



OUR SCHOOL MOTTO IS:

Growing in Faith and Knowledge

OUR SCHOOL MISSION STATEMENT

St. Joseph's Preparatory School is a Catholic School, which was founded by the Christian Brothers and is a place where the staff and governors work to bring the Gospel values into all areas of School life and where prayer, worship and liturgy are seen as meaningful experiences.

Each child is encouraged to strive for the highest possible standards of work and behaviour, whilst learning to live as a well-mannered, self-disciplined and tolerant individual both inside and outside the classroom. The children learn to live as happy and caring members of a School community, which values their unique individual talents, and also the needs of others.

St. Joseph's Preparatory School values and nurtures a close partnership with parents and encourages the forming of meaningful links with the wider community. The children are encouraged to take part in extra-curricular activities in order to develop an interest in sporting, cultural and recreational activities.

St. Joseph's Preparatory School up holds fundamental British values and encourages respect for all people.

St. Joseph's Preparatory School recognises its legal duty to work with Local Safeguarding Children's Board acting on behalf of children in need or enquiring into allegations of abuse.

We recognise that pupils have a fundamental right to be protected from harm and require a secure environment in order to learn effectively.

St. Joseph's Preparatory School's Safeguarding Children Policy follows the guidelines laid down by the City of Stoke on Trent Safeguarding Children's Procedures and "Working Together to Safeguard Children" (2015) and "Keeping Children Safe in Education" (2016) (KCSIE)

Our motto 'Growing in Faith and Knowledge' encapsulates the School's Aims:

- To provide a caring, Christian community, in which individuals can develop fully.
- To strive for excellence in all areas – academic, sporting, musical etc.
- To provide an ethos which brings the Gospel message alive.
- To develop strong community links.

(St. Joseph's Preparatory School has achieved International School Status and is an Eco School.
We are a Dyslexia Friendly School)

St Joseph's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Safeguarding Children Policy

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St Joseph's Preparatory School and St Joseph's Club Safeguarding Children Policy

This Policy is applicable to all pupils, including those in the EYFS.

Regard has been taken of;

- Keeping Children Safe in Education- (September 2016).
- Working Together to Safeguard Children (April 2015) (WT).
- The Prevent Duty: departmental advice for schools & childminders (June 2015)
- Use of social media for on-line radicalisation (July 2015)
- Counter Terrorism and Security Act 2015

Persons are now “Designated Safeguarding Leads”

This policy is to be read in conjunction with the “Staff Code of Conduct Policy” “The Whistle Blowing Policy” and “Child Security Policy”

Introduction: Aims and Principles

St Joseph’s Preparatory School wants to safeguard and promote the welfare of children who are pupils at the School, including EYFS and complies with the Department for Education (DfE) Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges – This includes 2 sections of Guidance KCSIE (Part 1) and KCSIE (Part 2).

St. Joseph’s Preparatory School believes that every child is entitled to a safe and happy environment. We believe all children should be safeguarded, which means,

- Protecting children from maltreatment
- Preventing impairment of their health or development
- Ensuring they grow up in the circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes. “Working Together 2015”

All adults associated with St. Josephs Preparatory School are committed to this statement

Anyone using, (Staff, including peripatetic staff and supply staff, work-experience students, school nurse and visiting health and education professionals and Governors, parents and carers) St Joseph’s Preparatory School will also accept these principles and should anyone have any concerns the advice of professional agencies will be sought.

The school recognises that, under the Children Act 1989 and 2004 and the Education Act 2002, it has a statutory duty and responsibility for making arrangements with regard to safeguarding and promoting the welfare of children.

St Joseph's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1.1 The three main elements to the policy are:

- a) Prevention. – Positive School atmosphere, teaching and pastoral support of pupils.
- b) Protection. – By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- c) Support. – Of pupils and staff, also of children who may have been abused.

2. Commitment

2.1 St Joseph's Preparatory School is committed to the importance of safeguarding and promoting children's welfare. The Headteacher takes responsibility for monitoring the actions of school staff to safeguard and promote the welfare of children, ensuring that all pupils are listened to appropriately and that appropriate action is taken regarding any concerns expressed about their welfare. The school recognises that it is **everyone's** responsibility to consider, at all times, what is in the **best interests** of the child. It is recognised that pupils require high self esteem, confidence, supportive friends and clear lines of communication with a trusted adult.

The School will therefore:

- a) Maintain an ethos where our pupils feel secure, are encouraged to talk and are heard.
- b) Include in the PSHE programme the knowledge and skills pupils require to stay safe, including education on e-safety. Within that programme the encouragement for pupils to develop realistic attitudes. To help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. Children should understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. A variety of approaches will be employed.
- c) Internet safety will be integral to the School's ICT curriculum
- d) Create an environment where staff feel able to raise a concern and feel supported in their safeguarding role.
- e) Ensure that pupils are aware they can approach staff if they have concerns or are in difficulties.
- f) Include in the PSHE programme, the knowledge and skills pupils require to stay safe in age appropriate stages.
- g) Ensure that every effort will be made to establish effective, communicative relationships between staff, parents and other agencies.
- h) Recognise that if children and families are to receive the right help at the right time that everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

3. Framework

3.1 All members of staff who are employed by St Joseph's Preparatory School, and all volunteers who have contact with children and /or their families, will have a clear understanding of the School's responsibilities for safeguarding children and promoting their welfare. All Staff with contact with children are required to have read at least Part 1 of KCSIE up dated September 2016.

- 3.2 DSL will ensure through training that all staff know how to seek advice and report any concerns. Individual responsibilities for safeguarding and promoting the welfare of children will be encompassed within relevant job descriptions and procedures, and in the induction process for all new staff and volunteers (in any role)
- 3.3. School safeguarding policies and procedures will as far as possible take account of the views of children and families.
- 3.4 The School will provide children with a safe environment in which to learn and develop.
- 3.5 The School will provide a range of preventative and statutory measures to safeguard and promote the welfare of children, to fulfil our aims and principles.
- 3.6 Staff who work or have contact with children and families will have appropriate training consistent with their role and function. This training will include the necessity for effective multi-agency and inter-professional collaboration.
- 3.7 Information is to be shared efficiently and effectively in respect of issues that may affect the safety and welfare of children. This includes ensuring that concerns are shared early in order to prevent serious problems from developing; clear procedures will ensure that information is shared effectively, appropriately and as the law prescribes. The school will also fulfil its requirements to report to the Disclosure and Barring Services (DBS) within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he/she is considered unsuitable to work with children.
- 3.8 Staff training (in line with KCSIE September 2016) will mean the Designated Safeguarding Lead will ensure that all staff know what to do and how best to share information in order to ensure a child and family receives necessary services - especially when they are concerned that a child may be suffering or be at risk of suffering harm – and that all staff have access to support and appropriate expert advice in this context. All school staff should be able to identify children who may benefit from Early Help and that any staff member who has concerns about a child's welfare should be able to follow the referral process as laid out in KCSIE 'Actions where there are concerns about a child'. (displayed in Staff room and in KCSIE folder by staff Sign- in)
- 3.9 Recruitment and vetting procedures are in place to prevent unsuitable people from having contact with children. *Teacher misconduct: the prohibition of teachers July 2014* is referred to in the event of teacher misconduct. The school is also aware that DBs and NCTL are using different criteria for their respective judgements and that referrals to these bodies are not now in the alternative. The school will fulfil its duty to report to the DBS, within one month of leaving the school any person, whether employed, contracted, a volunteer or student, whose services are no longer used because he or she is considered unsuitable to work with children. (Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering). The school will also make a referral to the National College for Teaching and Leadership (NCTL) if a teacher is dismissed, or would have been dismissed had she/he not resigned and a prohibition order may be appropriate. (Further guidance is available on the NCTL website).

From 1st October 2012, there are restrictions on the reporting or publishing of allegations against teachers and the College must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publishes information about an investigation or decision in a disciplinary case.

- 3.10 Safe practice is promoted and poor and unsafe practice is challenged appropriately. Allegations or concerns about permanent or temporary staff or volunteers are handled effectively and in accordance with the Employment Manual. With staff receiving regular opportunities to consider their practice in staff INSET
- 3.11 Allegations or concerns about staff or individuals working voluntarily within the school are handled effectively and in accordance with procedures for managing allegations against people who work with children. (Working Together to Safeguard Children 2015) and Chapter 4 of Keeping Children Safe in Education (September 2016)
- 3.12 Safeguarding is the responsibility of every adult in the School environment; staff must not work in isolation and will raise concerns at the earliest opportunity with the DSL whether it relates to a child, a colleague or their own behaviour/actions.
- 3.13 The development of appropriate procedures and the monitoring of good practice are the responsibility of the Stoke-on-Trent Safeguarding Children Board (SCB). (Contact details and phone numbers are in appendix A)

4. Roles and Responsibilities

- 4.1 The designated person for safeguarding and children's welfare issues is the child protection officer (DSL), Mrs S. Hutchinson (Headteacher) who is also the designated practitioner for the Early Years and Foundation Stage. The deputy DSLs are Mr. D. Hood and Miss E Gerrard (Joe's Club). Both of whom will receive more advanced training including local inter-agency working protocols, with regular updates via email and staff bulletins and meetings as well as annual updates and training. See appendix B.
- 4.2 It is Mrs Hutchinson's role to ensure the Stoke-on-Trent SCB procedures are followed within the School, and to make relevant referrals to the agency according to guidance given. It is also a requirement to ensure all employed staff within the School are aware of the School's internal procedures, and to advise and support staff, where required. NB: The DSL will usually decide whether to make a referral to children's social care, but it is important to note that anyone can refer their concerns to children's social care directly and that staff should be prepared to support other agencies and professionals in an early help assessment if this course of action is identified as appropriate. (KCSIE 2016)
- 4.3 When a disclosure is made or there is suspicion of abuse and radicalisation, the school's reporting arrangements will ensure that Social Services are contacted within 24 hours of this disclosure being made. The school will expect a response within 24 hours, but if nothing has been heard from Social Services after 3 days the DSL will call again (Working Together 2015)
- 4.4 The roles and responsibilities of the named Governor, Mr B Slater, for Safeguarding Children are to ensure the School has an effective policy, that all safeguarding procedures are complied with and to support the School with regard to this aspect. Governors are not given details of specific situations, to avoid breach of confidentiality. The governing body undertakes an annual review of the

effectiveness of procedures and their implementation of the schools child protection policy, and of the efficiency with which the related duties have been discharged. The governing body also ensures that the school has effective E-safety policies and procedures.

4.5 Stoke-on-Trent SCB provides advice and support to Mrs Hutchinson.

5 Indicators of abuse

5.1 All teaching and non-teaching staff should be aware of what constitutes Abuse and Neglect and should look out for possible signs or indications of abuse; staff should be aware that abuse, neglect and safeguarding issues are complex and can overlap with one another. Possible signs or indications of abuse may be as follows; this is not an exhaustive list but may include bruising, burns, cuts, lacerations, change in physical appearance i.e. unkempt, hunger, inappropriate behaviour or heightened awareness of sexual language or actions. A person may abuse or neglect a child by inflicting harm, or by failing to prevent it. Children and young people may be abused in a family or in an institutional or community setting; by those known to them or more rarely by a stranger. (What to do if you are worried a child is being-Abused for practitioners provides more information on understanding and identifying abuse and neglect. The NSPCC website also provides useful information on types of abuse and what to look for)). The categories of abuse are:

Abuse is 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. Children may be abused in a family or in an institutional or community setting by those known to them or, rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child. Staff training includes raising awareness of the risk of **Female Genital Mutilation** within the context of our school's catchment area. (FGM) 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. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised: to alert the Designated Safeguarding Lead to their concerns. This member of staff will then refer concerns to children's social care, who will inform the police if they need assistance. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes. **Do not consult or discuss with the pupil's parents or family, or others within the community.** From October 2015 it is mandatory that teachers report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should consider and discuss such a case with the DSL and involve children's social care as appropriate.

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 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 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. Staff training includes raising awareness of the risk of forced marriage - for boys as well as girls – gang cultures, radicalisation & extremism within the context of our school's catchment area, and the needs of pupils who self-harm. Note: a bullying incident should be treated as a child protection concern where there is "reasonable cause to suspect that a child is suffering or likely to suffer, significant harm" (See Anti Bullying Policy)

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Staff training includes raising awareness of the risk of sexual exploitation – of boys and girls – and of child trafficking.

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

Pupil against Pupil involves abuse by one or more pupils against another. Peer to peer abuse can manifest itself in many ways and will not be tolerated in any form. Sexting and banter are unacceptable behaviours. (Guidance on dealing with Sexting can be found on the Child Exploitation Online Protection Centre (CEOP). When there is "reasonable cause to suspect that a child is suffering or likely to suffer significant harm", such abuse will be referred to local agencies and that all children involved whether perpetrator or victim, are treated as being "at risk" and supported in accordance with advice from local agencies.

Child sexual exploitation 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.

Missing children. A child going missing from an education setting is a potential indicator of abuse and neglect. St Joseph's recognises that it has a safeguarding duty in respect of all its pupils and as a part of this would investigate any unexplained absences and notify the local authority responsible if a child who had been registered failed to attend as agreed. St Joseph's Preparatory school follows the Statutory Guidance '**Children Missing Education' September 2016** and the current guidance from Stoke City Council on Children Missing in Education.

Preventing Extremism and Radicalisation as part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils. **Radicalisation** is defined by the UK Government as "*the process by which a person comes to support terrorism and extremist ideologies associated with terrorist group.*" Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

We also have a duty under the Counter Terrorism Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy or the Staff Code of Conduct. We will share information with the First Response Team and/ or the Staffordshire police Prevent team when appropriate. We will also work with Staffordshire's Channel Panel in relevant circumstances. Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

6. Procedures when there are concerns about a child

The following procedures outline how concerns are to be dealt with at school. However, in all cases advice can be sought, and if necessary a referral made, by contacting the Local Authority Safeguarding Board where the child is resident. (See appendix A for contact details.)

It is important that children receive the right help at the right time to address risks and prevent issues escalating. Staff should be prepared to identify children who may benefit from 'Early Help'. Early Help means providing support as soon as a problem emerges at any point in a child's life.

Staff should act on any early signs of abuse and neglect or radicalisation.

- Anyone can make a referral if necessary, although staff are encouraged to discuss referrals with the DSL who may already be aware of situations or have additional information available.
- Any concerns or disclosures should be clearly recorded on a Record of Concern Form, ideally within one hour of the disclosure and as far as possible using the child's own words (see appendix B)
- The Child's views should be listened to and staff should aim to ascertain Who, Where, When and What, whilst avoiding any leading questions and not to promise confidentiality.

- Where a referral is made by phone a written copy should be sent within 24 hours. Staff may be required to support social workers and other agencies following a referral.
- If situations do not improve concerns should be reassessed and followed up. Any information should be quickly shared with the relevant bodies (see appendix A) and any inaction challenged.

6.1 Injuries on arrival Procedure

All children arriving with injuries will have those marks noted (See appendix A) and adults given the opportunity to share their views. Any concerns will be discussed and appropriate actions taken. Appropriate action will involve contacting relevant outside agencies where conditions arise outside of school staff area of skill or knowledge.

6.2 Injuries Noticed Later

Injuries noticed later in the day will be noted by staff, discussed with DSL and action taken as appropriate, completing an incident log if there are causes for concern. Appropriate action will involve contacting relevant outside agencies where conditions arise outside of school staff area of skill or knowledge.
(See Incident Log Appendix B)

6.3 Information Received

Information received from a child or a third party will be taken seriously, noted by staff, discussed with the DSL and appropriate action taken (Staff should be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting, banter put children in danger and should be taken seriously and appropriate action taken). Appropriate action will involve contacting relevant outside agencies where conditions arise outside of school staff area of skill or knowledge.

Staff should be aware that some children are in immediate danger and are likely to suffer significant harm, in addition staff should be aware of situations which involve HBV (Honour Based Violence) and any concerns they may have with regard to Forced Marriage; concerns for these children must be reported to Children's Social care immediately. Other children may need additional support but are not in danger of suffering immediate harm for these children the use of inter-agency assessment using local processes including use of "Common Assessment Framework" (CAF) and "Team around the Child" (TAC) should be sought.

If staff believe that Children are at risk of radicalization an identification as to the level of risk should be conducted and then the most appropriate referral made (this will include Children's Social Care).

6.4 Thresholds for Intervention:

Early Support: Early Help Assessment (EHA)

An EHA can be completed when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs.

Staff should discuss children who appear to have additional needs with the DSL, the child and parents. The school will need to obtain parental/pupil consent for an EHA to be completed. The young person may in certain circumstances be able to give their own consent for an EHA. The process is entirely voluntary and informed consent is mandatory, so families do not have to engage and if they do they can choose what information they want to share. Children and families should not feel stigmatised by the EHA; indeed, they can ask for an EHA to be initiated. The EHA process is not a 'referral' process but a 'request for services'. The EHA should be offered to children who have additional needs to those being met by universal services. The practitioner assesses needs using the EHA. The EHA is not a risk assessment. If a child or young person reveals they are at risk of suffering actual or likely significant harm, the practitioner should follow the local safeguarding process immediately.

The DSL or Deputy DSL may need to make a referral directly to other agencies, or request the support of Stoke City Council Local Support Team (LST). The school will inform the LST Coordinator when an EHA is started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family. Additional support may also be provided by "Team around the Child" approaches.

Child in Need:

Is this child in need? Section 17 of the Children Act 1989 says: "They are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority. Their health or development is likely to be impaired, or further impaired without the provision of such services. They are disabled."

A child in need referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required.

If the DSL considers that the welfare concerns indicate that this is a 'child in need' or about whom there are concerns relating to radicalisation, the DSL will normally make this decision in consultation with parents and pupil to make a request for an assessment, however consent from parents and pupil is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

Child Protection:

Is this a child protection matter? Section 47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. School staff do not investigate whether a child has been abused. This is the duty of social workers from the Safeguarding team and the police. Schools refer reasonable concerns which indicate that a child may be at risk of significant harm.

If staff consider the concern is potentially a child protection matter, this should be discussed without delay with DSL who will refer, if satisfied that the significant harm threshold has been met to Stoke-on-Trent SCB or if the child lives outside Stoke on Trent to the relevant authority, if applicable, the child's current social worker

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under Section 47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

6.4 Any member of staff who has a concern should complete an Record of Concern form, located in each teachers classroom with spare copies in the Secretary's office (Appendix B). This must be passed on to the DSL. Notes must be made as soon as possible and certainly within 24 hours of the incident giving rise to the concern.

6.5 Sometimes staff may have doubts about a child's safety and welfare, things which may seem trivial at the time, could turn out to be vital pieces of information later. If there is no specific incident or information, an Appendix B – Record of Concern pro-forma should be completed. An attempt should be made to identify the cause of concern and the pro-forma given to the DSL. (Appendix B – Record of Concern are located in each teacher's classroom, spare copies can be also obtained from the School Office.

6.6 The procedures set out in KCSIE (September 2016) and 'Working Together to Safeguard Children' (2015) will be followed in all cases, including dealing with abuse by one or more pupils against another pupil when advice will be sought from Social Services on whether to make a referral following an allegation or suspicion of abuse.

6.7 Staff and volunteers will be kept informed of safeguarding procedures through the induction of new staff and the induction of volunteers, briefings and awareness training updates. This will include visiting peripatetic teachers, who should be briefed with regard to the School policy and the designated person.

Staff and volunteers will be informed of ways to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil, for example, interaction with children in one-to-one tuition, sports coaching, conveying a pupil by car unless Headteacher is aware, engaging in inappropriate electronic communication with a pupil, ensuring that interviews with children are monitored by another responsible adult e.g. leaving door open when conducting interviews.

6.8 This policy will be published to parents and guardians on the School website in line with statutory regulatory requirements and will be available on request.

6.9 If an allegation is made concerning a member of staff the Headteacher will follow the procedures set out in Chapter 4 of KCSIE and 'Working Together to Safeguard Children 2015, (based upon the archived document *Dealing with allegations of abuse against teachers and other staff: guidance for local authorities, head teachers,*

Parents/carers will be informed of the allegations involving their child as soon as possible and ideally before the end of the school day. The child and his/her family will be supported throughout the procedure.

- 6.10 Suspension is not automatic and proceedings will be without prejudice.
- 6.11 When an allegation against an adult in school has been made the Headteacher, must be informed immediately. In all circumstances the Headteacher must inform the LADO (Local Authority Designated Officer) for advice and guidance. A decision to suspend a member of staff, without prejudice or otherwise, during the Child Protection Investigation, will be taken by the Headteacher following the LADO's advice. Involvement of Police and/or dismissal from the School would follow the School's Policy and Procedures in light of the outcome of such an investigation. The (LADO) should be informed within one working day of the allegations that come to an employer's attention or that are made directly to the police.
- 6.12 An accurate record of all that has happened must be made to include facts of any injury, times, explanations, persons present at time and action taken by the school.
- 6.13 The Headteacher should liaise with the Local Authority Designated Officer and Social Services to determine how the allegation should be dealt with. In all cases the school will endeavour to ensure confidentiality and guard against unwanted publicity up to the point where the individual is charged or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.
- 6.14 If the allegation has been made against the Headteacher (who is also the DSL), the Deputy DSL will inform the Chair of Governors who must inform the LADO and other agencies. If a pupil makes an allegation against the DSL with responsibility for child protection, the member of staff receiving the allegation must immediately inform the Deputy DSL and the Chair of Governors. The DSL will inform the Chair of the Governors. The Chair of Governors must inform the LADO. In the case of serious harm, the police should be informed at the outset.
- 6.15 The school will report within 28 days to the DBS any person, whether employed, contracted, a volunteer or student, whose services are no longer used for regulated activity due to causing harm or posing a risk of harm to children.
- 6.16 EYFS – additional measures The school will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. This will be done as soon as possible and certainly within 14 days.

7. Training and support

- 7.1 St Joseph's Preparatory School will ensure the DSL and the deputy DSL and the nominated Governor will receive regular training and updates relevant to their roles and will include both Child Protection and Inter-Agency Work, in line with advice from the Stoke-on-Trent SCB. *Prevent* awareness training will be part of this. The DSL and deputy will receive training in line with Annex B of KCSIE and covers inter-agency working, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalization, record keeping and promoting a culture of listening to children.

The DSL and deputy will undertake training on the Prevent strategy (such as on-line General Awareness training module on Channel promoted on the non-statutory advice) and will be able to support and advise other members of staff on protecting children from radicalisation.

7.2 All staff and Volunteers will undertake awareness training regularly (KCSIE September 2016), during induction and regularly throughout the school year to refresh and update knowledge and understanding, this will be regularly through emails or staff briefings or meetings and in addition will involve twelve monthly training and updates. This will be in line with advice from the Stoke-on-Trent SCB. *Prevent* awareness training will be part of this to ensure that all staff have knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children for further help.

All new staff, including temporary staff and volunteers will be provided with Induction training that includes;

- The school's Safeguarding Policy
- The Staff Code of Conduct
- The Whistle Blowing procedure
- Identity of the Designated Person
- A copy of Part 1 of KCSIE and Annexe A (September 2016)
- They will also attend the Level 1 Safeguarding and Promoting the Welfare of Children and Young People training within 6 months of joining the school.

(see Induction Procedure)

7.3 Support will be available for staff from the DSL, the deputy DSL, with regard to concerns about safeguarding children.

7.4 The Governing Board of St. Joseph's Preparatory School will ensure that any deficiencies or weaknesses in Child Safeguarding & Child Protection arrangements are remedied without delay.

8. Professional Confidentiality

8.1 The only purpose of confidentiality in Safeguarding Children is if it benefits the child.

8.2 A member of staff must never guarantee confidentiality to a pupil with regard to safeguarding children issues. This could lead to a breakdown of trust, and potentially compromise the staff member's well being and safety.

8.3 Staff should explain to the child how information may be shared and why, and seek their agreement. The exception to this is where to do so would put the child or others at increased risk of significant harm or an adult at risk of serious harm, or if it would undermine the prevention, detection or prosecution of a serious crime.

8.4 The DSL or Deputy DSL will invoke the local agreed guidelines and procedures of referral. Staff will be informed of relevant aspects in respect of safeguarding children on a "need to know" basis only. Any information shared with a member of staff must be treated as confidential.

9. Records

9.1 Well-kept records are essential to good practice. Staff should be made aware of the need to record any concerns about children, the status of such records, and when to pass them over to other agencies.

- 9.2 All referrals will be backed up by sending an Incident Log to the investigating Officer (See Appendix B).
- 9.3 A file note will be entered into the pupil file pertaining to records held of Child Protection issues for the individual child. This will alert staff preparing records for School leavers, that there is information held by the DSL.
- 9.4 The information will be held in a confidential file and locked away. If a pupil transfers from the School, the files will be forwarded to the pupil's new school for the confidential attention of the receiving school's DSL. A copy of the sent file will be kept as "dormant", in case the file is lost in transit.
- 9.5 When a pupil leaves the School and where the pupils name is going to be deleted from the admissions register because the pupil is to be home educated, where the family has apparently moved away, when the child has been certified as medically unfit to attend, when the child is in custody for more than four months, or has been permanently excluded. The school will inform the local authority (where the child is resident). This duty arises as soon as the grounds for deletion are met and in any event before deleting the child's name from the admission register. See, *The Education (Pupil Registration) (England) Regulation 8(1)(d) (e) (g) (i) and (m) and 12(3)*
- 9.6 Child protection information will be kept by the School until the child's 25th birthday.
- 9.7 If a pupil should die whilst still at the School, any files will be disposed of appropriately.

10. Attendance at Child Protection Conferences, Core Groups or Early Help Assessment meetings

- 10.1 The DSL, or in her absence the deputy DSL will attend Child Protection Strategy meetings/conferences called in respect of a pupil. They may be accompanied by other relevant staff (e.g. the pupil's Class Teacher) if necessary. Staff attending such meetings will be offered support, and access to appropriate counselling if they so wish.

11. Supporting Pupils at risk

- 11.1 Children who are abused, or who witness violence, may have difficulty developing self – worth and the ability to view the world positively. Indeed, school may be the only secure, stable and predictable element in their lives, but in School their behaviour could be challenging and defiant. Some children who have experienced abuse, may in turn abuse others. This requires a considered, sensitive approach, to enable the child to receive appropriate help and support.

11.2 The School will endeavour to support pupils through:

- a) The curriculum, to encourage self esteem and motivation.
- b) The School ethos which promotes a positive, supportive and secure environment, to enable achievement, confidence and happiness.
- c) Liaison with other professionals, and agencies, who support the pupils and their families.
- d) Effective, supportive communication with parents, if it is in the child's interest to do so.

- e) The development and support of a responsive and knowledgeable School staff, trained to respond appropriately, in child protection situations.

12. Dealing with individual cases

This policy follows the principles which are identified in the statutory guidance regarding section 11 of the Children Act 2004. The approach to safeguard and promote the welfare of children will be;

- Child centred
- Rooted in child development
- Focussed on outcomes for children
- Holistic in approach
- Ensuring the equality of opportunity
- Actively involving children and their families
- Building of strengths as well as identifying and addressing difficulties
- A multi and inter-agency approach
- A continuous approach rather than event based
- Designed to identify and provide the service required and to monitor the impact of the provision has on the child's developmental process
- Informed by evidence

12.1 Staff are trained to acknowledge that some pupils may lack the necessary vocabulary to discuss abusive issues. They are advised to regard sensitively each pupil's preferred style of communication, and required support, if we are to provide a safe environment for all our pupils. When engaging with pupils all staff are aware of the potential for misinterpreting the complaint of abuse, and the need to avoid asking leading questions.

12.2 Staff working in a one to one situation with a pupil should ensure that they are positioned so as to be visible, and audible to other staff, where there may possibly be a misinterpretation of their interaction with the pupil.

12.3 If it is necessary to physically restrain a pupil to protect a child from injury, to prevent a child from harming others, or if any child is accidentally injured, parents/carers will be informed immediately. If it is necessary to restrain a child, then only the minimum of force will be used. Another member of staff will be called for immediately to assist by the use of a red triangle being sent – these are located on the white board in every classroom and on the storeroom door in the Nursery. Children will not be punished in school by hitting, slapping, shaking or any other degrading treatment.

12.4 School staff work hard to maintain effective partnerships with parents and guardians, and they are aware that this policy could affect the working relationship at a given time. However, the commitment remains to working with families for the benefit of pupils, providing sensitive and supportive handling of issues, whilst affirming that pupils are the first priority, (in line with the first principle of the Children Act 1989)

12.5 Where a case of "whistle blowing" has been made staff reporting incidents in good faith will have immunity from retribution or disciplinary action. In essence the school has a culture of safety and of raising concerns, of valuing staff and of reflective practice. There are procedures for reporting and handling concerns, including poor or unsafe practice and potential failures in the school's safeguarding regime, provision for mediation and dispute resolution where necessary. Training and support is provided for staff. There is transparency and accountability in relation to how concerns are received and handled.

13 Teaching Children how to keep Safe

Children will be regularly taught about Safeguarding including online, through the curriculum and PSHE.

Children have regular specific instruction on Internet Safety which is age appropriate as part of the school curriculum-in the Computing lessons, PSHE and SRE education, age appropriate specific assemblies. Children should be able to understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalises other people especially children, young people and vulnerable adults.

Useful resources can also be found at:

The use of social media for on-line radicalisation

The UK Safer Internet Centre (www.saferinternet.org.uk)

CEOP's Thinkuknow website (www.thinkuknow.co.uk)

14 Looked after children

Where Children are looked after by a local authority Mrs R MacDoanld (SENCO) will look after their welfare and progress and will hold up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents and delegated authority to carers and will share this information with and work closely alongside teaching staff /learning support (as appropriate)

The school will be aware of the statutory guidance to; Local Authorities-Promoting the education of looked after children.

15 Recruitment and Selection

Recruitment and selection procedures follow guidelines laid out in Working Together to Safeguard Children (2015) and Keeping Children Safe in Education (September 2016). Procedures are in place to ensure that all staff appointed are suitable to work in close proximity to children. Similar stringent procedures are in place with regard to voluntary helpers and non-teaching staff. Any visiting speakers are vetted prior to being allowed into the school in the same way and are supervised at all times by a member of staff. Prior to a visit outside speakers will be advised of the school's protocol in relation to "Prevent", that radicalisation or talks leading to this are not allowed under any circumstances (see Prevent Policy. Staff are aware that should any such activity appear to be taking place that the speaker/activity should be stopped and the visit terminated.

15.1 St. Joseph's Preparatory School ensures that appropriate Child Protection checks are obtained prior to any staff employed by another organisation and working with the school's pupils either on or off the site are in place and that procedures laid down by the school in accordance with this policy are adhered to by any such staff.

15.2 All staff employed at the School are required to complete a DBS check, prior to commencement of employment, using passport and utility bill as a means of identity check. New staff will also be required to complete an application form and two referees will be contacted prior to employment. New staff will be checked against the barred list/list 99 and where appropriate professional qualifications will be checked. Where applicants are from overseas a right to work in the UK, prohibition from teaching and prohibition from management checks will be undertaken. Those staff engaged in management roles will be checked to ensure that they are not prohibited under section 128 provisions made by the Secretary of State.

15.3 St. Joseph's Preparatory School always insists that a new DBS check relevant to our setting is carried out. The school reserves the right to request a new DBS check for an existing staff member in the event of any concern arising

15.4 In response to the Childcare Disqualification Regulations 2009, each year staff will sign a self-certificate regarding their continued capability to work safely with children. In accordance with Disqualification under the Childcare Act 2006 www.gov.uk/government/publications/disqualifications-under-the-childcare-act-2006 (guidance issued February 2015) Staff who work with children Reception age and younger in school hours and Reception age and under and up to the age of 8 in Joes Club will be made aware of the Disqualification Guidance and will be asked to provide relevant information to the best of their knowledge about anyone who lives or is employed in their household and may be disqualified. If the school is satisfied that the staff member is “disqualified by association” the school will inform Ofsted and explain to the member of staff that they may apply to Ofsted for a waiver. Whilst the waiver is being considered the school may redeploy the member of staff away from the relevant age groups or adjust their role. If the school is unable to redeploy the member of staff or adjust their role, the school may consider paid leave or, as a last resort, suspend the member of staff whilst the waiver is considered. If a waiver is not applied for the school will decide whether the member of staff could be permanently redeployed or whether dismissal would be appropriate. Staff who deliberately seeks to mislead the School will be subject to immediate dismissal. The school will maintain a record of these checks on the Single Central Record.

16 Use of Pupil Images

The School has a code of Conduct on the Use of Mobile Technology (including EYFS). The use of Mobile phones is prohibited in all areas of the school, including in the Early Years, with the exception of the staff room. Photographs should only be taken on School equipment and images used and stored on site. Parental permission is always sought before any images are uploaded to the school Website or Facebook.

17 Dissemination of Policy and Review

17.1 This policy is published on the School website. All members of staff will be expected to read the policy prior to commencement of employment and it will be discussed during their induction and staff will sign to acknowledge as such. This policy will be reviewed every year, or sooner in light of new legislation or as a direct result of implementation of any part of this policy.

17.2 This policy is reviewed regularly and at least every year as an absolute minimum. This is a joint review by the DSL and the Chair of the Governors, who reports to the next full governing board. Therefore, the full governing board reviews this policy annually and undertakes to rectify any identified shortcomings without delay.

17.3 This policy should be considered alongside other related policies, including Handbook for Staff. Staff Code of Conduct, Complaints Procedure. Anti-bullying. Child Security. Capability. Discipline and Grievance policies. Behaviour policy and Code of Conduct. First Aid, PSHCE, Health and Safety. Whistleblowing Policy. *Prevent* Guidelines.

Reviewed: 14th September 2017 (Date) Signature: *S. D. Hutchinson*
Designated Senior Person

Reviewed: ...14th September.....2017 (Date)

Signature: 
Chair of Governors

Updated September 2017

Next Review due by the end of January 2018 or as new updates become available.



CHILD PROTECTION

Dealing with Disclosures

- - DSL for Child Protection is Mrs S. Hutchinson (Headteacher).
 - Deputy DSL Mr D. Hood (Assistant Head).
 - Joe's Club Officer Miss E. Gerrard
 - Nominated Governor Child Protection is Brad Slater.
 - Chair of the Governors Steven Hulme

 - Children's Advice & Referral Team (ART) 01782 235100
Monday to Thursday 08.30am – 5.00pm
Friday 08.30am – 4.30pm
Out of Hours (EDT) 01782 234234
 - Early Years Improvement Team 01782 231286
 - Stoke on Trent Parent Direct 0800 0151120
 - Ofsted 0300 1231231
 - Staffordshire Police 0300 123 4455
 - NSPCC 0800 800 5000
 - Child Line 0800 11 11
 - LADO(Stoke-on-Trent) Dylan Harrison 01782 235100
 - Stoke-on-Trent SCB Website: www.safeguardingchildren.stoke.gov.uk
 - Staffordshire LADO Julie Astell 01785 895836
[julie.astall@staffordshire.gov.uk](mailto:julieastall@staffordshire.gov.uk)<mailto:julieastall@staffordshire.gov.uk>-
 - Staffordshire Educational Safeguarding Advice 01785 895836
esas@staffordshire.gov.uk<mailto:esas@staffordshire.gov.uk>
 - Support and advice about Extremism –from LA Prevent Lead; the Local Police -101; DfE Helpline 0207307264

Making a Referral

- Refer to designated member of Staff.
- OR
- Children's Advice & Referral Team (ART) Helpline for advice.
 - If neither is available and child is suffering or likely to suffer significant harm then contact Social Care – 01782 235100(Stoke-on –Trent)
 - Staffordshire First Response team 0800 1313126
 - “I wish to make a referral under Child Protection procedures.”
 - Social Care Staff will guide you through referral process.
 - A written report needs to be written and lodged with Social Services or EWS within 24 hours.

St Joseph's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Appendix A

If a child or young person is in immediate danger call 999

Stoke-on Trent Safeguarding Children Board

Advice and Referral Team 01782 235100 (Office Hours)

Emergency Duty team 01782 234234 (Outside Office Hours)

Minicom number 01782 236637

Cooperative Working 01782 232200 CW@stoke.gov.uk

Locality Social Workers North 01782 237677 or 07827 281639 or 07717 892744

Locality Social Worker Central 01782 238352 or 07826 891800

Locality Social Worker South 01782 237520 or 07771 508475

Staffordshire Education Safeguarding Advice Service

01785 895836 (Monday to Thursday 8-30am to 5pm and Friday 8-30 am to 4-30pm)

First Response Team 0800 1313 126

Staffordshire Designated Officer 01782 235885

OFSTED

Ofsted should also be informed in the event of a case involving a child in EYFS –
Telephone Number: 0300 1231231

PREVENT

Concerns about an individual in relation to extremism or radicalisation

Local Police Tel: 101

Prevent Co-ordinator Calum Forsyth Email:

Calum.Forsyth@staffordshire.pnn.police.uk

Tel: 01785 232054

Local Prevent Team

Tel: 01785 238239 or 01785 233109

Email: prevent@staffordshire.pnn.police.uk

DfE dedicated helpline for non-emergency advice for staff & governors

Tel: 020 7340 7264

Email:

counter-extremism@education.gsi.gov.uk

Appendix B



Designated Safeguarding Lead and Deputy lead Job Description

The broad areas of responsibility for the Designated Safeguarding leads are:

Managing referrals

- * Refer all cases of suspected abuse to the local authority children's social care and:
 - * The designated officer(s) for child protection concerns (all cases which concern a staff member),
 - * Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - * Police (cases where a crime may have been committed).
- * Deputy DSL to liaise with the DSL to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- * 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.

Training

The DSLs should receive appropriate training carried out regularly and at least annually in order to:

- * 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's Safeguarding 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.
- * Be able to keep detailed, accurate, secure written records of concerns and referrals.
- * Obtain access to resources and attend any relevant or refresher training courses.
- * Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raising Awareness

- * The DSLs lead should ensure the school's policies are known and used appropriately:
- * Ensure the school's Safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body or Trustees regarding this.
- * Ensure the Safeguarding 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 in this.
- * Link with the Stoke-on-Trent SCB to make sure staff is aware of training opportunities and the latest local policies on safeguarding.
- * Where children leave the school ensure their child Safeguarding file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained

Full Name: _____

Signed: _____ Date: _____

Signed: _____ Mrs S D Hutchinson, Headteacher

Date: _____



St. JOSEPH'S PREPARATORY SCHOOL
Part of the Edmund Rice Family

Insert Date Here

Dear Parents / Carers,

As part of our Safeguarding Children Policy we ask that all parents whose children suffer an injury outside of school i.e. a cut knee from falling off their bike or a bruised arm from a rugby match, would inform the school by filling in one of the enclosed 'Appendix A' forms. It is paramount that we receive the form when the child next attends school, this will ensure that our safety records are kept in order and up to date.

If you have any questions regarding this form, you can contact me direct.

Thanking you in anticipation.

Yours sincerely

S. D. Hutchinson .

Mrs S. D. Hutchinson
Headteacher BEd

St Joseph's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Injury on Arrival Form

St. Joseph's Preparatory School
Safeguarding Children

Child's Name: _____ Date: _____

Injuries / Injury Noted: _____

Date of Injury / Injuries: _____ Time of Injury / Injuries: _____

Colour of Mark: _____

Location on Child's Body: _____

Description of how Injury / Injuries Occurred: _____

Parent / Carers Signature: _____

Staff Signature: _____ Date & Time: _____

St Joseph's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Headteacher: Mrs S.D. Hutchinson BEd

Rookery Lane, Trent Vale, Stoke on Trent, ST4 5RF Tel: 01782 417533 Fax: 01782 849327

Email: enquiries @stjosepsprepschool.co.uk

St Joseph's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Appendix D Record of Concern

St Joseph's Preparatory School Record of Concern



www.safeguardingchildren.stoke.gov.uk

Family Name of Child / Young Person		First Name(S)		Alias / Also Known As	
Address		Postal Code		Date of Birth & Age	
Nature of Concern (Brief Outline, Record in Detail)				Date Concern Raised	
				Time Concern Raised	
Name of Person Raising Concern				Relationship to child	
Who have you passed this information on to?				On what date?	

Detail of Concern- To be passed on without delay. Please include as much detailed information as possible.
(The quality of your information will inform the level of intervention initiated. If necessary, attach additional sheet)

Signature of Person Raising Concern		Date	Time

Appendix E



St. JOSEPH'S PREPARATORY SCHOOL

Part of the Edmund Rice Family

Staff Suitability Self-Declaration Form

In September 2016, the Department for Education (DfE) issued an update to its Statutory Guidance "Keeping Children Safe In Education" – (KCSIE)

This update requires schools which provide care for pupils under the age of 8, to ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.

Reference: <http://www.legislation.gov.uk/uksi/2009/1547/schedule/3/made>

A person may be disqualified through:

1. Having certain orders or other restrictions placed upon them
2. Having committed certain offences
3. Living in the same household as someone who is disqualified by virtue of 1 or 2 above (this is known as disqualification by association)

You are required therefore to sign the declaration below confirming that you are not disqualified under those Regulations from working in this school.

If you fail to complete and return this form, this will be regarded as a disciplinary matter for staff, which may result in dismissal and in the case of volunteers, will mean that you can no longer work at St. Joseph's Preparatory School.

Staff Suitability Declaration

This form is to be completed by all staff as part of pre-employment checks before employment. All staff are required to complete this form [timescale e.g. annually].

Full Name: _____

Address: _____

Please respond to the questions listed below and sign the declaration to confirm that you are safe to work with children. If you are unable to meet any of the following aspects, please disclose this immediately to [the Head/Bursar/your line manager]. Please tick yes or no against each point.

Have you been cautioned, subject to a court order, bound over, received a reprimand or warning or been found guilty of committing any offence since the date of your most recent enhanced DBS disclosure?	Yes	No
Have you been cautioned, subject to a court order, bound over, received a reprimand or warning or been found guilty of committing any offence either before or during your employment at this school?	Yes	No

• Are you 'Disqualified from Caring for Children'?	Yes	No
• Have you committed any offences against a child?	Yes	No
• Have you committed any offences against an adult (eg. Rape, murder, indecent assault, actual bodily harm, etc.)?	Yes	No
• Have you been barred from working with children (DBS)?	Yes	No
• Are you living with someone who has been barred from working with children (DBS)?	Yes	No
• Are you living in the same household as someone who has been disqualified from working with children under the Childcare Act 2006?	Yes	No
• Have your own children been taken into care?	Yes	No
• Have/Are your own children the subject of a child protection order?	Yes	No

If you have answered 'yes' to any of the above, please provide further information below:

.....

.....

.....

.....

I understand my responsibility to safeguard children, and I am aware that I must notify [my manager] immediately of anything that may affect my suitability to work with children.

I will ensure that I notify my employer immediately of any convictions, cautions, court orders, reprimands or warnings I may receive.

I confirm that I am not living with a person who has been disqualified from working with children.

I will ensure that I notify my employer immediately if I live with a person who has been disqualified from working with children.

Signed

Date

{Line Manager signature}

Date

Please record follow-on action taken, where relevant.

.....
.....
.....
.....
.....

Signed

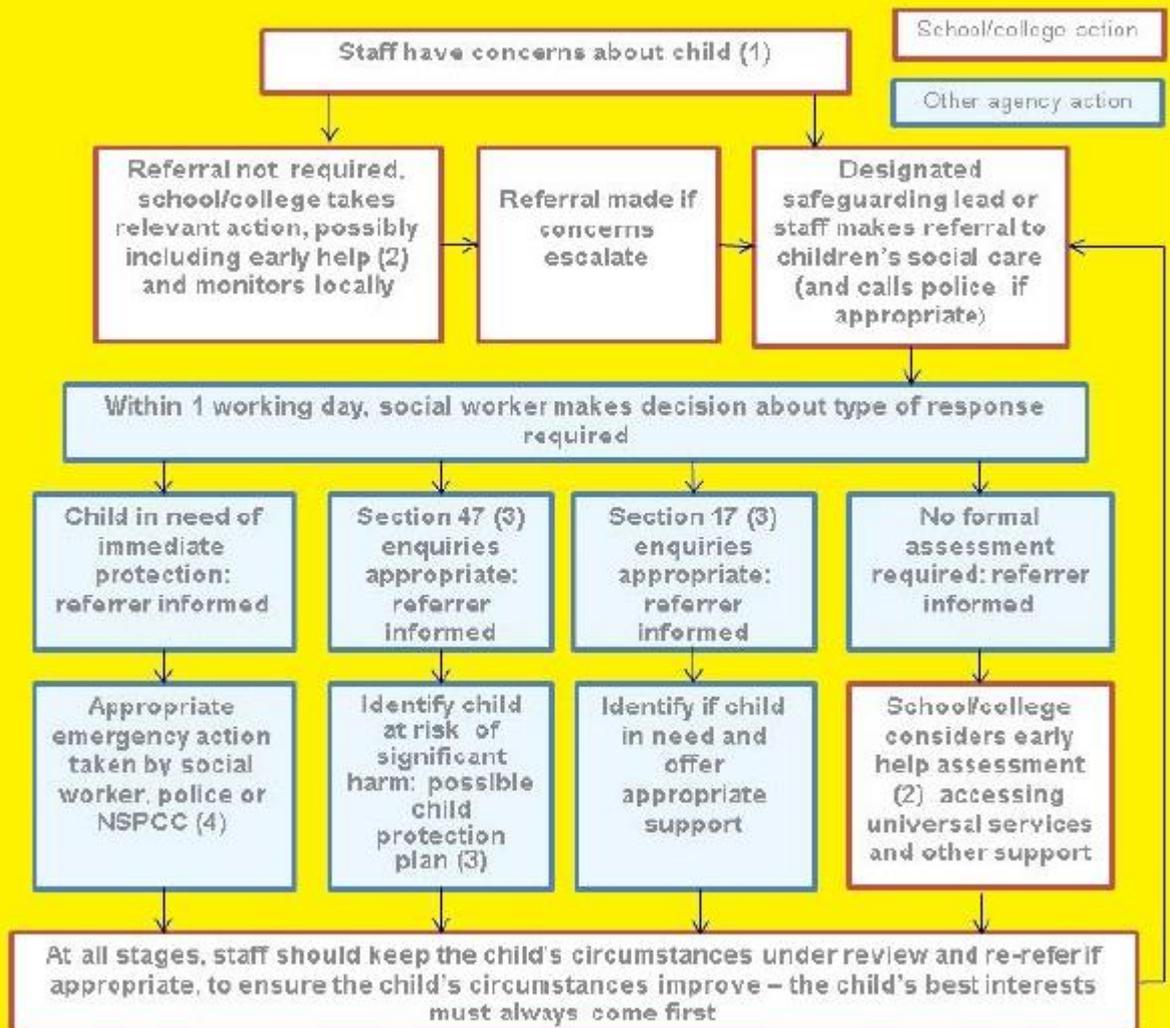
Date action taken

.....

*St Joseph's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. **Headteacher: Mrs S.D. Hutchinson BED**
Rookery Lane, Trent Vale, Stoke on Trent, ST4 5RF Tel: 01782 417533
Email: enquiries @stjosepsprepschool.co.uk*

St. Joseph's Preparatory School is a Registered Charity and a member of the Independent Schools Association and the Catholic Independent Schools Conference

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of the guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life . Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include 17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#).
4. This could include applying for an Emergency Protection Order (EPO).

Safeguarding Children Policy
Policy Written by: Mrs S D Hutchinson
Updated: 14th September 2017
Next review: Next Review due by
the end of January 2018 or as new updates
become available.

Approved by S Hulme on behalf of the Governing Body 14th September 2017