ST JOHN HENRY NEWMAN CATHOLIC SCHOOL

CHILD PROTECTION STATEMENT

2021 - 2022

# POLICY STATEMENT

## Definitions

For the purposes of this Policy and procedures a child, young person, pupil or student is referred to as a ‘child’ or a ‘pupil’ and they are normally under 18 years of age.

Wherever the term ‘parent’ is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term ‘Head teacher’ is used this also refers to any Manager with the equivalent responsibility for children.

## Introduction

All those working in education can contribute to the safeguarding and protection of the welfare of a child in need. According to the DfE, safeguarding and promoting the welfare of children is defined as:

* protecting children from maltreatment;
* preventing impairment of children’s mental and physical health or development;
* ensuring children are growing up in circumstances consistent with the provision of safe and effective care; and
* taking action to enable all children to have the best outcomes.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who has contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

This Child Protection Policy and procedures must be read in conjunction with the school Overarching Safeguarding Statement (where this is in place) and other school Policies and procedures (See Section 6 below).

## Ethos

At St John Henry Newman Catholic School (hereinafter referred to as ‘the school’) the health, safety and wellbeing of all our children is of paramount importance to all the adults who work or volunteer here. All our children have the right to protection, regardless of age, disability, gender reassignment, pregnancy, race, religious belief, ethnicity or sexual orientation/identity. They have a right to be safe in our school; this is enhanced by the adoption of the Rewards and Behaviour Policy which includes our procedures for preventing and dealing with cases of bullying and a robust Code of Conduct for staff and other adults who work in school.

We are also committed to establishing a safe physical environment in which children can learn and develop both personally and academically and achieve success in the following as stated in the Children Act 2004:

* Be healthy (physically, mentally and emotionally);
* Stay Safe (protection from harm and neglect);
* Enjoy and Achieve (via education, training and recreation);
* Make a positive contribution to the school community and general society;
* Achieve social and economic well-being.

The School regards Child Protection as an essential task of all its staff, governors and visitors/volunteers who come into school. We are committed to protecting and safeguarding pupils in school.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff, visiting adults, governors etc. or external sources – school community, external agencies or individuals.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils, staff, visitors or parents will always be challenged and, where appropriate, dealt with. Where misconduct by a teacher is proven, the matter will be referred to the Teaching Regulation Agency (TRA) for their consideration. Misconduct by other staff will be dealt with under normal school disciplinary procedures.

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 are taken to offer a balanced presentation of opposing views to pupils.

The use of tutor time, HRSE and assembly time help to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others.

We will ensure the content of the curriculum includes social and emotional aspects of learning and that child protection is included in the curriculum (including online) to help children stay safe, recognise when they don’t feel safe and identify who they might/can talk to. We provide a curriculum that will help to equip our children with the skills they need including materials and learning experiences that will encourage them to develop essential life skills and protective behaviours. The HRSE (Health, Relationships and Sex Education) curriculum will include elements of how children can recognise different risks in different situations and how to behave in response. It will equip children with the skills needed to keep themselves safe and empower them to feel safe.

The School recognises the importance of creating and promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard and where they feel safe, secure and respected.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which originate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language. It is imperative that our pupils and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers and other adults encourage and facilitate this.

Where a pupil is placed with an alternative provision provider, we recognise that as the host school, we remain responsible for the safeguarding of that pupil and will work closely with the alternative provision provider to ensure the needs of the pupil are appropriately met. See Section 13 of procedures below.

Every effort will be made to work in partnership with other agencies and seek to establish effective working relationships with parents and other colleagues so enabling the Governing Body to fulfil their duty to have arrangements about safeguarding and promoting the welfare of children introduced by Section 175 of the Education Act 2002 (Maintained Schools) and the Safeguarding Vulnerable Groups Act 2006 (as amended by the Protection of Freedoms Act 2012) in place.

## Aims

There are three main aims to our Child Protection Policy:

**Prevention**: by creating a positive school atmosphere and providing high quality teaching and pastoral support to pupils;

**Protection**: by following agreed procedures and ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns;

**Support**: by providing support for pupils and school staff and for children who may have been or are being abused.

We will do these things by:

* ensuring we practice safe recruitment in checking the suitability of adults who have unsupervised contact with children and appropriately supervising others who are temporarily in school but not undertaking ‘regulated activity’;
* ensuring all staff and volunteers are aware of, understand and follow the DfE statutory guidance ‘[Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)’;
* promoting good health and preventing the spread of infection;
* managing behaviour and adopting safe and acceptable physical intervention techniques (refer to Rewards and Behaviour Policy and procedures for details);
* raising awareness of child protection issues, equipping children with the skills needed to keep them safe and empowering children to feel safe;
* being alert to any issues of concern in children’s lives at home or elsewhere;
* ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school’s procedures and lines of communication for reporting concerns/suspected or actual cases of abuse;
* ensuring extra care is taken to ensure that signs of abuse and neglect are identified and interpreted correctly, particularly for vulnerable groups such as children with communication/language difficulties or who use alternative/augmented communication systems;
* ensuring that staff have the skills, knowledge and understanding necessary to support ‘looked-after and previously looked-after children’ and to keep them safe;
* monitoring and supporting children and young people who have been identified as having welfare or protection concerns in accordance with his/her agreed Child Protection Plan;
* keeping confidential records, which are stored securely and shared appropriately with other professionals;
* ensuring all steps are taken to maintain site security and pupils’ physical safety by establishing a safe environment in which children can learn and develop;
* ensuring staffing arrangements meet the needs of all children and ensure their safety. We will ensure that children are adequately supervised and decide how to deploy staff to ensure children’s needs are met;
* maintaining robust records, Policies and procedures.

## Entitlement

We accept and embrace our legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments). Each child in our school, regardless of their background or home circumstances could be the victim of abuse, whether it is by a parent, an adult known to them, another child or peer or a complete stranger. They are therefore all entitled to the same degree of protection and support. Each child in our school will also develop the skills appropriate to their age and understanding which could enable prevention of abuse by learning about keeping safe and who to ask for help if their safety is threatened.

We have and implement a Single Equality Scheme (SES) with objectives to promote equality of opportunity for children in our care, including support for children with special educational needs or disabilities, those identified as ‘carers’ and looked-after children. Our SES takes account of the whole school community but specifically for children, how the individual needs of all children will be met (including how those children who are disabled or have special educational needs will be included, valued and supported, and how reasonable adjustments will be made for them); the name of the Special Educational Needs Co-ordinator; arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others.

## Implementation

This Policy and supporting procedures apply to all who come into contact with children in the School, including: teachers, supply staff, learning support staff, teaching assistants, midday supervisors, admin staff, meals supervisors, caretaker, cleaners, visiting students, parent helpers/volunteers, governors and other visitors including contractors.

This Policy should be read in conjunction with other related school Policies and procedures and any current Covid-19 related addendums including:

* Overarching Safeguarding Statement
* Health and Safety Policy and procedures
* Online E-Safety Policy and procedures
* Rewards and Behaviour Policy and procedures for preventing and dealing with bullying (including cyber-bullying and the potential for radicalisation) and racism, drug misuse, positive handling, support and physical intervention etc.
* Code of Conduct for Staff
* Health, Relationships and Sex Education Policy (HRSE)
* Child on child Abuse Policy and procedures
* Safer Recruitment, Selection and Pre-Employment Vetting Policy and procedures
* School Single Central Record (restricted access)
* Single Equality Scheme/Objectives
* Accessibility Plan
* Data Protection Policy
* Supporting Pupils with Medical Conditions Policy and procedures
* Special Educational Needs Policy/Information Report
* Whistleblowing procedures
* Intimate Care procedures
* Educational Visits procedures (including procedures for assessing risks)
* First Aid and Accident procedures
* Attendance procedures
* Missing Child procedures
* Guidance on the Use of Photographic Images
* Procedures for protecting children when contractors are working in educational settings
* Code of Conduct for adults visiting or working on a school site (leaflet)
* Risk Assessments (incl. Fire Safety)
* Premises Management including security measures (formal inspections and Buildings Register)

and DfE, Ofsted and Cumbria Safeguarding Children Partnership (SCP) guidance as outlined in Appendix A.

Review

This Policy will be reviewed annually (as a minimum) and more often should legislation or statutory guidance change