

**HIGH STREET PRIMARY
SCHOOL**

**SAFEGUARDING (AND CHILD
PROTECTION) POLICY**



Reviewed May 2016

Agreed: May 2016

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Safeguarding (and Child Protection) Policy SWPET Statement

South West Plymouth Educational Trust Safeguarding Children Statement

Schools within SWPET regard the health, safety and well-being of all children of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. Safeguarding incidents can happen anywhere, and all staff should be alert to possible concerns raised in this school. High Street Primary School therefore has to ensure that the expectation that all children should be safe becomes reality. In order to do this a wide range of measures are put in place to protect children:

Child Protection

Working Together to Safeguard Children (2015) places a general duty on schools to co-operate with other agencies in the protection of children. It also requires that schools have in place policies and procedures, which should be shared with parents, to address concerns about the safety and protection of children.

High Street Primary School is committed to playing a full and active part in the multi-agency response to child protection concerns. This document sets out our position in relation to all aspects of the child protection process.

The name of the Senior Designated Person is: **Mrs L Scott**

The name of the Deputy Designated Persons is: **Mrs C Easterbrook, Mrs K Ball and Mr A Goodwin**

The name of the link Child Protection Governor is: **Mrs B Lacey**

Please note:- for the purpose of this policy the Senior Designated Person (Safeguarding Lead) will be abbreviated as SDP and the Deputy Designated Person (Safeguarding Deputy) will be abbreviated to DDP

Rationale

Child protection plays a central part in promoting safety and well-being. This policy reflects our commitment to promote and safeguard the welfare of pupils at our school and aims to ensure clear guidance for everyone to work together to protect children.

We believe that children have a fundamental right to feel safe and protected from any form of abuse. Therefore we aim to provide a secure, caring environment and a curriculum which nurtures self-esteem and empowers children to protect themselves.

We aim to ensure that children who are vulnerable, at risk and have suffered or are likely to suffer significant harm are identified, and appropriate action is taken to keep them safe. High Street Primary School will continue to develop a systematic approach towards identification and referral of suspected child abuse to an appropriate agency. We recognise that abuse may be emotional, physical, sexual or through neglect. We also recognise that certain groups of pupils may be more vulnerable to abuse and should be monitored accordingly. These include Looked After children, children who may be victims of child sexual exploitation, at risk of radicalisation and those at risk of Female Genital Mutilation (FGM).

Introduction

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, 'Keeping Children Safe in Education' 2015.

What To Do If You Are Worried A Child Is Being Abused" 2015 ¹

Child Protection in Plymouth, Notes and Information for Designated Persons in schools.

"South West Child Protection Procedures" Website, (www.swcpp.org.uk)

The Prevent Duty, protecting children from radicalization :The prevent duty June 2015
HM Government Revised Prevent Duty Guidance for England and Wales March 2015 revised July 2015.

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard ² and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all staff³ and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Aims

1. To clarify responsibilities and expectations of staff in identifying and reporting suspected abuse and encourage them to talk about concerns.
2. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
3. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
4. To develop effective working relationships with all other agencies involved in safeguarding children.
5. To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.
6. To provide guidance where the concern is about the Head teacher or a member of staff.
7. To ensure children develop a positive self-image, foster security, confidence and resilience.
8. To encourage children to begin to be able to make reasoned informed choices, decisions and judgements.

¹ Guidance for all staff who come into contact with children

² Safeguarding (as defined in the Joint Inspector's Safeguarding report) is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies"

³ "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

9. To provide an ethos where communication is open and effective and pupils and staff can freely voice concerns in the belief that they will be listened to and acted on by adults.

Roles and Responsibilities

Our school procedures for safeguarding children will be in line with the *Plymouth Safeguarding Children's Board (PSCB) Multi Agency Child Protection Procedures* (www.swcpp.org.uk).

All members of the governing body should understand and fulfil their responsibilities, namely to ensure that:

1. The school has a staff code of conduct and a child protection policy that conforms to the LA and Area Child Protection Committee's (ACPC) guidance and is reviewed annually
2. The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
3. The SDP along with the DDP has been trained by the LA through a WRAP (Workshop to Raise Awareness of Prevent). Training will be cascaded to all staff who work in the school. A risk assessment for the school has been carried out so that all potential risks have been identified and managed.
4. The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the SDP if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
5. A senior leader has SDP responsibility.
6. On appointment, the SDP s undertake interagency training and also undertake SDP 'new to role' and an 'update' course every 2 years
7. All other staff have Safeguarding training updated as appropriate
8. Any weaknesses in Child Protection are remedied immediately.
9. A member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
10. Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means.
11. The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through social, moral, spiritual and cultural education (SMSC) and/or for maintained schools through sex and relationship education (SRE).
12. Any deficiencies in child protection arrangements are brought to the attention of the governing body and are remedied immediately
13. A member of the governing body is nominated to be the person responsible for liaising with the LA and external agencies in the event of allegations of abuse being made against the head teacher. The nominated Governor is Mrs B Lacey.

This **nominated governor** will:

- Ensure that the school's child protection policy is in place and is reviewed and reported on annually to the governing body.
- Oversee procedures and take action according to LA procedures, where there are allegations against the headteacher.

The headteacher will:

1. Appoint a designated teacher to be responsible for all child protection matters.
2. Make arrangements for this member of staff, and any other relevant staff, to be released to attend child protection conferences and training
3. In line with safer recruitment practice, ensure that appropriate checks are carried out on all applicants for positions in the school – paid and voluntary. This will include checking identity,

qualifications, professional and character references, health and physical capacity, previous employment history (to ensure gaps are accounted for), prohibition from teaching, disqualification by association and criminal records.

4. Ensure all staff undertake a DBS check on appointment, as well as governors and volunteers working regularly in school.
5. Ensure that child protection procedures set out in this policy are followed by all staff (who have a statutory duty to share information and report any concerns).
6. Ensure that all staff and volunteers have undertaken up-to-date training, including inter-agency working in the case of the senior designated teacher. This will include providing child protection training for all new recruits
7. Have in place procedures for dealing with allegations of abuse against members of staff including the Head teacher, in accordance with LA guidelines, and ensure that all staff and volunteers are aware of them
8. Make all staff aware of the appropriate forms of contact in managing children's behaviour and all incidents of physical contact will be recorded and reported to parents
9. Members of the SLT have been MAPA trained and this will be updated accordingly to timescales
10. Ensure that all staff and volunteers know how to raise concerns about poor or unsafe practice and address such concerns sensitively and effectively
11. Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to, and that they know there are adults in the school whom they can approach if they are worried or in difficulty
12. Take appropriate advice if necessary, to be able to support pupils who have been abused or who are at risk of abuse. (This may include, for example, referral to the school counsellor, or the Multi-Agency Support Team)
13. Include in the curriculum activities and opportunities for PSHME which equip children with the skills they need to stay safe from abuse and to know who to turn to for help
14. Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.
15. Ensure the school's responsibilities with regard to child protection are made known to parents - through the school website

The designated teacher (DDP)

The Lead Deputy Child Protection Officer, Mrs C Easterbrook is a member of the Senior Leadership Team. This Officer has undertaken the relevant training, and, upon appointment will undertake 'DDP new to role' training followed by biannual updates.

Responsibilities

The first point of contact is the DDP or other member of the Leadership Group/Team. The DDP will inform the Headteacher (if different) of the referral. If any staff member is involved the report is made to the Headteacher. If the Headteacher is involved then the Chair of Governors should be informed.

The DDP is responsible for:-

1. Referring by telephone a child's details if there are concerns about his/her welfare, possible abuse or neglect to Children's Social Care. A written record of the referral will be faxed/posted/mailed to Children's Social Care, (using the multi-agency referral form), and a copy to the Local Authority Senior Education Welfare Officer for Child Protection within one hour of the telephone call or as soon as possible within the school day.
2. Ensuring that written records of concerns about a child are kept even if there is no need to make an immediate referral.

3. Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology
4. Ensuring that an indication of further record-keeping is marked on the pupil records.
5. Acting as a focal point for staff to discuss concerns and liaising with other agencies and professionals.
6. Attending (or delegating this requirement to another appropriately informed member of staff), CAF meetings, case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributing to the Framework for Assessments process, and providing a report which has been shared with the parents.
7. Ensuring that any pupil currently with a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team on the same day.
8. Ensuring that child protection type concerns or allegations against adults working in the school are referred to the LADO⁴ for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)⁵ for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
9. Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DP team and by all staff and governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to Children's Social Care and subject to a child protection plan (anonymised).
10. Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training provided by the PSCB, or the Local Authority updated biannually, or upon appointment, undertake 'new to role' training.
11. if involved in recruitment, also completing safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years (together with at least one member of the governing body).
12. Ensuring all members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
13. Ensuring that colleagues have had training in child protection relevant to their role and needs, at least every 3 years and know how to identify and report any concerns they have immediately they arise
14. Ensuring all members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse
15. Ensuring each member of staff and volunteer has access to and understands this child protection policy
16. Ensuring that all staff and volunteers recognise that they are a source of information, advice, support and expertise within the school
17. Informing parents of referral once DDP has been informed and Gateway has been contacted
18. Liaising with the head teacher to inform him/her of any issues and ongoing investigations to ensure there is always cover for their role
19. Working with the governing body to ensure that this policy is reviewed and updated annually
20. Keeping accurate, detailed and secure written records of referrals or concerns, stored separately to pupil records, confidentially, and retained until the child's 25th birthday.
21. Ensuring that when a child transfers to another school the next school receives his/her child protection file in time to make any necessary arrangements, and advise the receiving school of the need for this file to be kept separate from main school file. Child protection records will be sent separately and marked PRIVATE & CONFIDENTIAL – for the attention of the designated child protection teacher, with a receipt proforma to be completed and returned to

⁴ LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

⁵ Contact the LADO for guidance in any case

the school.

22. Making all parents/carers aware of the responsibilities of staff members with regard to child protection procedures and are aware that referrals may be made by the school through publication of the school's Child Protection Policy, and reference to it in on the school Website.
23. Ensuring our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
24. Ensuring community users organising activities for children are aware of the school's child protection guidelines and procedures.

All staff:

Have a responsibility to protect children from abuse. Staff will encourage every child to feel valued by respecting their views and listening to them. Children will have regular opportunities to discuss thoughts and feelings in an atmosphere of trust and acceptance. Anyone made aware of, or suspecting child abuse should take immediate action and inform the designated person. Actual physical injury, verbal statements of physical, emotional or sexual abuse and evidence of neglect justify urgent referral to the senior designated teacher.

Staff should respond to the child by:

- Treating him/her with utmost sensitivity, doing nothing to damage the child further through thoughtlessness or carelessness in their reaction to the child's distress
- Listening and recording as accurately as possible what the child says with dates and times
- Not probing or asking leading questions. (Use questioning guided by TED – Tell, Explain, Describe). It is the job of the police to investigate
- Not promising to keep secrets.

It is important that concerns are noted in writing. Records should cover these basic facts:

- **what was seen:** when and where
- **what was said:** when, where and who to
- **what was done**

The information should be passed directly to one of the DDP staff members. There is a concerns reporting form available within each classroom and in a folder in each key stage.

All staff may also raise concerns directly with children's social care (tel: 308600)

Safeguarding concerns about an adult working in school should be reported to the SDP or DDP (Head or Deputy Head).

Parents and carers need to be aware that should any member of staff suspect that a child might have been deliberately harmed or neglected by their parent/carer, the school has a duty to inform the local Children's Services department. It is then the duty of Children's Services to decide on the best way of carrying out an investigation. The police have the right to speak with the child without parental consent when it is in the best interests of the child. They may do so on school premises or, as appropriate, in special premises where a video may be made. However, they cannot take a child off the school premises without the permission of the head teacher. When the police interview a child, a member of staff known to the child should provide appropriate support.

Compliance with child protection/safeguarding will form part of supervisions and annual appraisals.

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, and find it difficult to develop and maintain a sense of self worth.

- that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

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:

1. Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
2. Promoting a caring, safe and positive environment within the school.
3. Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
4. Notifying Social Care as soon as there is a significant concern.
5. Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
6. Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
7. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.

Confidentiality

We recognise that all matters relating to child protection are confidential.

- The Headteacher (SDP) or DPP will disclose personal information about a pupil to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child or adult to keep secrets which might compromise the child's safety or well-being, or that of another.
- We will always undertake to share our intention to refer a child to Children's Social Care with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children's Social Care Advice and Assessment Team via the Gateway in the case of a child on a CP Plan or child in need plan. The school will contact the named social worker or a person in their team

Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the SDP and to seek further support. This could be provided by, for example, the Head Teacher, by Occupational Health and/or a teacher/trade union representative as appropriate.
- We understand that staff should have access to advice on the boundaries of appropriate behaviour. The booklet "Guidance for Safer Working Practice for Adults who work with Children and Young People" provides advice on this and the circumstances which should be avoided in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook.

- We recognise that designated staff should have access to support (as above) and appropriate workshops, courses or meetings as organised by the Local Authority.

Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

All staff should be aware of the Whole School Behaviour Policy. This can be found on the schools website.

We understand that a pupil may make an allegation against a member of staff.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.

The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer and follow the process for managing the concern laid down in the South West Child Protection Procedures (www.swcpp.org.uk) and the School's Managing Allegations Policy.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO as above, without notifying the Headteacher first.

In all occasions identified above, the school will follow the South West Child Protection procedures / Local Authority procedures for managing allegations against staff and volunteers, a copy of which can be found in **Headteacher's Office**. Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult in making this decision.

In line with this policy and other school procedures for incident reporting/recording, staff and pupils may provide accounts of events, which will be stored under our own secure systems and may be produced in the event of any allegation. However, such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage. Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

Physical Intervention/Positive Handling

Our policy on physical intervention/positive handling by staff is set out as part of our **Whole School Behaviour** Policy. However, positive handling can only be carried out by staff who have been appropriately trained - MAPA

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention should be appropriately trained. We understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures. All staff are briefed about safe practice so that they are clear about their professional boundary.

Domestic Violence Operation Encompass/CARA

We recognise that exposure to domestic violence can have a serious impact on a child's development and emotional well-being and acknowledges that staff themselves can be victims or perpetrators of domestic violence. High Street Primary School is a member of Operation Encompass/CARA, which liaises with the police, who inform the school before 9am, if a Domestic Violence incident happened involving one of our children the night before. Mrs Scott and Mrs Easterbrook have received OE training.

Arrangements for monitoring and evaluation

The headteacher will report to the Governing Body annually on the implementation of the policy, identifying any necessary changes in approach which are deemed necessary.

Our Child Protection Policy and Procedures will also be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires

Further documentation is available on the website www.swcpp.org.uk and includes procedures if the subject of allegation is a member of staff including the Head teacher and Plymouth child protection handbook including Categories of child abuse.

Related Safeguarding Policies

- Health & Safety including First Aid
- Educational visits
- Whistle blowing
- Staff Code of Conduct
- Managing Allegations against staff,
- Whole School Behaviour Policy - including

Health and Safety

The school has a health and safety policy, which is monitored each term by the relevant committee of the school governors. A copy of this policy is available with 24 hours notice.

The Headteacher and the Governors with responsibility for Health and Safety oversee and ensure regular monitoring checks, (including statutory checks and tests) of the site's safety. Any concerns from staff are reported to any of the above and the site supervisor carries out an initial examination, assessing what remedial action needs to take place and making recommendations for further action.

For example: Fire Drills, PIC Responsibilities, First Aid, Educational Visits, Site Security, Attendance, Appointments of Staff, Induction of volunteers, Welcoming visitors,

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should

turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.

- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- At all times there have to be appropriate staffing levels and when the curriculum is taking children out of school, appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by the Head teacher before they take place.
- Visiting speakers, with correct clearance are always welcome into school so that they can give specialist knowledge to the children.

Online Safety

On school premises, all online traffic through the school systems is filtered and monitored by the South West Grid for Learning.

Children should be encouraged to use the internet, but at all times in a safe way. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the Headteacher without delay. Misuse includes online bullying, sexting, or viewing inappropriate materials online. Parents are advised through newsletters that allowing their child to view inappropriate materials online could be construed as a child protection issue.

As Child Protection Officer the Headteacher has overall responsibility for internet safety. Please also see E-Safety Policy.

The Design of the Curriculum

The curriculum deals with safeguarding in two ways. Firstly, in subjects such as Social, Moral, Spiritual and Cultural education, relevant discussions around related issues take place with the children. Topics include such themes as Drugs, Alcohol, Sex and Relationships, Stranger Danger, and e-safety issues. Children are encouraged to explore and discuss these issues.

Safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices explained, such as using equipment properly in PE and Design and Technology. Appropriate staffing levels will be maintained at all times when the curriculum is being delivered outside of the school site. Appropriate and agreed pupil/adult ratios are always maintained. The lead adult always risk assesses visits and trips to ensure children are safeguarded and protected from harm before the event is finally authorised by **the Headteacher or Deputy Headteacher**, who is the School Educational Visits Coordinator.

Visiting speakers, with correct clearance and/or constant supervision are always welcome into school so that they can give specialist knowledge to the children

Protecting Children at Risk of Radicalisation - Prevent

At High Street we have risk assessed the schools context around prevent, please see appropriate risk assessment

Education can be a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

We support our children by providing a safe environment for discussing controversial issues and helping young people understand how they can influence and participate in decision-making. We encourage them to express their views but also to appreciate the impact their views can have on others, to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

We also recognise that, children can be exposed to extremist influences or prejudiced views, particular those via the internet and other social media. We aim to ensure that they are taught in a way that is consistent with the law and our values. Staff can help to identify and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism"(Prevent Strategy).

Members of the SLT have been WRAP trained and prevent has been cascaded to all staff.

If appropriate we would work with other local partners, families and our community, to help support pupils who may be vulnerable.

Whistleblowing and Managing Allegations of Abuse

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. If members of staff ever have any concerns about people working, paid or unpaid, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the designated 'whistleblowing' governor or the Local Authority Designated Officer within Children's Social Care.

Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

All allegations of abuse or complaints about a teacher will be dealt with following the Area Child Protection Committee procedures and our managing allegations policy. A copy of this is available at 24hours notice. For any complaints about the Headteacher, the Chair of Governors should be contacted directly.

Appendix one

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type

- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed

- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
 - A child seen to be listless, apathetic and irresponsible with no apparent medical cause
 - Failure of child to grow within normal expected pattern, with accompanying weight loss
 - Child thrives away from home environment
 - Child frequently absent from school
 - Child left with adults who are intoxicated or violent
 - Child abandoned or left alone for excessive periods
-

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix two

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

The Female Genital Mutilation Act (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and health professionals, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under age 18.

This school will ensure that all relevant staff working in the school receive appropriate training to understand and/or recognise when FGM may be likely to happen or has happened.

This school will ensure that where all relevant staff working in the school discover that an act of FGM appears to have been carried out, the Schools' Designated Safeguarding Lead will be notified and the matter reported to the Police immediately.

This school will ensure that where all relevant staff working in the school suspect that an act of FGM may be undertaken, the matter will be discussed with the Schools' Designated Lead for Safeguarding who will involve Children, Young People and Families Services as appropriate.

This school recognises that it will be rare to see visual evidence that an act of FGM has taken place and that it should not be examining pupils but the definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom the mandatory duty applies.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

There are 4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl

- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule - As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

Appendix three

Children at risk of radicalisation

Extract from: Online Safety – Protecting our children from Radicalisation and Extremism Bulletin issued by the UK Safer Internet Centre www.saferinternet.org.uk November 2014

The threats we are seeing take many forms, not only the high profile incidents of those travelling to countries such as Syria and Iraq to fight, but on a much broader perspective also. The internet, in particular social media, is being used as a channel, not only to promote and engage, but also as Robert Hannigan (Director of GCHQ) recently suggested, as a command structure. Often this promotion glorifies violence, attracting and influencing many people including children and in the extreme cases, radicalising them. Research concludes that children can be trusting and not necessarily appreciate bias that can lead to them being drawn into these groups and adopt these extremist views, and in viewing this shocking and extreme content may become normalised to it This threat is not just from groups, such as Islamic State, but from 'far right' groups also. We are perhaps

more familiar with this 'grooming' process and the risks posed to children by older young people and adults who form relationships with children to ultimately abuse them – the process is similar and exploits the same vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Approved by Governors at the meeting held May 2016

Signed: _____
Chair of Governors

Date: