with the Local Authority Designated Officer (LADO) **Hilary Bagley Tel 0191 424 6302** will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

<https://www.southtyneside.gov.uk/article/35816/Child-safeguarding-policies-and-procedures>

Training and Support

All staff members should be aware of the systems within their school or college which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; Staff Behaviour Policy (sometimes called a code of conduct); Safer Working Practice Document and the Names of the Designated Safeguarding Lead and their deputies.

All staff members should also receive appropriate safeguarding and child protection training which is regularly updated. The governing body will decide the frequency and content of this CPD. At St. Oswald's RC Primary School our whole school training is held annually. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings held weekly or internal CPD as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. St. Oswald's RC Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child. South Tyneside

Record Keeping

Well-kept records are essential to good safeguarding practice. St. Oswald's RC Primary School is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the schools information sharing and recording policies to ensure recording keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act, 2018.

Safeguarding recording within St. Oswald's RC Primary School will be held electronically through a secure management system of CPOMS and all staff will be trained in the recording expectations and retention. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines. Currently all recording is in paper format. Retention guidelines are followed accordingly.

Attendance at Safeguarding Conferences

In the event of St. Oswald's RC Primary School being invited to attend child protection conferences, the Designated Safeguarding Lead or deputies will represent the school and/or identify the most appropriate trained member of staff to provide information relevant to child protection conference (initial/review).

Supporting Children

St. Oswald's RC Primary School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. St. Oswald's RC Primary School may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

As an Operation Encompass partner we work closely with the Local Authority Operation Encompass lead and the Police with regards to Domestic Violence (DV) incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupils homes.

St. Oswald's RC Primary School also recognises that children are capable of abusing their peers. Peer on peer/child on child abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer/child on child abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See Peer on Peer/Child on Child Abuse Policy for detailed information.

Therefore St. Oswald's RC Primary School will endeavour to support all its pupils through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.

- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety both on and off line. This can include topics covered as part of Relationships, Relationships and Sex Education and Health Education as well as Fundamental British Values and the SMSC Curriculum which cover harm, abuse, positive and healthy relationships and crime.
- A coherent management of behaviour and discipline policy & procedures inclusive of the use of reasonable force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

St. Oswald's RC Primary School recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental), mood or injury must be considered for each individual child and their own circumstances and must not be dismissed. Children with SEN are often more prone to peer group isolation than other children and there is greater potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEN and disabilities.

St. Oswald's RC Primary School also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

This policy **MUST** be read in conjunction with other related school policies.

These include:

- **A Robust School Recruitment and Selection policy**-inclusive of safer recruitment guidance and regulation for example a **Single Central Record** which demonstrates the pre-employment checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check) and supervision of those who don't meet this requirement.

- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going safeguarding culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2020 and Working Together 2018. At St Oswald's RC Primary School we share this commitment.
- Schools Human Resources manual or policies and procedures.
- Staff Behaviour Policy (code of conduct) Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, May 2019 and Addendum April 2020 . The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- **Behaviour Policy** – inclusive of the Use of Reasonable Force/positive handling and confiscating and searching.
- **Anti-Bullying Policy/Online Bullying Policy.**
- **Online Safety Policy** inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting) E-Safety policy - E-Safety is the process of limiting risks to children and young people when using Information and Communications Technology (ICT). E-Safety is primarily a safeguarding issue not a technological issue, which relates to the use of all ICT- fixed or mobile; current, emerging and future ICT. E-Safety risks and issues can be roughly classified into three areas: content, contact and commerce. We adopt a strategic approach to e-safety, using a combination of effective policies and practices, training and education (for staff and pupils), technology and infrastructure underpinned by standards and inspection.
- **Inclusion & Special Education Needs Policy.**
- **The Schools Educational Visits/Off Site Policy** (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips, visits or pupils being creatively educated.
- **Peer on Peer/Child on Child Abuse Policy.**

- **Mental Health and Wellbeing Policy/Process/Plan**
- **Photographic & Digital Imagery Policy** with parental consent forms annually signed. Mobile phone / personal cameras/ recording device use is not permitted by staff or students during school hours. (However staff can use mobile phones during their break times in school staffroom or office). Mobile phones should only be used by staff or visitors in exceptional circumstances and in an agreed manner. When mobile phones are needed for exceptional circumstances, staff and visitors should be aware of issues around the inappropriate use of them as camera or recording devices. Photographs or recordings should be made using school equipment. These should be saved on the shared area in school. No images of children should be stored on staff laptops or iPads.
- **Administration of Medicines Policy** and procedures with trained staff who manage this.
- **Pupils with Medical Needs Policy** and implications for your workforce pupils and partnership with parents.
- **Attendance Management policy-** school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the schools admission register.
- **Missing Children Policy** – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- **Complaints Policy**
- **Allegation Management Policy**
- **Confidentiality and Whistle blowing Policy.**
- **Information Sharing Policy** (internal and external exchange of information)
- **Looked after Children Policy** inclusive of named Looked After teacher whose role is to champion the achievement of LAC in your schools and work closely with the Designated Safeguarding Lead and the Virtual Head Teacher within the LA who has responsibility for LAC.
- **Intimate Care and Care Plan Policy** – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
- **Unaccompanied travel to and from school procedure** to ensure pupil safety.
- **Single Equality Scheme**
- **Spiritual, Moral, Social and Cultural Curriculum** inclusive of Female Genital Mutilation, Domestic abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.
- **Relationship Education Policy (Primary)** inclusive of Health Education content.

This template was originally developed by members of CAPE (The National Group of Education Leads for Safeguarding and Child Protection across the North West/East), Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local/regional need. Between 2014-2020 this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools in light of the new statutory DfE guidance Keeping Children Safe in Education

This policy has been informed by the following legislation and national & local guidance

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/contents>

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Education Act 2002 Section 175

<http://www.legislation.gov.uk/ukpga/2002/32/section/175>

Education (Independent School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

General Data Protection Regulations, 2018

https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

Information Sharing: Advice for Practitioners providing safeguarding services

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Freedom of Information Act 2000

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

Keeping Children Safe in Education 2020

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Non-Maintained Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/uksi/2015/728/made>

Public Sector Equality Duty Guidance for Schools in England

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

School attendance: Guidance for schools

<https://www.gov.uk/government/publications/school-attendance>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

South Tyneside Safeguarding Children Partnership

<https://www.southtyneside.gov.uk/article/35816/Child-safeguarding-policies-and-procedures>

What to do if you are worried a child is being abused 2015

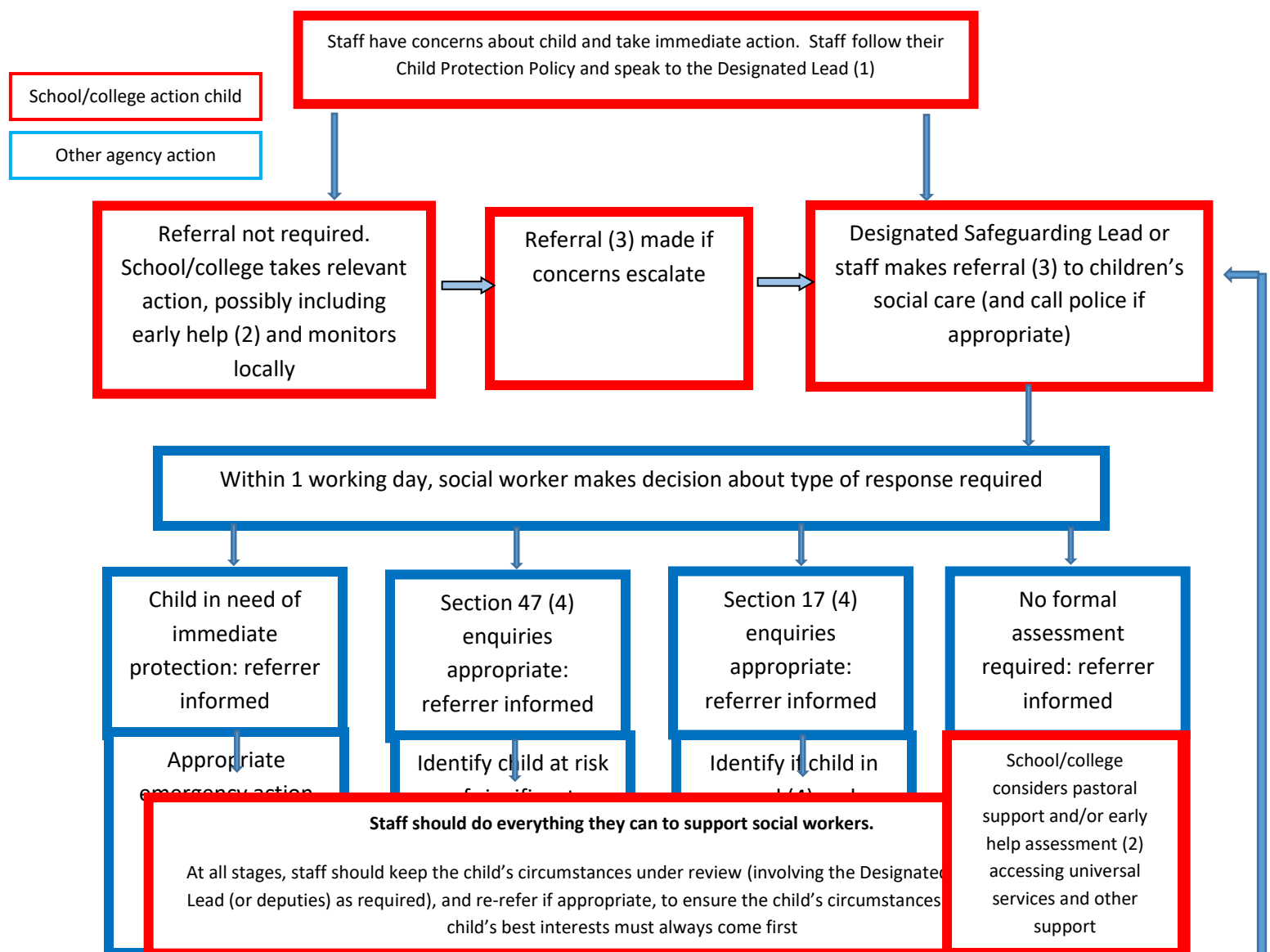
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Working together to safeguard children HM GOV (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

From KCSIE 2020 page 16

Actions where there are concerns about a child



Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse	https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2	DfE Advice
	https://www.gov.uk/guidance/domestic-violence-and-abuse	Home Office
	https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief	DfE Advice
	https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/	Home Office
Bullying	https://www.gov.uk/government/publications/preventing-and-tackling-bullying	DfE Advice
Children and the courts	https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds	MoJ Advice
	https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds	MoJ Advice
Children missing from education, home or care	https://www.gov.uk/government/publications/children-missing-education	DfE Statutory Guidance
	https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care	DfE Statutory Guidance
	https://www.gov.uk/government/publications/missing-children-and-adults-strategy	Home Office Strategy
Children with family members in prison	https://www.nicco.org.uk/	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HPPS) Advice
Child Exploitation	https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines	Home Office Guidance
	https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners	DfE Guidance
	https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance	DfE & HO Guidance
Drugs	https://www.gov.uk/government/publications/drugs-advice-for-schools	DfE & ACPO Advice
	https://www.gov.uk/government/publications/drug-strategy-2017	Home Office Strategy
	https://www.talktofrank.com/	Talk to Frank Website
	http://mentor-adepis.org/	Website developed by Mentor UK
'Honour Based Violence' (so called)	https://www.gov.uk/government/collections/female-genital-mutilation	Home Office
	https://www.gov.uk/government/publications/multi-agency-	DfE, DH and

	statutory-guidance-on-female-genital-mutilation	HO Statutory Guidance
	https://www.gov.uk/guidance/forced-marriage	Foreign Commonwealth Office and Home Office
Health and Well-being	https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced	DfE, DH and Home Office
	https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources	Public Health England Resources
	https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3	DfE Statutory
	https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2	DfE Advice
Homelessness	https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities	HCLG
Online	https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis	UK Council for Child Internet Safety
Private Fostering	https://www.gov.uk/government/publications/children-act-1989-private-fostering	DfE Statutory Guidance
Radicalisation	https://www.gov.uk/government/publications/children-act-1989-private-fostering	Home Office Guidance
	https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty	DfE Advice
	https://educateagainsthate.com/	DfE & Home Office
Violence	https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence	Home Office Advice
	https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020	Home Office Strategy
	https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations	Home Office Guidance
	https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges	DfE Advice
	https://www.gov.uk/government/publications/serious-violence-strategy	Home Office Strategy

Appendix 2

If you're worried that a child is being abused, watch out for any unusual behaviour.

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

Signs Suggesting Physical Abuse

- Any injuries not consistent with the explanation given for them
- Injuries that occur to the body in places, which are not normally exposed to falls, rough games etc.
- Injuries that have not received medical attention
- Neglect – under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care etc.
- Reluctance to change for, or participate in, games or swimming
- Repeated urinary infections or unexplained tummy pains.
- Bruises, bites, burns, fractures etc. that do not have an accidental explanation*
- Cuts/scratches/substance abuse*
- Changes in routine

Indicators of Possible Sexual Abuse

- Any allegations made by a child concerning sexual abuse
- Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play
- Sexual activity through words, play or drawing
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders – anorexia, bulimia*
- Bed wetting and soiling

Signs Suggesting Emotional Abuse

- Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy – also depression/aggression, extreme anxiety
- Nervousness, frozen watchfulness
- Obsessions or phobias
- Sudden under-achievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention-seeking behaviour
- Persistent tiredness
- Running away/stealing/lying

*** These signs may also indicate the possibility that a child or young person is self-harming**

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

Young people who are being sexually exploited may:

- be involved in abusive relationships, intimidated and fearful of certain people or situations
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- go missing from home, care or education.

A girl or woman who's had Forced Genital Mutilation (FGM) may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our School/Setting at any time that local solutions such as front door services in social care or the LADO details change. This policy may also be amended following the annual review with staff where our School/Setting's procedures or practices may change following whole staff discussion or training to ensure it is the most effective policy in keeping our children safe.

This policy must be ratified by the governing body signed/dated by both the Head Teacher and Chair.

Whole-School Policy: Child Protection/ Safeguarding

Children and Young People

School.....St. Oswald's RC Primary School

Academic Year	Designated Safeguarding Lead	Deputy /deputies	Senior Board lead Safeguarding Governor
2019-2020	Mary Lightfoot	Dominic Woodhouse/ Jo Wrigley	Terry Fitzpatrick
2020-2021	Dominic Woodhouse	Emma Shaughnessy/ Jo Wrigley	Terry Fitzpatrick