

POLICY FOR SAFEGUARDING CHILDREN

St Ann's Catholic Primary School fully recognises its responsibilities for Child Protection and Safeguarding, and this Policy sets out how the School will deliver these responsibilities.

This policy should be read in conjunction with:

'Working Together to Safeguard Children' (2013) pending revisions for 2015, which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. The guidance is available via the following link: <http://www.workingtogetheronline.co.uk/index.html>

"Keeping Children Safe in Education" (2014), which is the statutory guidance for Schools. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/372753/Keeping_children_safe_in_education.pdf

"Keeping Children Safe in Education: Information for all School Staff". (2014). The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/354151/Keeping_children_safe_in_education_Information_for_staff.pdf

Furthermore, we will follow the procedures set out by the Sheffield Safeguarding Children's Board:

<https://www.safeguardingsheffieldchildren.org.uk/welcome/sheffield-safeguarding-children-board.html>

In accordance with the above procedures, the School carries out an annual audit of its Safeguarding provision (S175 Safeguarding Audit, requirement of the Education Act 2002 & 2006) and sends a copy to the Local Authority Safeguarding Team.

To be reviewed Feb 2018

Growing and Learning with the Guidance of God

Tel: 0114 2884 281, Email: enquiries@st-anns.sheffield.sch.uk

St Ann's Catholic Primary School a Voluntary Academy

McIntyre Road, Stocksbridge, Sheffield, S36 1DG

1.1 Our Principles

Safeguarding arrangements in St Ann's Catholic Primary School are underpinned by three key principles:

- Safeguarding is everyone's responsibility: all Staff, Governors and Volunteers should play their full part in keeping children safe.
- That St Ann's Catholic Primary School operates a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.
- *That all Staff, Governors and Volunteers have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, Governors and Volunteers should feel confident that they can report all matters of safeguarding children in the School where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.*

1.2 Our Policy

There are 6 main elements to our Policy, which are described in the following sections:

- The types of abuse that are covered by the policy;
- The signs of abuse that Staff and Volunteers should look out for;
- Roles and responsibilities for Safeguarding;
- Expectations of Staff and Volunteers with regard to Safeguarding, and the procedures and processes that should be followed, include the support provided to children;
- How the School will ensure that all Staff and Volunteers are appropriately trained, and checked for their suitability to work within the School;
- How the policy will be managed and have its delivery overseen.

Through implementation of this policy we will ensure that our School provides a safe environment for children to learn and develop.

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2 Types of Abuse

2.1 Children who may require early help

Staff and Volunteers working within the School should be alert to the potential need for early help for children, considering following the procedures identified for initiating early help (see section 5) for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.

These children are therefore more vulnerable; this School will identify who their vulnerable children are and ensure that they know the processes to secure advice, help and support where needed.

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2.2 Child Abuse

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2013) which is defined in the Keeping Children Safe in Education statutory Guidance 2014 as:

- Physical abuse - may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- Emotional abuse - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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.
- 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 or 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.

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- 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. It may include a failure to:
 - Provide adequate food, clothing and shelter.
 - 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.
 - Respond to a child's basic emotional needs

Bullying and forms of bullying including Cyber Bullying is also abusive and will include at least one, if not two, three or all four, of the defined categories of abuse [refer to e- safety Policy].

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2.3. Specific Safeguarding Issues

There are specific issues that have become critical issues (highlighted are current key concerns in and nationally) in Safeguarding that Schools will endeavour to ensure their Staff, Governors and Volunteers are familiar with and there are processes in place to identify, report, monitor and include in teaching:

- Child Sexual Exploitation (CSE)
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Mental Health
- Private Fostering
- Radicalisation
- Sexting
- Teenage Relationship abuse
- Trafficking

Schools can access broad government guidance on the issues listed above via the

<https://www.gov.uk/government/organisations/department-for-education>

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3 Signs of Abuse

3.1 Physical abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Scalds, with upward splash marks.
- Multiple burns with a clearly demarcated edge.

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Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

3.2 Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.
- Sudden speech disorders.
- Self-harm.
- Fear of parent being approached regarding their behaviour.
- Developmental delay in terms of emotional progress.

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3.3 Sexual Abuse

All Staff and Volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area.
- Bruising or bleeding near genital area.
- Sexually transmitted disease.
- Vaginal discharge or infection.
- Stomach pains.
- Discomfort when walking or sitting down.
- Pregnancy.

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Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Having nightmares.
- Running away from home.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Bedwetting.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about.
- Substance or drug abuse.
- Suddenly having unexplained sources of money.
- Not allowed to have friends (particularly in adolescence).
- Acting in a sexually explicit way towards adults.

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3.4 Neglect

It can be difficult to recognise neglect, however its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight, or being constantly underweight.
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments.

3.5 Specific Safeguarding Issues

In understanding the signs and indicators of specific issues listed earlier in this policy Schools and can access broad government guidance via the <https://www.gov.uk/government/organisations/department-for-education>

St Ann's Catholic Primary School will incorporate signs of abuse and specific safeguarding issues in immediate response safeguarding meetings, Staff Induction Training, and ongoing development Training for Staff, Volunteers and Governors.

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4 Safeguarding Roles and Responsibilities

4.1 All Staff, Volunteers and Governors have responsibility for the following:

- Being aware of the Safeguarding Procedures, <https://www.safeguardingsheffieldchildren.org.uk/welcome/sheffield-safeguarding-children-board.html> and ensuring these procedures are followed.
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard and referred to.
- Knowing who the School Designated Teacher(s) for Safeguarding are and the relevant links for CIC (Child in Care/Looked After Children), SEN and Anti- Bullying including who is the School link Governor for Child Protection and Safeguarding.
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the School.
- Know about the 'Allegations Against Professionals' procedures and feel confident in been able to use them.
- Being aware of the Guidance for Safer Working Practice 2009 and local procedures for Safer Working Practices.
- Ensuring that their Child Protection training is up to date, and taking place at recommended intervals to ensure Staff, Volunteers and Governors are kept up to date.
- Sharing information and working together to provide children and young people with the help and support they need.
- Supporting pupils who have been abused in accordance with his/her Child Protection Plan.
- Seeking early help where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment (see section 5.1).
- If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral is made immediately to Local Authority Children's Social Care.
- If Staff including Volunteers have concerns they should raise these with the Designated Safeguarding Lead(s) and they will usually decide next steps, (however any one in a School can make a referral).

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- If they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback.
- That Staff including Volunteers are aware of the Sheffield Safeguarding Children Board's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of the Confidential Reporting Code (Whistle Blowing).
<https://www.safeguardingsheffieldchildren.org.uk/welcome/sheffield-safeguarding-children-board.html>
- Learning from the outcomes of serious case reviews (see Appendix A).
- Referring to Children Missing from Education (CME), those children who go missing from education, whereabouts unknown, by adhering to guidance and timelines shown on in the SCC policy, this can be found at: <https://www.safeguardingsheffieldchildren.org.uk/welcome/sheffield-safeguarding-children-board.html>
- That we know about Private Fostering and that we notify the Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered.

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4.2 Governors, Proprietors and School Leadership are responsible for (and need to ask a School about):

- Taking leadership responsibility for the school's safeguarding arrangements.
- Ensuring that we have a Safeguarding Designated Lead(s) for Child Protection, they are sufficient in number depending upon the size and demands of the school, are fully equipped to do the job and that they have access to appropriate training that is regular refreshed (at least very two years) to help them keep up to date.
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority on matters of Safeguarding in their School and are in liaison with other partners and agencies.
- Ensuring that appointed designated leads are fully equipped to do the job (have the knowledge and skills) and have access to appropriate regular training to help them keep up to date.
- That we work towards/have a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEN alongside nominated leads in the School on these issues.
- That there are procedures are in place in handling allegations against Staff or Volunteers and details of any allegations are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
- That all Staff are given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare.
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- That all Staff including volunteers receives the appropriate training which is regularly updated.
- That we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families.
- That important policy such as those for behaviour and bullying, are kept up to date.
- To consider how children may be taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- That the curriculum makes best use of PSHE to cover Safeguarding issues with children.

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- We have in place an e-Safety Policy equipped to deal with online bullying and internet/social media Child Protection concerns.
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- That we notify the Children's Social Care department if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify the Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered.
- Acting on the 'Learning from Serious Case Reviews' – see appendix A;
- Ensures that all Staff are made aware of the Confidential Reporting Code (Whistle Blowing).
- That all Child Protection records are kept up to date, are secure and reviewed annually.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the schools website.
-

4.3 Creating a safe environment:

- We will ensure that our Staff are competent to carry out their responsibilities for Safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all Staff including Volunteers feel able to raise concerns and be supported in their Safeguarding role.
- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the School's development (use of a Schools counsel or similar).
- That the building and its surroundings are safe and one where children can feel safe.
- That parents/carers know about our principles in Safeguarding, who along with the local community are made familiar with and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community.

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4.4 Recruitment, Staffing:

- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check Staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- We must ensure Staff and Volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post;
- We must be aware of the Disqualification by Association rules; having a relevant procedure in place which can be applied if required.
- We must have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; aware that this is a legal duty.
- We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training (School may choose their training and need to ensure at a minimum it covers the 'Keeping Children Safe Guidance', and equips them with the necessary knowledge and skills).
- That our Volunteers are adequately supervised;
- That if a Governor is involved in what is defined as regulated activity then that person has the appropriate DBS / other checks required.

The Designated Safeguarding Lead is: Sarah Eady

The Designated Safeguarding Deputy (DSD) is: Stella Groarke

The Designated Lead is for CIC (Looked after children): Sarah Eady

The Designated Link Governor for Safeguarding is: Angela Moffatt

The Designated link Governor for Looked after Children (Child in Care) is: Angela Moffatt

The Designated Special Education Needs Coordinator (SENCo) is: Clare Wilson

The Designated E-Saftey Coorninator is: Lucy Bebb

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5 Safeguarding Processes and Procedures

The School will deliver its responsibilities for identifying and acting on early help needs, Safeguarding and Child Protection in line with the policies and procedures identified in the Sheffield Safeguarding Children's Board policies and procedures guidance, available at:

<https://www.safeguardingsheffieldchildren.org.uk/welcome/sheffield-safeguarding-children-board.html>

A threshold Document is available and assists with meeting a child's needs in Sheffield and can be found at:

<https://www.safeguardingsheffieldchildren.org.uk/welcome/sheffield-safeguarding-children-board/sscb-information/thresholds-of-need-guidance.html>

5.1 Early help

All initial contacts where Staff, Governors or Volunteers wish to make a request for general advice, information or a service for a child, who may be a child with additional or complex needs should be made either by contacting the local Multi-Agency Team

In cases where there is no identified Lead Professional within the local Multi Agency Team (MAT), the Call Centre Advisor may provide information and advice or re-direction to other services. This action will be informed by any history of previous involvement with the child and family.

When calls are made to the Call Centre, an Initial Contact will be created for all cases where it is judged the child may have additional or complex needs. This Initial Contact will be then passed to the Senior Practitioner within the Call Centre for screening.

The Senior Practitioner will, within 24 hours, decide which service within Children's Social Care is best placed to meet that child's needs and will be passed to either the Multi-Agency Team or Children's Social Care for assessment. The Call Centre Advisor will be responsible for directing the Initial Contact/Referral to the appropriate team and advising the referrer of the outcome within 24 hours.

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5.2 Referring to Children's Social Care

If at any time it is considered that the child has suffered significant harm or is likely to do so, a referral should be made to Call Sheffield, e.g. a child having an injury or has made a disclosure of sexual abuse.

When a member of Staff, Volunteer Parent, Practitioner, or another person has concerns for a child, and if the school are aware that the case is open to the Multi-Agency Team they should discuss with the Allocated Worker or their manager to request escalation to Children's Social Care. If the child does not at that time have a lead professional or allocated Social Worker the school should contact Sheffield Children Advisory Service, where a call handler will collate the information then forward the details to the Senior Practitioner who will then make a decision regarding intervention.

Schools should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk. If a child makes a disclosure or presents with an injury it is imperative that advice is sought immediately prior to the child returning home and as soon as the school become aware of this.

Essential information for making a referral includes:

- Full names and dates of birth for the child and other members of the family.
- Address and daytime phone numbers for the parents, including mobile.
- The child's address and phone number.
- Whereabouts of the child (and siblings).
- Child and family's ethnic origin.
- Child and family's main language.
- Actions taken and people contacted.
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support.
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information;
- The details of the person making the referral.

Other information that may be essential:

- Addresses of wider family members;

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- Previous addresses of the family;
- Schools and nurseries attended by the child and others in the household;
- Name, address & phone number of GP/Midwife/Health Visitor/School Nurse;
- Hospital ward/consultant/Named nurse and dates of admission/discharge;
- Details of other children who may be in contact with the alleged abuser;
- Details of other practitioners involved with the family;
- Child's legal status and anyone not already mentioned who has parental responsibility;
- History of previous concerns and any previous FCAF or Initial Assessments completed;
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.

5.3 Recruitment of staff and Volunteers

St Ann's Catholic Primary School will ensure that Safer Recruitment practices are always followed.

All interview panels will have at least one member who has undergone Safer Recruitment Training with the necessary skills and knowledge. We will check on the identity of candidates, follow up references with referees and scrutinise applications for gaps in employment. We will ensure that Safeguarding considerations are at the centre of each stage of the recruitment process.

St Ann's Catholic Primary School will have a single central record which will cover all Staff who work in the School all others who work in regular contact with children including Volunteers and The governing body. We will ensure that all Staff are aware of Government Guidance on Safer Recruitment and that its recommendations are followed.

St Ann's Catholic Primary School will ensure there is a Staff Code of Conduct, and ensuring all Staff and Volunteers are familiar with Safer Working Practices.

This includes advice on conduct, safe use of mobile phones and guidance on personal / professional boundaries in emailing, messaging, participating in social networking environments.

The Disclosure and Barring Service (DBS);

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.

The DBS are responsible for:

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- Processing requests for criminal records checks
- Deciding whether it is appropriate for a person to be placed on or removed from a barred list
- Placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales and Northern Ireland

The DBS search police records and in relevant cases, the barred list information, before issuing a DBS certificate to the applicant.

A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, where the definition of regulated activity is met. The definition can be found in Part V of the Protection of Freedoms Act 2012 and at <https://www.gov.uk/government/publications/dbs-regulated-activity>

St Ann's Catholic Primary School will follow advice on DBS checks as detailed by: Schools LID/Shared Services Centre/HR updates.

St Ann's Primary School will have a procedure for and can apply if relevant the Disqualification by Association rules and that of State Probation Orders.

5.4 Dealing with allegations against staff and volunteers who work with children

St Ann's Catholic Primary School will adhere to the procedures set out under 'Allegations Made Against Professionals' (allegations of abuse by teachers and other staff), this can be found via the following link: <https://www.safeguardingsheffieldchildren.org.uk/welcome/sheffield-safeguarding-children-board.html>

We will ensure that all allegations are discussed with the Local Authority Designated Lead (LADO) in every case. St Ann's Primary School will ensure we have followed all the necessary duties and processes under this process and this will be done in accordance with guidance:

"Keeping Children Safe in Education" (2014), which is the statutory guidance for Schools. And is available at: <https://www.safeguardingsheffieldchildren.org.uk/welcome/sheffield-safeguarding-children-board.html>

St Ann's Primary School will fully ensure any follow up actions on management and exit arrangements if relevant as outlined in the "Keeping Children Safe in Education" Guidance pg. 34-39. This will include any specific actions as defined in the "Keeping Children Safe in Education" Guidance pg. 39-40.

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5.5 Important contact details

Tel: **0114 273 4934**

Email: child.protection@sheffield.gov.uk

NSPCC - National Helpline
0808 800 5000

Childline
0800 11 11

6 Management of the Policy

The Governing Body will oversee the policy, ensure its implementation and review its content on an annual basis.

The Head Teacher will report on Safeguarding activity and progress within the School setting to the Governing Body annually.

The Safeguarding Designated Lead will complete the S175 Safeguarding Audit with an Action Plan which will be used to report on Safeguarding activity and progress

The Head Teacher should report any significant issues to the Chair of the Governing Body that may have an impact on Safeguarding in the School

Signed by:

.....
Chair of Governors
Date:

.....
Head Teacher
Date:

Reviewed 11/11/2014 to be reviewed annually

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[Appendix A:](#)

Learning from Serious Case Reviews (SCRs) and Serious Incident Learning Reviews (SILRs)

Safeguarding Children Board recognises the importance of learning and improving from our experiences in this area. A range of learning and themes from SCRs and SILRs have been identified from our most recent reviews, and from the preceding three years.

We have identified that:

Babies are particularly at risk from abuse and neglect including:

- Shaking
- Co-sleeping
- Domestic abuse
- Methadone used as a soother
- Lack of ante-natal assessment

Teenagers - a quarter of all SCRs/SILRs have been about the serious injury or death of a teenager. Issues include:

- Suicide/self-harm
- Child sexual exploitation (CSE)
- Offending behaviour
- Missing from school, home or care
- Difficult to engage

Parents- the death or serious injury of children and young people often has contributory factors including:

- Substance misuse
- Mental health
- Domestic abuse
- Hostility/non-engagement
- Disguised compliance
- Violent men

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It is vital that themes and learning is shared across all agencies to improve practice and increase safeguards to children and young people. The SCR subcommittee has identified a number of practice developments for professionals including:

- Information gathering, sharing and recording.
- Assessing the complete circumstances of the child and family, including their history.
- Critically analysing all information.
- Ensuring the needs of the child are paramount above those of the parents.
- Seeing a child at home and where they sleep.

[Learning from SCRs leaflet](#)

Specific learning for schools from SCRs nationally¹

- Professionals in all agencies should keep a clear focus on the child
- Clear guidance is required to enable Staff to challenge each other and families, and to escalate any concerns they may have.
- All schools must have robust systems in place for recording injuries or welfare concerns noted on children by Staff; Schools must ensure that appropriate actions are taken.
- The role of the Designated Professional for Child Protection in Schools must be clearly understood and used effectively.

Relevant SCRs:

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and learning can be found at:

<https://www.safeguardingsheffieldchildren.org.uk/welcome/contact-us.html>

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