

# **St Clement's School** **Child Protection Policy** **(September 2022)**



At St Clement's School we are fully aware and committed to the on-going protection and safety of our pupils, staff and wider community in accordance with Education Department guidance. Our school is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. We have an open culture which respects all individual's rights and discourages bullying and discrimination of all kinds.

This Policy exists alongside the school's Safeguarding Policy. As a school we closely follow the guidance and policy set by the Department for Children, Young People, Education and Skills (CYPES), namely the Child Protection Policy (June 2016), and the wider legislative framework, including advice and recommendations from the Safeguarding Partnership Board.

A copy of the school's Safeguarding Policy and Child Protection Policy is kept on the Safeguarding board in the staffroom and in the Headteacher's office. Copies of both policies are available on the Parent's Area of our School website and are available on request.

All staff working at St Clement's School have a duty to share information about children that cause concern to ensure the safety and well-being of all our pupils. This policy applies to all full and part time employees of the school, including those employed on temporary or fixed term contracts. Volunteers and contractors who offer their services to the school and parents will be made aware of this policy.

The following is a summary of the guidance for staff and parents:

## **The Safeguarding Team at St Clement's School**

<b>Designated Safeguarding and Child Protection Lead (DSL):</b> <b>Headteacher, Mr. Richard Heaven</b>	
<b>Deputy Safeguarding and Child Protection Lead:</b> <b>Deputy Head, Mrs. Marianne Hickling</b>	
<b>Digital Safeguarding:</b> Richard Heaven	<b>Health and Safety:</b> Richard Heaven
<b>Early Help:</b> Mrs. Marianne Hickling	<b>ELSA:</b> Mrs. Marianne Hickling
<b>Records Management:</b> Mrs. Debbie Davies	<b>First Aid:</b> Mrs. D Davies / Mrs. K Landick
<b>Education Department Designated Safeguarding Officer (DSO):</b> <b>Shirley Dimaro- 449477 or <a href="mailto:s.dimaro@gov.ie">s.dimaro@gov.ie</a></b> <b>07797924274</b>	

The Safeguarding Lead and Deputy informally meet on a regular basis to discuss and update policies and procedures and monitor issues that arise.

### **Identifying Children at Risk of Serious Harm**

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm.

The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

- Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;
- Development means physical, intellectual, emotional, social or behavioural development;
- Health includes physical and mental health;
- Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.
- Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults, another child, children or young people.

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

### **Recognising abuse**

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

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

#### Four categories of abuse:

##### Physical Abuse:

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

##### Emotional Abuse:

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

#### Sexual Abuse:

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school's policy and procedures for dealing with it.

#### Neglect:

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Definitions taken from Keeping Children Safe in Education – September 2022)

#### **Children who may be particularly vulnerable**

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs (particularly pupils within our ARC provision)
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation

- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- girls at risk of Female Genital Mutilation (FGM)
- do not have English as a first language

This list provides examples of additionally vulnerable groups and is not exhaustive.

### **Domestic Abuse**

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It isn't just physical violence – domestic abuse includes any emotional, physical, sexual, financial or psychological abuse. It can happen in any relationship, and even after the relationship has ended. Both men and women can be abused or abusers. Witnessing domestic abuse is very distressing and scary for a child, and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse
- hear it from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse.

Domestic abuse can happen in any relationship, and it affects young people too. They may not realise that what's happening is abuse. Even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think.

### **Child Sexual Exploitation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. The school includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSO.

### **Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant

communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Indicators that a girl is at risk of FGM:

- Victims are likely to come from a community that is known to practice FGM
- Any girl born to a woman who has been subjected to FGM
- Any girl who has a sister who has undergone FGM
- Girls taken abroad at start of school holidays
- Parents state that they or a relative will take the child out of the country for a prolonged period
- A professional hears reference to FGM in conversation e.g. a child may tell other children about it.

Indicators that a girl has undergone FGM:

- Girl may have difficulty walking, sitting or standing
- May spend longer in the bathroom or toilet owing to difficulties in urinating
- Recurrent urinary tract infections or complaints of abdominal pain
- Spend longer periods away from the classroom
- Young girls refusing to participate in P.E. regularly without a medical note
- Prolonged absence from school with noticeable behaviour changes on the girl's return

If staff have a concern regarding a girl that might be at risk of FGM or where they suspect FGM has already taken place they should follow the school's safeguarding procedures. It will be rare for teachers to see visual evidence, and they should not be examining pupils. If it is believed that there is an immediate risk of FGM then this should be reported to the DSL and a referral made to the Children and Families Hub.

### **Honour Based Violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Where there is a risk to life or likelihood of serious immediate harm professionals should refer the case immediately to the Children and Families Hub.

### **Radicalisation**

Protecting children from the risk of radicalisation is seen as part of St Clement's School's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people from being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Children and Families Hub.

### **Children Missing from Education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. The Department for Education (CYPES) has a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. Staff should follow the procedures set out in the CYPES 'Keeping Children Safe in Education' policy (May 2021) when dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

### **Looked After Children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. CYPES should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

### **Taking Action to ensure children are safe at school and at home:**

#### **Early Help**

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if a child's behaviour is becoming problematic due to lack of appropriate guidance and boundaries at home.

Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

School Practitioners need to assess need using the Early Help Assessment Form and ensure that assessed need is recorded. Assessments carried out with the family provide a better analysis and plans can be developed with families to help them achieve better outcomes. Practitioners need to use the process of assessment as a way of engaging with other practitioners who may already be working with the child and their family, or to bring on board new practitioners who would be able to provide support and advice to the family. This work should be coordinated via team around the family meetings, chaired by the lead professional.

#### **Safeguarding Information for all staff:**

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. All concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for safeguarding (or the deputy designated safeguarding lead in the absence of the designated person) prior to any discussion with parents.

Staff must immediately report:

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

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are okay or if they can help in any way. Staff should record these early concerns on the My Concern software. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Concerns which do not meet the threshold for child protection intervention will be triaged and managed through the Early Help Approach.

### **Reporting a Concern on 'My Concern'**

If an adult working in school has a cause for concern with regards to a child's welfare they must 'Report a Concern' using the online safeguarding platform called 'My Concern'. All staff have a log in and are able to report a concern. An accurate record must be made as soon as practicable. Any information given should be recorded verbatim, where possible. Details gathered through the TED (Tell, Explain, Describe) process should be recorded as well as a description of any injuries noted. Injuries should be recorded on the online body map provided. Information should clearly distinguish between observation, fact, opinion and hypotheses. All records will be saved on My Concern. After the concern is submitted an automatic notification will be sent to the Deputy Headteacher and Headteacher (Designated Safeguarding Leads).

'My Concern' stores the submitted concerns in chronological order and can run reports to assist Safeguarding Leads in collating data for Core Group/Early Help meetings or Child Protection Conferences. Senior Leaders can also analyse data on a termly basis to look for patterns.

### **Responding to Disclosure/Concerns**

Disclosures or information may be received from pupils, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. It also recognises that children who may be particularly vulnerable may need support when making a disclosure e.g: signed support for deaf pupils. Accordingly, all staff will handle disclosures with sensitivity. Such information **cannot** remain confidential and staff will immediately communicate what they have been told to the designated person and make a detailed record of any disclosure.

### Principles for All Staff:

Staff will not investigate but will, wherever possible, listen, record and pass on information to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Clarify the information by using the TED prompts (Tell, Explain, Describe)
- Make a written record of what the child has said using the My Concern software.
- Accurately record any other details regarding the concern including the use of the body map function for any marks or injuries.
- Be objective and factual with a verbatim reporting of what the child has said / done;
- Do not make assumptions;
- Opinions are fine, but record the information on which you base this opinion;
- State the source of the information; hearsay is fine if you record it as hearsay;
- State whether you have discussed the concern with the parent and any response.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Use TED questions (Tell me about...Explain what you mean by...Describe what I would have seen if I was there)
- Remain calm and reassuring - try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the Designated Safeguarding Lead
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next and that the person will be involved as appropriate.

### Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999 or 612612, or call the Children and Families Hub directly on 519000.
- immediately report your concern to the DSL orally.
- **a concern MUST be submitted on My Concern asap - at least by the end of the session (morning/afternoon). Staff cover should immediately be found to enable this to happen.**
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- seek support for yourself if you are distressed.

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

- Consider the child's wishes and feelings, but not promise confidentiality
- Consider any urgent medical needs of the child
- Consult with a member of the team from the Children and Families Hub if they are uncertain whether or not a formal online referral is required
- Inform parents that a referral is being made to the Children and Families Hub. (The only exception to this is when staff believe that discussing the referral with parents would place the child at further risk).
- Make an immediate phone call to the Children and Families Hub if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the



child's safety and well-being. This will inform Hub staff that a referral is on its way. In these circumstances an online referral form to the Children and Families Hub will also be completed immediately.

- Review action when a child has suffered or is likely to suffer harm and consider Early Help.
- If the DSL decides not to make a referral to the Hub at this stage, then the concern will be appropriately triaged and comments will be added to the online chronology.
- Consider if it would be appropriate to undertake an Early Help Assessment and/or make a referral for other services.
- All information and actions taken, including the reasons for any decisions made, will be fully documented on My Concern.

### **Making a Referral to the Children and Families Hub:**

#### **1. Initial Referral:**

- a) Go to the Children and Families Hub webpage:  
<https://www.gov.uk/Caring/ChildrenAndFamiliesHub/Pages/ChildrenAndFamiliesHubHomepage.aspx>
- b) Click on the 'Practitioner's Request Form' at the bottom of the webpage.
- c) Complete all sections of the form and click 'submit'.
- d) Download a PDF of the form that has been completed.
- e) Save the PDF in *Teacher's Sensitive Area / 4.6 Pupil Hub Referrals*
- f) This PDF should then be uploaded as part of the 'Files' section of the concern
- g) Further comments / referral outcome should also be added to the concern chronology.

#### **2. Tasking process (replying to Hub referral tasking forms)**

- a) Following a referral to the Hub by another agency, school may receive a request for further information, usually from the Education researcher within MASH.
- b) School will follow instructions and provide information directly back to the Hub.

#### **Where a referral has been made which results in the family being assessed by / working with a Social Worker, the Designated Safeguarding Lead or Deputy DSL will:**

- Maintain contact with the allocated Social Worker
- Contribute to any Strategy Discussion or Strategy Meeting
- Provide a report for, attend and contribute to any Initial Child Protection Conference
- Share the content of any school report with the parent, prior to the meeting
- Attend Core Group Meetings for any child subject to a Child Protection Plan or Child in Need Meeting for any child subject to a Child in Need Plan
- Where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the key worker in Social Care or the school's Education Welfare Officer.

#### **The Designated Safeguarding Lead or other appropriate member of staff will:**

- Contact the CYPES Designated Safeguarding Officer if they consider that the social care response has not led to the child being adequately safeguarded and follow this up in writing.
- Contact the CYPES Designated Safeguarding Officer if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing
- Provide a secure, caring, supportive and protective relationship for the child
- Recognise that the child's welfare is paramount. Good child protection practice and a good outcome for the child relies on a positive, open and honest working partnership with parents

- On occasion need to make referrals without consultation with parents - school will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents.
- **The Designated Safeguarding Lead will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child.**

**Any member of staff, or indeed the public, can make a referral to the Children and Families Hub through their webpage. Parents can also self-refer in order to seek support and advice.**

Volunteers, students or temporary staff working in school should follow the guidance set out in this policy. If they are in any doubt about anything, they should immediately speak to the DSL (Headteacher).

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

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

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police. Where an allegation is made against any person working in or on behalf of the school that he or she has:

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

the school will apply the same principles as in the rest of this document, whilst ensuring that the procedures outlined in CYPES Policy are followed. This includes allegations against staff in their personal lives. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes recorded.

#### **Initial Response to an allegation or concern:**

Initial Action by person receiving or identifying an allegation or concern:

- Treat the matter seriously and keep an open mind.
- Make a written record of the information, including the time, date and place of incident/s, persons present and what was said and sign and date this.
- Immediately report the matter to the DSL or Deputy DSL in school.

### Initial Action by the Designated Safeguarding Lead:

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses
- Contact the CYPES Safeguarding Officer, S Dimaro, immediately, but no later than within 1 working day.
- Discuss next steps with the DSO, including possible involvement of the Case Management Team.
- Conduct a disciplinary investigation, if an allegation indicates the need for this
- Contribute to the child protection process by attending professional strategy meetings
- Ensure clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member's personnel file
- Consider along with Human Resources and the CYPES DSO whether a referral to the DBS should be made.

### Children who harm others:

Our school recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant. Children who harm others should be held responsible for their harmful behaviour and the school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community. Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. This school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves.

### Whistleblowing

This guidance is written for staff working with children and young people in education settings. Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk. Staff members may be the first to recognise that something is wrong, but may not feel able to express their concerns out of a feeling that this would be disloyal to colleagues or they may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Staff must remember that it is often the most vulnerable children who are targeted. These children need someone to safeguard their welfare. Instead of staff thinking, 'what if I'm wrong'? they need to think 'what if I'm right?'

Each individual has a responsibility for raising concerns about unacceptable practice or behaviour

- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated themselves

What stops people from whistle blowing

- Fear of starting a chain of events which spirals out of control
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern:

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken
- Try to pinpoint exactly what practice is concerning you and why
- Approach your Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.
- If your concern is about your immediate manager/Head teacher, contact the CYPES Safeguarding Officer, Shirley Dimaro on [s.dimaro@gov.je](mailto:s.dimaro@gov.je)
- Make sure you get a satisfactory response - don't let matters rest
- Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places wherever you can
- A member of staff is not expected to prove the truth of an allegation, but will need to demonstrate sufficient grounds for the concern.

### **Staff Training**

Newly qualified teachers receive child protection training as part of their induction year.

We have regular updated Child Protection training, with all staff completing the Foundation Course.

Our next training course is planned to take place in April as part of our INSET day.

The DSL (Headteacher) and Deputy DSL (Deputy Headteacher) are both trained to Level 3.

A more detailed record of training attended is kept in the Teacher's Sensitive Area of the school network. This Child Protection Policy and our procedures are reviewed annually.

### **Monitoring and Review**

Author	Richard Heaven
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**Appendix 1: Example TED Questions staff members can use when finding out more information from a child making a disclosure:**

**TED stands for:**

- + Tell
- + Explain
- + Describe

**For example:**

- Tell me what happened
- Tell me what I would have seen if I had been there
- Tell me what mummy said
- Explain what happened first, next
- Explain where you were when this happened
- Explain how you felt
- Describe what daddy's face looked like
- Describe how you were hurt
- Describe what you saw and heard whilst this was happening

**Please remember:**

**This is NOT a script to work through, just a few examples.**

**Do not use more questions than necessary.**

**Do use follow up questions where needed e.g Tell me more...**

**Record accurately in the child's own words what they say.**

**Make sure you look after the child and ensure they feel safe.**

## Appendix 2: St Clement's School Safeguarding Actions 2022

