

La Salle College Child Safeguarding Policy



Foundations

In developing and implementing the Child Safeguarding Policy, the Catholic Board of Education is guided by the following:

1. The Gospel

Children have a key place in the heart of Jesus who said: 'Whoever does not receive the kingdom of God like a child shall not enter it' (Luke 18:17). This places a sacred obligation on all Catholic Schools to ensure that children are welcomed, cherished and protected in a manner consistent with their central place in the life of the community.

2. International and National Law

The United Nations Convention on the Rights of the Child (UNCRC) outlines the fundamental rights to be implemented in national law by signatories to the convention. Full realisation of these rights will ensure that children will be '*brought up in a spirit of peace, dignity, tolerance, freedom, equality and solidarity*'. (Preamble to the United Nations Convention on the Rights of the Child, 1989)

States, Parties [and other organizations responsible for the care, development and wellbeing of children] shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child. (Article 19 United Nations Convention on the Rights of the Child)

This Convention has world-wide recognition and support, and is the foundation of the rights of all children. We confirm our commitment to upholding these rights for all children.

The African Charter on the Rights and Welfare of the Child further underpins the importance of the safety and security of the child:

States, Parties to the present Charter shall take specific legislative, administrative, social and educational measures to protect the child from all forms of torture, inhuman or degrading treatment and especially physical or mental injury or abuse, neglect or maltreatment including sexual abuse.

Protective measures under this Article shall include effective procedures for the establishment of special monitoring units to provide necessary support for the child and for those who have the care of the child, as well as other forms of prevention and for identification, reporting, referral, investigation, treatment, and follow-up of instances of child abuse and neglect. (The African Charter on the Rights and Welfare of the Child (1990) Article 16)

3. South African Law

Every child has the right to a name and a nationality from birth; to family care or parental care, or to appropriate alternative care when removed from the family environment; to basic nutrition, shelter, basic health care services and social services; to be protected from maltreatment, neglect, abuse or degradation. (Section 28 of the South African Constitution)

Legal requirements relating to procedures are presented under Standard 3 below.

Several of the Provincial Education Departments have policies regarding child abuse.

This Policy comes from the guiding principles above, but also from recognising that “in all matters concerning the care, protection and well-being of a child, the standard that the child’s best interest is of paramount importance, must be applied”. (SA Children’s Act 2005, Section 9, Section 110)

Purposes of the Child Safeguarding Policy

- To make sure that all learners are safe
- To make sure that everyone involved in the running of the school – governors, school management, educators, support staff, volunteers and learners – takes every possible measure to safeguard children and prevent abuse (See the Glossary on page 30 for definitions of various forms of abuse)
- To make sure that no person at the school does anything that could allow abuse to occur, or that could be misinterpreted by children, their families or other adults as being or leading to abuse.

Commitments

Together with the foundations outlined above, this College, as part of the Catholic schools’ network, commits to:

Caring for the welfare of all children and the adults who work with them

We will continue to strengthen and review measures to create and maintain environments that are safe for children, that prevent abuse, and that create nurturing, caring conditions within the School for children and the adults who work with them. This will be done through training, support, communications and quality assurance.

Responding appropriately to child safeguarding suspicions, concerns, knowledge or allegations

Anyone who brings any suspicion, concern, knowledge or allegation of current or past abuse of a child to the notice of the School will be responded to sensitively, respectfully, actively and in a timely manner, in line with statutory child safeguarding procedures and requirements.

We recognise that each of us has a duty to notify the statutory authorities of suspicions, concerns, knowledge or allegations that a child is being or has been abused. Therefore, all suspicions, concerns, knowledge or allegations that are required to be reported to the statutory authorities, will be reported via the designated child safeguarding person to the appropriate statutory authorities. This will be done irrespective of the status of the person who is suspected of having abused a child.

Caring pastorally for complainants and other affected persons

Those who have suffered child abuse will receive a compassionate and just response, and will be offered appropriate pastoral care, counselling and support in as far as is possible, with due regard to the right of privacy of those directly involved, and to the administration of justice.

Managing the care of respondents and other affected persons

The College in its response to suspicions, concerns, knowledge or allegations of child abuse will respect the rights under civil law of an accused. A legal presumption of innocence will be maintained during the statutory inquiry processes. Insofar as it is possible, requisite steps will be taken to restore the good name and reputation of anyone who has been wrongly accused of abusing a child.

Scope of the Policy

This Policy applies to all Catholic Schools and is addressed to all members of the school community; all members are required to comply with it. Full understanding of and adherence to this Policy should lead to a deepening in the understanding of, and respect for, the rights of children and young people to participate as people of faith.

The care and protection of children involved in school activities are the responsibility of the whole school community, and is a requirement that applies regardless of the nature of the activities in which children are involved. Everyone who participates in the life of the School has a role to play in creating an environment in which children can develop and be safe. Child safeguarding measures need to be integrated throughout the School's systems, processes, and operations.

Putting the Policy into Action

The Governors, on behalf of the College, commit to the seven safeguarding Standards, which are integral to the Child Safeguarding Policy. The School will implement this Policy, ensuring adherence to the seven Standards. These Standards are recommended by best practice, and they show the expected level of performance that all who govern, work, study or volunteer at the school should reach:

1. Adopting the written Child Safeguarding Policy
2. Creating and Maintaining Safe Environments
3. Responding to suspected or alleged child abuse
4. Access to support and information
5. Training and Support for Keeping Children Safe
6. Communicating the School's Child Safeguarding Policy
7. Monitoring the implementation of the Standards

The Standards

STANDARD ONE:

ADOPTING THE WRITTEN SAFEGUARDING POLICY

The College has adopted the written Child Safeguarding Policy approved by the Catholic Board of Education.

The written Policy communicates that the College is committed to keeping children safe and aims to make sure that no member of the College community, personnel or volunteers does anything that could allow abuse to occur, or that could be misinterpreted by children, their families or other adults as being, or leading to abuse.

The Policy helps to create a safe and protective environment for children and shows that the College is taking this duty seriously, making it clear that all children have an equal right to protection.

These indicators ensure that Standard One is being met:

- The Policy is adopted and signed by the School Governing Body/Board of Governors
- The Constitution of the College specifies the obligation on the Governors to safeguard all on the premises, especially the children
- The College community recognises that the Child Safeguarding Policy is an essential aspect of the ethos of the Catholic School
- The Policy is publicised, promoted and distributed
- The College Management Team takes responsibility for implementing the Policy
- Workshops address all aspects and contexts of child safeguarding work
- All members of the College community are obliged to comply with the Policy, and staff and volunteers have signed that they know the content and accept the Policy.

STANDARD TWO:

CREATING AND MAINTAINING SAFE ENVIRONMENTS

The College is committed to creating and maintaining a safe school environment, promoting a culture of safety, and preventing or reducing the risk of harm to children in order that children are welcomed, nurtured and safe.

The College provides access to good role models whom the children can trust, and who respect, protect and enhance their spiritual, physical, emotional, intellectual and social development.

The College will do this through:

- Safe Recruitment
- Codes of Conduct
- Implementing and ensuring Safe Activities
- Maintaining a safe environment in compliance with Health and Safety requirements

These indicators ensure that Standard Two is being met:

Safe Recruitment

- The College follows good effective recruitment and selection procedures, whether for voluntary or for paid work
- The recruitment policy has been approved and endorsed by the College Management Team and the Board
- The College assesses the suitability to work with children, of all adults on the premises
- Police clearance (and other legally required clearance in accordance with National Registers) for all employees and volunteers will be sought
- All job applicants will be asked if they have any convictions relating to the abuse of children. Regardless of the response the National Registers will be checked
- South African Council of Educators (SACE) must be contacted to make sure that the person is legally registered as an educator, and that there are no complaints against that person.

Codes of Conduct

- The College has responsibility for ensuring that all who work with children agree to follow effective safeguarding practice
- Codes of conduct, including clear procedures, are in place for staff, volunteers, learners and parents (if applicable)
- The College has a clear and concise guide of what is (and is not) acceptable behaviour and practice for adults working with children. This will be signed by all employees and volunteers who work with children

- In order to encourage children's positive behaviour the College has a clear and concise guide of what is (and is not) acceptable behaviour by and among children.

Safe Activities

- The College has clear guidelines on how to keep children safe – before, during and after activities
- The College implements effective practice for personnel on assessment of hazards when working with children
- The College implements effective practice for the appropriate use of information technology, including social media use by personnel and by children.

A Safe Environment

- The College ensures that the physical environment of the property is maintained, secure and used according to purpose
- The physical area for which the College has responsibility is clear and known
- Where applicable, boarding establishments are safe and compliant with all regulations, especially fire regulations
- The College implements effective practice in safe care for all children, including those with specific needs
- There is a designated Child Safeguarding Person who has a clearly defined role and responsibility for safeguarding children
- In the event of an alleged offender not being suspended, the College has arrangements in place
- External groups using the school property comply with effective child safeguarding practice
- Children are adequately supervised at all times including school trips, activities and on playgrounds
- There are guidelines regarding the use of Information Technology: cell phones, email, website, internet.

STANDARD THREE:

RESPONDING TO KNOWN, SUSPECTED OR ALLEGED CHILD ABUSE

The College follows legally compliant, clear procedures and guidance on what to do when knowledge, suspicions, concerns, or allegations arise regarding a child's safety or welfare.

In all actions concerning children ... *the best interests of the child shall be the primary consideration.* (UN Convention on the Rights of the Child 1989, #3). At no time will children be put at further risk of harm by delay or inaction.

Compulsory Reporting

When it is known that a child has been sexually abused, South African law requires the following:

A person who has knowledge that a sexual offence has been committed against a child must report such knowledge immediately to a police official. (Criminal Law Sexual Offences and Related Matters Amendment Act 2007 Section 54 (1) (a))

When there are suspicions, concerns or allegations that a child has been sexually or physically abused, or deliberately neglected, South African law requires the following:

Any ... teacher ... who on reasonable grounds concludes that a child has been abused in a manner causing physical injury, sexually abused or deliberately neglected, must report that conclusion in the prescribed form to a designated child protection organisation, the Provincial Department of Social Development or a police official. (Children's Act No 38 of 2005 as amended 2010 Section 110 (1) and (2))

A person who fails to report child abuse as outlined above is guilty of an offence and may be charged.

If the alleged offender is a teacher, the South African Council of Educators (SACE) must be informed.

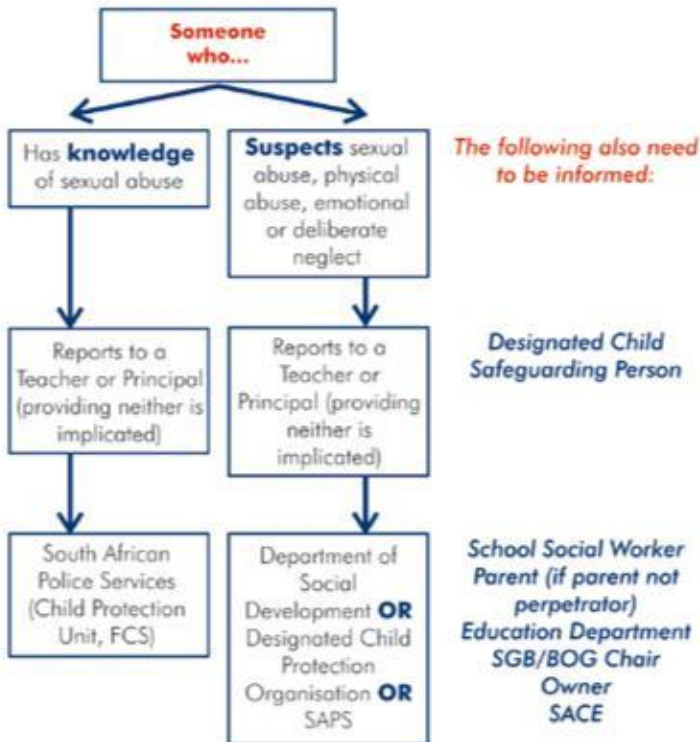
Catholic schools must also report to the Owner.

These indicators ensure that Standard Three is being met:

- There are clear legally compliant child safeguarding procedures in the College that provide step by step guidance on what action to take if there is knowledge, or there are allegations or suspicions of abuse of a child
- The child safeguarding procedures are available to everyone (including children, parents, staff and volunteers) and actively promoted. Consideration is to be given to language and different ways of communicating
- Allegations are responded to immediately and effectively according to national and provincial requirements
- All current child safeguarding concerns are reported to the civil authority immediately
- Staff understand the legal obligation to report any case of child abuse

- There are clear ways to raise allegations or suspicions, anonymously if necessary, of unacceptable behaviour towards children
- All members of the College community have access to the telephone number for the *Family Violence, Child Protection and Sexual Offences Unit (FCS)*, the *Child Protection Unit* or Childline in the area
- Incidents, allegations and referrals are recorded
- There is guidance on confidentiality and appropriate information sharing which makes it clear that the protection of the child is paramount
- All confidential information will be stored securely
- The Code of Conduct for staff deals adequately with complaints about unacceptable or abusive behaviour towards children
- The Code of Conduct for learners deals adequately with complaints about unacceptable or abusive behaviour towards other children, or adults
- The College supports and assists personnel to raise concerns about possible dangerous or unethical conduct by others towards children
- There is clear understanding of what constitutes abuse
- There is a designated person with a clearly defined role and responsibility to handle cases of abuse, whether historical or not
- All staff know who the designated person is
- The College community, particularly the staff, recognises that beyond the essential legal compliance in relation to child safeguarding, a Catholic school has a duty of Pastoral Care.

Reporting Flow Chart



Must be reported on Form 22 (Reporting of abuse or deliberate neglect of child. (Regulation 33). [Section 110 of the Children's Act 38 of 2005]

STANDARD FOUR:

ACCESS TO SUPPORT AND INFORMATION

The College will ensure access to support and essential information to anyone who discloses abuse, who alleges that abuse has taken place, or who is alleged to have perpetrated abuse.

Aware of how distressing child abuse is, and how difficult it is to deal with: the College will make sure that anyone affected by abuse will know where they can go for help and advice if they have a concern.

These indicators ensure that Standard Four is being met

- Openly display (in areas where children and staff are) lists of services, authorities and organisations (with contact details) that can help children.
- Support of anyone who discloses abuse, or who alleges that abuse has taken place
 - These lists will be available to all staff and volunteers, so that they know what services are available in order to be able to respond to and support children.
 - As there is a particular concern for vulnerable children (such as disabled children and those with communication difficulties, for example deafness), the school will make sure that they are able to report abuse and get information and support if they need it. An appropriate suitable interpreter will be provided where one is needed.
- Support of someone who is alleged to have perpetrated abuse
 - The College will make sure that someone who is alleged to have perpetrated abuse is informed about available support, and will advise them that they have the right to seek legal advice

STANDARD FIVE:

TRAINING AND SUPPORT

Those who work with children are trained and supported in all aspects of safe-guarding relevant to their role, in order to develop and maintain the necessary knowledge, attitudes and skills to safeguard and protect children.

Everyone has a role to play in protecting children. In order to carry out this role effectively and confidently, each person needs to be aware of child safeguarding issues, and should have the necessary knowledge and skills.

These indicators ensure that Standard Five is being met:

- The College ensures that all are inducted and trained in this Child Safeguarding Policy and the procedures, including requirements in the Codes of Conduct
- All personnel (both paid and voluntary) are provided with opportunities to learn about how to recognise and respond to concerns about child abuse
- The College annually identifies all who require training
- Training on child safeguarding for all new members of staff and volunteers takes place
- The College participates in the training programmes provided by the local Catholic Schools service provider
- The School ensures that those who have specific child safeguarding responsibilities have appropriate, role-specific training
- The College provides the necessary resources both financial and other for those needing training.

STANDARD SIX:

COMMUNICATING THE CHILD SAFEGUARDING POLICY

The College ensures that all people involved in the school, as well as parents, children and external agencies and service providers know that this Child Safeguarding Policy applies.

The College recognises that policies and procedures are only effective if all the people involved, including children, know how to use them.

These indicators ensure that Standard Six is being met:

- The Child Safeguarding Policy certificate is displayed in suitable public places throughout the College
- Lists of relevant services, authorities, and organisations with contact details are displayed
- The College communicates the Child Safeguarding Policy to children in a manner that is accessible and appropriate
- Parents, children and other people involved are informed about the College's Child Safeguarding Policy, as well as about procedures for reporting suspected abuse
- The College establishes links with other local organisations that can help children, in order to promote a safe and caring community for children and to share best child safeguarding practice
- The College is very clear about its responsibility to protect children and makes this known to all who come into contact with it.

STANDARD SEVEN:

MONITORING THE IMPLEMENTATION OF THE STANDARDS

Standards are made to work, and are regularly checked to see if they are working.

The College has the responsibility to implement, monitor, evaluate and report on its compliance with the Standards. The measures and mechanisms that the College has in place for monitoring and review, ensure accountability in relation to Child Safeguarding.

These indicators ensure that Standard Seven is being met:

- The College undertakes an annual review to evaluate its compliance with the Standards
- The College Management Team reports to the Governors as part of its responsibility for the Ethos
- Parents and children are consulted on child safeguarding issues
- The College takes the necessary action to remedy any action or lack thereof
- Child Safeguarding is an integral part of the College Development Plan
- The College undertakes to provide evidence and comply when concerns are identified by legitimately established monitors, for example the local Catholic Schools' service provider.

COMMITMENT BY LA SALLE COLLEGE

On behalf of the College community, we commit to adopting and implementing this written Child Safeguarding Policy.

This Child Safeguarding Policy was adopted by the College Board of Governors of La Salle College on(Date)

Chairperson of BOG

Principal

Date

Date

Appendix 1:

Guidelines for any person receiving a concern regarding abuse

Anyone who receives a concern, suspicion, disclosure or allegation of abuse should act immediately as follows:

- Listen: be welcoming and supportive.
- Be sensitive: hear the person's story, and then explain the procedures involved in reporting what they have told you to a registered Social Worker/ Department of Social Services or the South African Police Service, as well as the Owner's representative.
- Be mindful: the rights of all involved, both the person making the allegation and the alleged perpetrator, must be respected at all times.
- Put them in contact: the alleged victim must immediately be put into contact with the registered social worker in the area, or connected with the school; or the police as soon as possible.
- Do not guarantee confidentiality: it must be made clear to anyone who wishes to speak about a situation of abuse, that the child be protected and any case of abuse be reported.
- Do not speak to the alleged perpetrator: it is very important that the proper authorities deal with the alleged perpetrator. No attempt to intervene and contact the person directly should be made.

Appendix 2:

Child Safeguarding in relation to the School's Distinctive Catholic Character

Distinctive Religious Character of a Catholic School

The policy document *Signs of God's Presence* describes the distinctive religious character of Catholic schools, noting on page 12 that:

... the Catholic school aims to promote the holistic growth of all learners, as well as to give witness to social concern and care for others.

The document further states that

The Catholic school achieves this through

- *promoting a Catholic perspective of human life*
- *encouraging a holistic approach to human life*
- *nurturing religious and moral formation*
- *and through the dedication of the principal and staff to practising and promoting moral values and to a high standard of teaching and learning.*

The Catholic school strives towards excellence in education, with outcomes embracing the total formation of each individual ... and by ... being a model of Christian freedom, justice and love in its administration, teaching and relationships between educators, learners, parents and community.

In *Catholic Public Schools on Private Property*, the Deed of Agreement supports the right of the Catholic school to maintain its distinctive religious character as described above. This agreement is signed between the Provincial Member of the Executive Council (MEC) for Education and the Owner of each Catholic School (whether Diocese or Religious Congregation) as provided for in Sections 14 and 57 of the South African Schools Act (DoA, Schedule 3 No 1.2 & 1.3; Free State Schedule 4 No 1.4 & 2.2). In addition, the Religion and Education Policy provides for Catholic schools to maintain their distinctive religious character. One of the Schedules in the Deed of Agreement is that between the Owner and the Governing Body of the School which amongst other aspects requires the SGB to support and develop the Distinctive Religious Character as well as the school's religious and moral policy.

Following this vision, a learner in a Catholic school will be cherished and affirmed as a gift from God with an inherent right to dignity of life and bodily integrity. This right will be respected, nurtured and protected by all. Everyone involved in a Catholic School has an obligation to make sure that the basic rights of children are respected. In addition to these obligations and understandings, to which everyone is required to subscribe, the Owner has a right and a responsibility to see that the distinctive religious character of the school is maintained.

Continued

The Child Safeguarding Policy, and the fact that the school adheres to this Policy, forms an important part of the moral and religious ethos of the school.

In making sure that the Child Safeguarding Policy of the school works – and works well – the Governors in both Catholic Independent Schools and Public Schools on Private Property are required to comply with certain aspects, including:

- taking responsibility, working in partnership with the Owner, for the preservation of the school's ethos
- putting the Child Safeguarding Policy in place at the school, and making it work
- making sure that all the legal procedures that need to happen actually happen, and that the School Management Team follows the law of South Africa in this regard.

Legal Framework

Child Justice Act, 2008 (Act 75 of 2008)

Children's Act, 2005 (Act 38 of 2005)

Criminal Law (Sexual Offences and Related Matters) Amendment Act, 2007 (Act 32 of 2007) Films and Publications Act No. 65 of 1996

National Education Policy Act, 1996 (Act 27 of 1996)

South African Schools Act, 1996 (Act 84 of 1996)

The Employment of Educators Act, 1998 (Act 76 of 1998)

SAPS National Instructions 3 of 2008 (Part 4)

Inclusive Education White Paper 6, 2001

Ethical Code for Educators, SACE

Public Service Code of Conduct

Abbreviations

CPU	Child Protection Unit
BOG	Board of Governors
DCPO	Designated Child Protection Organisation
DSW	Designated social worker: a social worker in the employment of the Department of Social Development or a registered child protection organization such as Child Welfare.
DBE	Department of Basic Education
DSD	Department of Social Development
FCS	Family Violence, Child Protection and Sexual Offences Unit of the South African Police Service
FSW	Forensic social worker
PDE	Provincial Department of Education
SAPS	South African Police Services
SASA	South African Schools Act No 86 of 1996 as amended
SACE	South African Council for Educators, the professional council for educators, that aims to enhance the status of educators and maintain a Code of Ethics for the profession
SACBC	Southern African Catholic Bishops' Conference
SGB	School Governing Body
SMT	School Management Team, the senior management team of a school comprising the Principal, Deputy Principal and Heads of Department
SSW	School social worker: a social worker in the employ of a PDE that is registered under Section 17 of the Social Service Professions, 1978 (Act 110 of 1978)

Glossary

Abuse	Abuse of a child may occur when somebody inflicts harm on the child or fails to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or more rarely, by a stranger.
Board of Governors (BOG)	The governance structure of an Independent Catholic School.
CBE	The Catholic Board of Education, the body responsible for Catholic schools in South Africa, an associate body of the SACBC.
Child	Any person below the age of eighteen years.
Children with specific needs	Term used to cover the specific or unique, out-of-the-ordinary concerns created by the child's medical, physical, mental or developmental condition or disability. Additional services are usually needed to help a person in one or more of the following areas (among others): thinking, communication, movement, getting along with others, and taking care of oneself.
Code of Conduct	This refers to the Codes of Conduct for educators, learners and parents.
Complainant	The term used to describe a person who has made an allegation of abuse.
Corporal punishment	'Corporal' or 'physical' punishment is defined as "any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting ("smacking", "slapping", "spanking") children, with the hand or with an implement. (UNICEF: The Committee on the Rights of the Child in the General Comment No. 8). In addition, there are other non-physical forms of punishment that are also cruel and degrading and thus incompatible with the Convention. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child."
Designated Child	The person appointed by the school to liaise with the statutory authorities
Safeguarding Person	regarding child safeguarding suspicions, concerns, knowledge Or allegations.
Emotional Abuse	Attacks on the child's emotional development and self-worth via criticism, belittling and insulting the child, rejection, withdrawal of love, support and guidance.
Governor	Member of either a Board of Governors or a School Governing Body.
Indicator	Indicates the state or measure of a specified goal to be achieved.
Monitoring	A mechanism put in place to systematically oversee and review compliance with a Child Safeguarding management plan.
National Register for Sex Offenders	A register kept of every person convicted of a sex-crime according to section 42 of the Criminal Law (Sexual Offences and Related Matters) Amendment Act No 32 of 2007 no 332.
National Child Protection Register	The record of every case of child abuse. This follows from Section 114 of the Children's Act 38 of 2005.

Neglect Abuse	Neglect occurs when basic needs such as food, warmth, shelter and medical care are not met which results in serious impairment of the development of the child or young person. It may also involve failure to protect the child from harm or danger. It may also include unresponsiveness to a child's basic emotional needs.
Physical Abuse	Any non-accidental injury either inflicted on the child, or sustained by the child through an adult's intentional neglect to protect the child from physical harm/injury.
Policy	A policy is a deliberate system of principles to guide decisions and achieve rational outcomes. A policy is a statement of intent, and is implemented as a procedure or protocol. Policies are generally adopted by a governance body within an organization.
Respondent	The term used for the person about whom child safeguarding suspicions, concerns, knowledge or allegations have been made.
School Governing Body	A statutory body vested with the governance of a public school; (SGB) this body may perform only such functions and obligations and exercise such rights as prescribed by the South African Schools Act.
Sexual abuse	As defined in the Children's Act, 2005 (Act 38 of 2005), in relation to a child, means <ul style="list-style-type: none"> (a) sexually molesting or assaulting a child or allowing a child to be sexually molested or assaulted; (b) encouraging, inducing or forcing a child to be used for the sexual gratification of another person; (c) using a child in or deliberately exposing a child to sexual activities or pornography; or (d) procuring or allowing a child to be procured for commercial sexual exploitation or in any way participating or assisting in the commercial sexual exploitation of a child.
Sexual offences	Both general and specific offences against children and mentally disabled persons.
Standard	A standard is used in order to establish the required level of performance.
Statutory Authorities	These include the South African Police Services, the Department of Social Development, the Department of Justice.

Addendums

The following provide evidence that Standard One is being implemented:

A = in place; B = working towards; C = still to begin	A	B	C
The Constitution of the College makes clear reference to the Governors' obligation to safeguard all on the premises			
A signed copy of the Policy is available at the College			
The Owner and the local office have been provided with a signed copy of the Policy			
The Policy Certificate is publicly displayed in the College			
The Policy has been workshoped in the school and signed registers of attendance are available			
Signed undertaking of knowledge and acceptance of the Policy by any organisation or person working or volunteering or using the premises is kept on file			
The Principal provides at least annually a written report to the Governors on the implementation of the Policy			

The following provide evidence that Standard Two is being implemented:

A = in place; B = working towards; C = still to begin	A	B	C
The Policy for Safe Recruitment is in place			
The Code of Conduct for staff, indicating appropriate behaviour by adults towards children and young people, is in place			
The Code of Conduct for volunteers, indicating appropriate behaviour by adults towards children and young people, is in place			
The Code of Conduct for children, indicating appropriate behaviour by children and young people with each other and with adults, is in place			
The Code of Conduct for parents is in place			
There are procedures for dealing with breaches of Codes of Conduct			
The school manages children's behaviour in ways which are non-violent and do not degrade or humiliate children			
Staff show awareness of the rights of children and these are seen as a basis for child protection			
Adult one-to-one contact with children and young people is the exception			
There are guidelines on safe care for children, with particular reference to those with specific needs			
There is a checklist to assist with hazard assessment of activities with children			
A designated Child Safeguarding Person with a clearly defined role has been appointed			
There are resources to deal with accidents, e.g. a person trained in first aid; first aid kit			
Awareness of child rights and safety is integrated into the prayer life of the school community			
Adequate and appropriate supervision ratios are maintained for all children's activities			
Measures required for the safety of children on trips away from school are articulated and applied			
The College applies strict safety standards in the use of technology, including the internet, texting, email, photography, CCTV and webcams			

The Maintenance policy and plan of the College is applied, reviewed, and up-to-date			
External groups using school property are required formally to comply with Child Safeguarding Policy and practice			

The following provide evidence that Standard Three is being implemented:

A = in place; B = working towards; C = still to begin	A	B	C
Clear written procedures on action to be taken, are in place			
A copy of written procedures and guidelines is available			
Official forms for recording details of child safeguarding incidents are available (Form 22)			
Contact details about child safeguarding local agencies are displayed			
The Flow Chart must be appropriately displayed, describing steps in the child safeguarding process			
The name, duties and contact details of those people with responsibility for child safeguarding (designated person) are known			
The designated person is well informed about procedures			
Personnel understand the definitions of child abuse			
Registers of workshops attended by personnel are up-to-date			
There is an incident book recording every incident, allegation, referral and report made, including any forms completed and submitted			
Records of incidents, allegations and referrals are kept securely			
Records of reporting are available to appropriate persons			
There are clear guidelines for providing the necessary support and care should a child be vulnerable to abuse			

The following provide evidence that Standard Four is being implemented:

A = in place; B = working towards; C = still to begin	A	B	C
Lists of services, authorities and organisations (with contact details) that can help children are displayed			
Appropriate pastoral care is available			
In terms of anyone who discloses abuse or who alleges that abuse has taken place:	A	B	C
– Information about sources of support is available			
– There is a procedure for responding to child safeguarding suspicions, concerns, knowledge or allegations and a time-scale for dealing with them			
If applicable. As there is a particular concern for vulnerable children (such as disabled children and those with communication difficulties, for example deafness), the College will make sure that they are able to report abuse and get information and support if they need it. A suitable interpreter will be provided where one is needed			
In terms of someone who is alleged to have perpetrated abuse	A	B	C
– Information about sources of support is available			

The following provide evidence that Standard Five is being implemented:

A = in place; B = working towards; C = still to begin	A	B	C
Staff and other members of the College community have been trained in how children are kept safe			
All members of staff and volunteers have signed a document acknowledging the Child Safeguarding Policy, which includes the Standards			
The College has a clear record of training, giving the topic of the training and when attended, signed by the participant			
The College identifies annually what its training needs are, and ensures regular ongoing training on how to keep children safe			
The school's budget provides for training in child safeguarding			

The following provide evidence that Standard Six is being implemented:

A = in place; B = working towards; C = still to begin	A	B	C
The Child Safeguarding Policy certificate is displayed in suitable public places throughout the school			
The lists of relevant services, authorities, and organisations with contact details are displayed			
There is evidence in lesson plans and workbooks that child safety concerns are included in the curriculum			
User-friendly, language-accessible, age-appropriate communication of the Child Safeguarding Policy is in use			
There is provision for communicating appropriately to those whose home language is not English, as well as to those who have specific needs			
Workshops for the governors, teachers, support staff, volunteers and learners to explain the Child Safeguarding Policy have been arranged			
Links have been developed with other organisations in the locality in order to promote a safe and caring community and to share good practices			

The following provide evidence that Standard Seven is being implemented:

A = in place; B = working towards; C = still to begin	A	B	C
The checklist from all seven Standards for monitoring and reporting to the Board, indicating the degree of compliance with each Standard, is completed on an annual basis and is recorded in the Board minutes			
A copy of this checklist, signed by the Principal, is sent to the CSO or CIE Regional Office and the Owner			
The College's incident book is in use, and up to date			
There are records of action taken to remedy identified non-compliance			
There is a written plan showing what steps will be taken to keep children safe			