



St Martin's School

SAFEGUARDING POLICY

Statement

St Martin's School is committed to safeguarding and promoting the welfare of children and young people. We recognise that keeping children and young people safe is paramount. Preventing those who might wish to harm or abuse children from engaging in area of responsibility at St Martin's, whether paid or voluntary, is a top priority. The whole School community is expected to share this commitment.

We realise that all staff; whether paid or voluntary; have a duty to keep young people safe and to protect them from sexual, physical or emotional harm. Children have the right to be safe and to be treated with respect and dignity. Therefore, trusted adults are expected to take reasonable steps to ensure the safety and well being of pupils. Failure to do so may be regarded as professional neglect. *All staff are expected and encouraged to disclose and record any concerns without any fear of any recourse or consequences to them for their actions in doing so.*

Safeguarding is EVERYONE's responsibility, anyone with any concerns should speak in the first instance to the Designated Safeguarding Lead (DSL) and in exceptional circumstances, should make a direct referral to Children's Social Care.

All staff are expected to pay due regard to Keeping Children Safe in Education 2016 (KCSIE); Working Together to Safeguard Children 2015 (WTTSC) and What to do if you are Worried a Child is Being Abused 2015 and must sign to having read part one of the DFES publication, Keeping Children Safe in Education, which now includes further information on 'Preventing Radicalisation' and duties in terms of the Counter Terrorism and Security Act.

This policy should be considered in conjunction with the Staff Code of Conduct as well as other relevant policies such as *Anti-Bullying, E-Safety, the Use of the Internet and Social Networking, Confidentiality, Equal Opportunities, Data Protection, Supervision Procedures, the Recruitment Policy, Inclusion, Behaviour, Health & Safety, Work Experience and Voluntary Helpers* amongst others.

Principles

- This school takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.
- The school will act in accordance with *Keeping Children Safe in Education 2016 KCSIE; Working Together to Safeguard Children 2015 (WTTSC) and What to do if you are worried a Child is Being Abused 2015* to safeguard and promote the welfare of pupils at this school.
- All children have the right to be safeguarded from harm or exploitation whatever their:
 - race, religion, first language or ethnicity
 - gender or sexuality
 - age
 - health or disability
 - political or immigration status

- All staff in this school are committed to fostering an ethos which:
 - encourages and supports parents/carers and works in partnership with them;
 - listens to and values pupils;
 - ensures all staff are aware of signs and symptoms of abuse, know the correct procedure for referring concerns or allegations and receive appropriate training/guidance to enable them to carry out these requirements;
 - maintains a safe school environment for all pupils;
- We recognise that because of their contact with and knowledge of the children or young people in their care, school staff are well placed to identify abuse and offer support.
- Statements about or allegations of abuse or neglect made by children will always be taken seriously and acted upon promptly.
- The school recognises the importance of working with Social Care, the Police, Health Services and other services to promote the welfare of children and to protect them from harm as expected in line with *Keeping Children Safe in Education 2016 (KCSIE)*.
- In addition the school understands the need to differentiate between safeguarding issues and those families who are just in need of extra support and guidance. For example arranging counselling or parent classes may be a more appropriate intervention.
- The school recognises that pupil on pupil abuse can occur. A bullying incident should be treated as a safeguarding concern, where there is reasonable cause to suspect this.
- The school recognises the importance of teaching children about Safeguarding and what to do if they feel worried or concerned about any matter pertaining to their health, safety and well being. This is addressed in PSHE, class tutor group talks and specific visits from professionals such as Dorset police, visits to Streetwise and assembly talks.
- The school recognises the importance of teaching children about E-Safety, Cyber Bullying, and keeping themselves safe online.
- The school recognises the importance of promoting British values and working to prevent radicalisation, with due regard to the Counter Terrorism and Security Act 2015 as well as local Channel Panels.
- This school recognises it is an agent of referral and not of investigation; no action will be taken knowingly which might undermine a criminal investigation. Investigating agencies are Children's Services Social Care and the Police.
- Confidentiality will be maintained within the principles of the Data Protection Act, however St Martin's has the right to share any information regarding Safeguarding Children with other childcare professionals
- Our recruitment and selection procedure includes all checks on staff suitability to have contact with children. The same recruitment procedures will be adopted for individuals who volunteer in school on a regular basis. As such, all staff members are required to undergo a number of security checks that include:
 - Full identifying details of the applicant, including current and former names, date of birth, current address and National Insurance number;
 - A Disclosure and Barring Service (DBS) enhanced disclosure;
 - Proof of any academic and/or vocational qualifications the applicant has obtained that are relevant to the position for which he/she is applying with details of the awarding body and date of award;
 - A full history of employment in chronological order since leaving secondary education, including periods of any post-secondary education/training, and part-time and voluntary work as well as full-time employment, with start and end dates, explanations for periods not in employment or education/training, and reasons for leaving employment;
 - Details of at least two referees;
 - Checks pertaining to disciplinary offences relating to children;

- A signed statement that the person is not on NCTL and List 99 (barred list check), disqualified from work with children, or subject to sanctions imposed by a regulatory body, and either has no convictions, cautions or bind-overs, or has attached details of their record in a sealed envelope marked confidential.
- We will make it clear that providing false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected and possible referral to the police.
- Voluntary helpers such as parents assisting on School trips on an ad hoc basis, are not required to undergo DBS checks, and they will be supervised by staff at all times. They will not be left to care for children alone. We realise anyone helping for more than 12 days in a year should undergo a DBS check.

Implementation of the Policy

All staff members are made aware of our Safeguarding Children Policy through an initial discussion of procedures during the staff induction and through on-going training and regular updates.

Staff have been updated since the publication of *Keeping Children Safe in Education 2016 (KCSIE)* and *Working Together to Safeguard Children 2015 (WTTSC)* and *What to do if you are worried a Child is Being Abused*. They have been given copies of Part One and signed to say they have read this. All new staff are issued with Part 1 of *Keeping Children Safe in Education 2016 (KCSIE)* in their induction pack and also have to sign confirmation that this has been read.

Mrs Laura Richards, Headteacher, is the Senior Designated Person, assisted by the Deputy Senior Designated Person, Mrs Nicki Corben. Both these staff members are on the Senior Leadership Team and new staff are given their details and introduced to them personally as part of their induction.

The SD Persons keep up to date with current legislation, details of Serious Case Reviews and attend intensive, regular training as is expected, given their significant responsibility for Safeguarding. The Headteacher also participates actively in promoting and upholding good practice in terms of the health, welfare and safety of the children in attendance at the school.

Bournemouth Borough Council has a Local Authority Designated Officer (LADO) to:

- ✓ be involved in the management and oversight of individual cases which meet the threshold;
- ✓ provide advice and guidance to employers and voluntary organisations;
- ✓ liaise with the police and other agencies;
- ✓ monitor the progress of cases to ensure that they are dealt with as
- ✓ quickly as possible, consistent with a thorough and fair process.

This LADO role is undertaken by personnel in Children's Social Care at Bournemouth Borough Council who can be contacted on 01202 458101.

The Headteacher is also responsible to ensure that staff members have regular and appropriate training pertaining to Safeguarding Children.

All staff must adhere to the following procedures and guidelines in the interests of protecting all who attend St Martin's:

- Staff are to treat pupils with respect, ensuring they are valued.
- Staff are to avoid any inappropriate physical contact with children.

- Any concerns relating to Safeguarding Children must be reported to the Senior Designated Person at the earliest possible opportunity.
- Staff should be prepared to attend training/workshops that have to do with Safeguarding children.
- Staff will be asked whether they understand their responsibilities in terms of Safeguarding when they are appraised.

St Martin's aims to support the department of Social Care in safeguarding and promoting the welfare of the children and young people that attend the School.

St Martin's staff members should be aware of the possible indications of abuse or neglect and of the procedure for dealing with suspected cases.

St Martin's staff members should be alert to signs of radicalisation. Any concerns should be passed on to the Headteacher or Deputy Headteacher, who will seek advice where necessary from the appropriate agencies in order to decide whether intervention or a referral is necessary.

What is child abuse?

It is generally accepted that there are four main forms of abuse. The following definitions are based on those from *Keeping Children Safe in Education 2016 (KCSIE)*.

Types of 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. They may be abused by an adult or adults or another child or children.

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.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual

abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance 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.

Child Sexual Exploitation (CSE)

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.

Female Genital Mutilation (FGM)

Female Genital Mutilation (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. Victims of FGM are likely to come from a community that is known to practise 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.

Recognition of Abuse

The lists that follow are not meant to be definitive but a general guide. It is important to remember that many children and young people will exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring. There may be other reasons for changes in behaviour, such as a death or the birth of a new baby in the family, relationship problems between parents/carers, undiagnosed medical conditions etc. However, any concerns should never be dismissed and staff should always confer with the Senior Designated Person, or Deputy Senior Designated Person regarding any concerns.

A child going missing from education or who runs away from home is a potential indicator of abuse or neglect. This should not be ignored or dismissed, and staff should always confer with the Senior Designated Person, or Deputy Senior Designated Person to consider this.

The school will monitor closely, any children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

Physical abuse

Most children will collect cuts and bruises in their daily lives. These are likely to be in places where there are bony parts of the body, like elbows, knees and shins. Some children, however, will have bruising which can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury or there are differing explanations. A delay in seeking medical treatment for a child when it is obviously necessary is also a cause for concern. Bruising may be more or less noticeable on children with different skin tones or from different racial groups and specialist advice may need to be taken.

Patterns of bruising that are suggestive of physical child abuse include:

- bruising in children who are not independently mobile
- bruises that are seen away from bony prominences
- bruises to the face, back, stomach, arms, buttocks, ears and hands
- multiple bruises in clusters
- multiple bruises of uniform shape
- bruises that carry the imprint of an implement used, hand marks or fingertips

Although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising. Any child who has unexplained signs of pain or illness should be seen promptly by a doctor.

Other physical signs of abuse may include:

- cigarette burns
- adult bite marks
- broken bones
- scalds

Changes in behaviour, which can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example wearing long sleeves in hot weather
- running away from home

Emotional abuse

Emotional abuse can be difficult to measure, and often children who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Children who live in households where there is domestic violence can often suffer emotional abuse. Emotional abuse can also take the form of children not being allowed to mix/play with other children.

The physical signs of emotional abuse may include:

- a failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g. in hospital or away from parents' care
- sudden speech disorders
- developmental delay, either in terms of physical or emotional progress.

Changes in behaviour which can also indicate emotional abuse include:

- neurotic behaviour, e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- self-harm
- fear of parents being approached.

Sexual abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour which may cause concern, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- pain or itching in the genital/anal areas
- bruising or bleeding near genital/anal areas
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- being constantly dirty or smelly
- loss of weight, or being constantly underweight
- inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

Child Sexual Exploitation (CSE)

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 cyber bullying 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.

‘Honour Based Violence’ including Female Genital Mutilation (FGM)

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.

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 practise 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.

Responding to the child who makes an allegation

In the event of an allegation or disclosure being made the member of staff should:

- Remain calm. Do not transmit any shock or worry to the child.
- Listen rather than question. Let the child talk without interrupting if possible
- Accept what the child is saying
- Reassure the child that they are right to tell you and that you are there to support them but DO NOT offer confidentiality. Explain that some people need to know to keep the child (or others) safe.
- Respond sensitively and listen carefully but DO NOT jump to conclusions, ask leading questions (questions that can be answered ‘yes’ or ‘no’) or answer for the child. This is important if a case becomes a criminal investigation. The responsibility for investigation lies with the police or Social Care. Use only the specific vocabulary used by the child in explaining the allegation.
- Record, in writing, at the earliest opportunity. Use the child’s exact words or phrases. Quote the child’s words where possible. Do not translate it into your own words and note what is fact, observation, allegation or opinion distinctly. (If you are needed to teach, cover will be arranged for you.)
- Record the time and date of the disclosure and also your report. Sign it and return it immediately to the Senior Designated Person, or Deputy Senior Designated Person and further advice or action will then be taken with Bournemouth Local Safeguarding Children Board.
- Should a serious allegation be made, every effort must be made to protect the child which may require that the child is looked after in a safe and secure environment and without possible access to the individual(s) about whom the allegation refers.

Subsequent Action

If appropriate, the Senior Designated Person, or Deputy Senior Designated Person will inform the Child Care Assessment Team Duty Officer at Bournemouth Children’s Social Care promptly, unless the child about whom there are concerns already has an allocated social worker, in which case this person will be contacted without delay. *If the allegation is against an individual working at the school, the Senior*

Designated Person, or Deputy Senior Designated Person must contact the Bournemouth LADO within one working day.

If a criminal offence has been committed, the police should be called without delay.

A record of conversations should be kept, noting what actions will be taken and by whom, giving the date and time of the referral. The referral should be confirmed in writing on the inter-agency referral form as soon as possible. Once a child is referred, Children's Social Care will make an assessment of the child's needs.

Enquiries will be undertaken by Children's Social Care and possibly the Police. Staff may be required to provide statements and/or attend an initial Safeguarding Children Conference.

Bournemouth and Poole LSCB
Tel: 01202 458873

In general, school staff will discuss their concerns with parents/carers and advise them of any referrals to Children's Services Social Care, unless it is considered that to do so will place the child at risk of harm. Advice will be taken from the investigating agencies if there is any doubt.

The Senior Designated Person for safeguarding will assist the investigating agencies to make enquiries into concerns of child welfare. This will include ensuring this school is represented at Safeguarding Conferences and that information about the child is provided as required.

The Senior Designated Person for safeguarding will be responsible for co-ordinating action and liaising with other agencies and support services over safeguarding and other safeguarding issues.

Concerns About Staff Behaviour Towards Children

Local procedures plus the Government guidance in accordance with *Keeping Children Safe in Education 2015 (KCSIE)* and *Working Together to Safeguard Children 2015 (WTTSC)* will be followed.

The headteacher must be informed immediately of any concerns or allegations about adults who work at St Martin's. Allegations against the SDP should be reported directly to the deputy SDP. The Headteacher will contact the LADO at Bournemouth Borough Council on 01202 458101 about any allegations against staff. The LADO will record the consultation and will advise on the appropriate action that needs to be taken, which could include a referral to investigating agencies. (If the LADO is not available, there should be no delay in taking advice or referring to Children's Services Social Care.) Due recognition will be paid to the stress caused by such an allegation and appropriate skills deployed to balance the needs of the child and support for the member of staff. However, the needs of the child must take precedence.

Where the allegation is against the Headteacher, the proprietors should be informed.

The school is required to report promptly to the Disclosure and Barring Service (DBS) any person, (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier.

In addition, the school has a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed for misconduct (or would have been dismissed had she/he not resigned first).

In order to minimise the risk of harm to children and of accusations being made against staff as a result of their daily contact with pupils the Headteacher should ensure that all staff are aware of safe working practice and follow guidelines on the use of control and physical restraint.

Supporting Children

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself or find it difficult to develop and maintain a sense of self-worth.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- encouraging the development of self-esteem and resilience in every aspect of school life whilst not condoning aggression or bullying
- promoting a caring, safe and positive environment
- liaising and working together with all other agencies
- ensuring there is a named member of staff for 'Looked After' children

Record Keeping

Any member of staff or volunteer receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was seen or said (recording the pupil's own words as far as possible) putting the event into context, and giving the date, time and location. Information should be recorded in non-judgmental, non-emotive terms. All records must be dated and signed.

All hand-written records will be retained, even if they are subsequently typed up in a more formal report.

All records relating to safeguarding concerns will be kept in a secure place, do not form part of the pupil's educational records and are not required to be disclosed to parents/carers. Any requests from parents'/carers' solicitors to have records disclosed to them should be passed to one of the local authority solicitors for advice.

Files relating to concerns about pupils will include a chronology of incidents and subsequent actions/outcomes.

Staff must ensure that they monitor closely the welfare, progress and attendance of pupils on the Safeguarding Register and that they provide information as required by the social worker, the LA Officer for Safeguarding and the Education Social Work and Attendance Service. There should be agreement via the protection plan about at what point the social worker or another member of his/her team will be informed if a child on the Safeguarding Register is absent from school.

If a child moves from one school to another the Senior Designated Person for safeguarding should inform the receiving school immediately by telephone that safeguarding records exist. The original records must be passed on either by hand or sent by recorded delivery. In such cases it would be good

practice to retain duplicate records, as recommended by a recent serious case review (conducted when a child dies, and abuse or neglect are known or suspected). These duplicate records should be kept securely for 10 years.

It is recommended that a child's records are kept for 10 years after he/she leaves compulsory education.

Parental Involvement

This school is committed to helping parents/carers understand its responsibility for the welfare of all pupils.

Parents/carers will be made aware of the school's safeguarding policy and the policy will be accessible on the school website.

As previously stated, where possible, concerns about children should be discussed with parents/carers in the first instance, if this is deemed appropriate under the circumstances and there is no threat to the child and the Senior Designated Person should advise of the need to make referrals to the Children's Services Social Care local office, unless to do so would place the pupil at increased risk of significant harm.

Training

The Headteacher recognises the importance of safeguarding training for the Senior Designated Person and Deputy and for all other staff and volunteers in the school. Training for the Senior Designated Person is in accordance with Bournemouth LSCB's agreed procedures and as outlined in Annex B of KCSIE.

The Senior Designated Person and Deputy will be expected to attend training events organised by the LA or the Local Safeguarding Children Board. This person must have inter-agency training and receive 'refresher' training at least every two years.

Safeguarding must be part of induction training for all new staff and volunteers. Staff who do not have lead responsibility for safeguarding must have 'refresher' training at least every three years.

In term's of their induction training, all new staff receive information and training on this Safeguarding Policy, the Staff Code of Conduct, and they are issued with Part 1 of *Keeping Children Safe in Education 2016 (KCSIE)* and also have to sign confirmation that this has been read.

The Role of the Headteacher

The Headteacher will ensure that the school has an effective safeguarding policy and clear procedures in place, and that these are known to all members of staff (including supply staff) and volunteers. Newly appointed staff should read copies of the policy and procedures as part of their induction training.

The Headteacher will receive feedback on changes to the safeguarding policy or procedures; training undertaken by staff; safeguarding incidents/cases; and how safeguarding issues are addressed through the curriculum.

The Headteacher will review the Safeguarding Policy on an annual basis.

The Proprietors, supported by the Headteacher are responsible to ensure that staff members have regular and appropriate training pertaining to Safeguarding Children.

The Curriculum and Safeguarding in Relation to Other School Policies

The school places importance on the curriculum in the safeguarding of children to ensure that curriculum development meets the following objectives:

- developing pupil self-esteem
- developing communication skills
- informing about all aspects of risk
- developing strategies for self-protection
- developing a sense of the boundaries between appropriate and inappropriate behaviour in adults
- developing non-abusive behaviour and respect between pupils and adults

This safeguarding policy should be read in conjunction with other school policies such as: attendance, anti-bullying, health and safety, inclusion, equal opportunities, sex education, special educational needs, and staff discipline & grievance procedures.

Children with Special Educational Needs and Disabilities

It is recognised that children with special educational needs and disabilities may be especially vulnerable to abuse and staff will be expected to take extra care to interpret correctly apparent signs of abuse or neglect.

Staff responsible for any intimate care of children will undertake their duties in a professional manner at all times and ensure the child's dignity is preserved with a high level of privacy, choice and control. There will be close partnership with parents/carers.

Whistle blowing

At St Martin's we recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff and volunteers should be aware of their duty to raise concerns, where they exist, about the management of safeguarding, which may include the actions of colleagues. Any such concerns should be raised with the Headteacher, if possible or the Proprietors of the school. Staff are expected and encouraged to disclose and record any concerns without any fear of any recourse or consequences to them for their actions in doing so.

Extended Schools and After School Activities

Where the school provides services or activities directly under the supervision or management of school staff, the school's arrangements for safeguarding will apply.

Where services or activities are provided by another body, using the school as a venue, the school will seek assurance that the body concerned has appropriate policies and procedures in place to safeguard children and there are arrangements to liaise with the school on these matters as appropriate.

Policy Updated September 2016