

Policy: Safeguarding (Child Protection) Policy

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Authorised by: Governing Body

Updated by: Designated Safeguarding Lead and Safeguarding Governor

Designated Safeguarding Lead: Miss S Daly – Inclusion Lead

Deputy DSLs: Mr M Allen–Headteacher;

Mrs M Cordall–Deputy Headteacher; Mrs S Morris–School Business Manager;

Safeguarding Governor: Me Neil Eley (Chair of Governors)

Introduction

As a Church of England School we identify Christian values which underpin the work of our whole community. These values inform our school's vision, aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance. The values that relate particularly to this Policy are Compassion, Trust, Truthfulness, Service, Justice, Respect and Responsibility.

Upton St Leonards Church of England Primary School fully recognises its responsibilities for safeguarding children (child protection), is concerned that all pupils remain safe and free from harm, and is committed to playing a full and active part in the multi-agency response to child protection concerns.

Our policy applies to all staff, governors and volunteers working in the school. The main elements of our policy are:

- Ensuring we practise safe recruitment in line with Government guidance by using at least one NCSL accredited recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children. This check includes verification of their identity, qualifications for members of staff, prohibition checks and a satisfactory DBS check (according to guidance); a central record is kept for audit.
- Ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse by referring to the Children's Helpdesk.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.
- 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 packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.

Aims

At our school, we aim to:

- Have an environment where children are seen as 'made in the image of God', feel safe, are listened to and are valued
- Have a range of adults whom children can approach for help
- Recognise signs and symptoms of suspected abuse
- Have clear procedures and lines of communication
- Work closely with parents and other agencies
- Monitor children at risk
- Provide child protection training regularly to all staff
- Use the curriculum to raise children's awareness and confidence

Basic Principles

- All children have an absolute right to a childhood free from abuse, neglect or exploitation.
- All members of staff involved with children have a responsibility to be mindful of issues related to children's safety and welfare and a duty to report and refer any concerns.
- Parents have a right to be informed about any concerns about a child's welfare or any action taken to safeguard and promote a child's welfare, providing this does not compromise the child's safety.
- Children are best protected when professionals work effectively together and share responsibility for protective action.
- There is not necessarily a conflict between the school's need to discharge its child protection responsibilities and its wish to work in partnership with parents.
- Where there are possible concerns about a child's safety, unconditional confidentiality cannot be guaranteed and should not be offered. When a child has a Child Protection Plan information about the child and his/her circumstances should only be shared on a "need to know" basis.
- School should be proactive and take positive steps to inform children of their rights to safety and protection and the options available to express their fears or concerns.
- Children (regrettably) are sometimes abused and exploited by school staff. School will have in place systems that deter possible abusers and manage effectively any allegations or concerns about abuse when they arise.
- When children make allegations about abuse or neglect they should always be listened to, have their comments taken seriously and, where appropriate, thoroughly investigated.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, have adults they trust, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried and who will show compassion towards them.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Early Help

The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' assessment. 'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (DfE 2014)

Effective early help relies on local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help;
- provide targeted early help services to address the assessed needs of a child and their family, which focuses on activity to significantly improve the outcomes for the child.

Agencies we call upon for early help include Community Social Workers, Gloucester Targeted Support Team, School Nurse Team, Families First Plus.

Partnership

At our school, we believe that the best outcomes for children generally are achieved when professionals can work effectively in partnership with parents/carers. This belief holds equally in relation to child protection concerns. Our school believes in trust and responsibility, and open and honest communication. We will always share with parents/carers any information or concerns that we have about their children at the earliest opportunity. The only exception to this would be where it was felt that such communication might compromise the child's safety.

If a child is felt to be in need of protection and becomes the subject of a child protection plan, parents/carers should regard our school as a trusted source of help, support and compassion.

Prevention

Our school takes seriously its duty of pastoral care and will be proactive in seeking to prevent children becoming the victims of abuse or neglect. It will do this in a number of ways:

- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds. (see Anti-Bullying Policy, Accessibility Policy, E-Safety Policy, Equality Policy).
- By identifying a member of staff – the Inclusion Lead- who has overall responsibility for child protection matters. The Inclusion Lead has received specialist training in this field and acts as a source of advice and support to other staff.
- By informing children of their rights to be free from harm and encouraging them to talk to school staff if they have any concerns.
- Through PSHE and an ongoing programme of support, at an age appropriate level. This promotes self-esteem and social inclusion and addresses the issue of child protection in the wider context of child safety in general.

Procedures

We will follow the procedures set out by the Gloucestershire Safeguarding Children Board and take account of guidance issued by the Department for Education to:

- Ensure we have a designated senior person for safeguarding (child protection) who has received appropriate training and support for this role. This is the Inclusion Lead.
- Ensure we have a nominated governor responsible for child protection who has received appropriate training. This is the Safeguarding Governor.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role, and has received a safeguarding induction within their first 7 days of employment.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify the relevant social worker if there is an unexplained absence of more than two days of a pupil who has a Child Protection Plan (previously known as being on the child protection register.)
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences and core groups.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors.
- Ensure safe recruitment practices are always followed.
- Remedy any weaknesses in child protection immediately.
- Ensure that all staff have read part 1 of 'Keeping Children Safe in Education'.

Responding to concerns

If School receives information about a child which suggests that he/she has been actually abused or neglected or that this is likely, it has a duty to refer these concerns to the Safeguarding Children Service. The school has no discretion in this matter. In these circumstances the Safeguarding Children Service's child abuse investigation procedures apply.

A call may be made to Customer Services, by telephoning Gloucester 426565. Depending on the advice given, a written referral might then be necessary. This will be made on the GSCB form and will be sent by secure email. The guidance given in the online Gloucestershire Safeguarding Children Board Handbook is followed concerning informing parents of the referral.

In the course of an investigation the Safeguarding Children Service or Police might wish to speak to a child, without parental knowledge or consent. The Head Teacher, acting 'in loco parentis' has discretion to agree this to allow the authorities to explore concerns and determine whether there are grounds for further action. In these cases the Head Teacher will ensure that the child's welfare is secured and he/she has access to a trusted adult.

The Head Teacher will not allow a child to be removed from School premises without either:

- Parental consent
- An order of the Court or a Police Protection Order

If School receives information which suggests a child may have been abused or neglected or abuse or neglect may be likely, then it will consult with the Safeguarding Children Service. In these circumstances the Social Services Department may decide to begin a child protection investigation in which case its procedures will apply.

In either case parents will be informed of what has happened at the earliest opportunity consistent with the child's best interests.

It is important to remember that a referral or consultation with the Safeguarding Children Service is an expression of concern about a child's welfare. It is not an accusation or a presumption of responsibility about a parent/carer.

If School has general concerns about a child's welfare these will be raised with parents/carers at an early stage in an attempt to work together to remedy the situation. If concerns persist over a period of time, School may consult with the Safeguarding Children Service to discuss a way forward. In all of the above circumstances, School will keep a confidential record of its concerns and actions.

Talking to children

- Remember it is not the responsibility of the school to investigate suspected abuse;
- listen and do not interrupt if the child is freely recalling significant events;
- do not ask leading questions, questions that encourage the child to change his/her mind or questions that impose your own assumptions;
- do not give undertakings of absolute confidentiality to the child;
- make a note of the conversation, including the time, date and place of conversation, people present and what was said, and then hand the note to the designated member of staff;
- log your concern on the school's secure MyConcern online system.

Child/child abuse

In the event of physical or emotional abuse of one child by another, this will be taken seriously and dealt with through the school's Anti-Bullying Policy.

If it emerges that a child is being bullied by a sibling who may not be a pupil, then we shall in the first instance inform the children's parents of our concerns. If the problem persists and the pupil continues to be the victim of abuse then we shall refer our concerns to the Safeguarding Children Service.

In all matters of suspected sexual abuse, either victimisation or perpetration, we shall refer our concerns to the Safeguarding Children Service.

Child Protection Conferences

If pupils become the subject of child protection conferences then the school will be represented and will provide information about the child and his/her family.

The school will contribute to the process of risk assessment and the decision about registration of children.

Child Protection Plans

When a pupil is provided with a Child Protection Plan the school will be represented on the core group and will play an active part in the creation and implementation of the plan.

For as long as a child's name appears on a plan he/she will be supported by the school and his/her progress will be monitored. The school will keep a confidential record of the child's progress and any further concerns (should they arise) and share this information with other members of the core group in order to evaluate the progress of the child protection plan.

If School receives information that a child whose name appears on a plan already has suffered further abuse or neglect, this will be referred immediately to the child's key worker.

Confidentiality

If we receive information from any source that a child has suffered abuse or neglect or may suffer in this way, whether the child is a pupil or otherwise, we have a duty to pass this information to the Safeguarding Children Service.

If parents/carers wish to share such information with the school they must be aware that it will not be possible to guarantee confidentiality. We can reassure parents/carers however that if they wish, the source of the information can remain anonymous.

When a pupil is provided with a Child Protection Plan this information will be shared on a 'need to know' basis with the minimum number of staff necessary to ensure the child's safety and welfare. These people will receive the minimum amount of information they need to enable them to implement the child protection plan. They will not have access to all the information shared at the initial child protection conference.

We shall ensure that the confidentiality of information is maintained by keeping records in a safe and secure place with access strictly limited.

Supporting Children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum;

- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school Behaviour Policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies that support the pupil such as Social Care, Gloucester Targeted Support Team, Child and Adult Mental Health Service, Education Entitlement and Inclusion, and Educational Psychology Service;
- ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Transfer of records

If a child who has a Child Protection Plan transfers to another school then the key worker will be notified of this change and the school will arrange for the transfer of the child's records including information about registration. The key worker will then notify the new school of the next core group meeting so that the responsibility for monitoring the child's progress can be officially transferred.

De-registration

A child's name can only be removed from a Child Protection Plan by a child protection review conference. The school will be represented at these meetings and will play an active part in the process of risk re-evaluation and the decision regarding de-registration.

Allegations against staff

All allegations of abuse against any member of staff which have implications for the safety and welfare of children will be taken seriously and reported immediately to the Local Authority's Designated Officer (LADO) for Allegations. Allegations will not be investigated prior to seeking advice from the LADO and the Government's Allegations Management procedures will be followed as detailed in the school's policy.

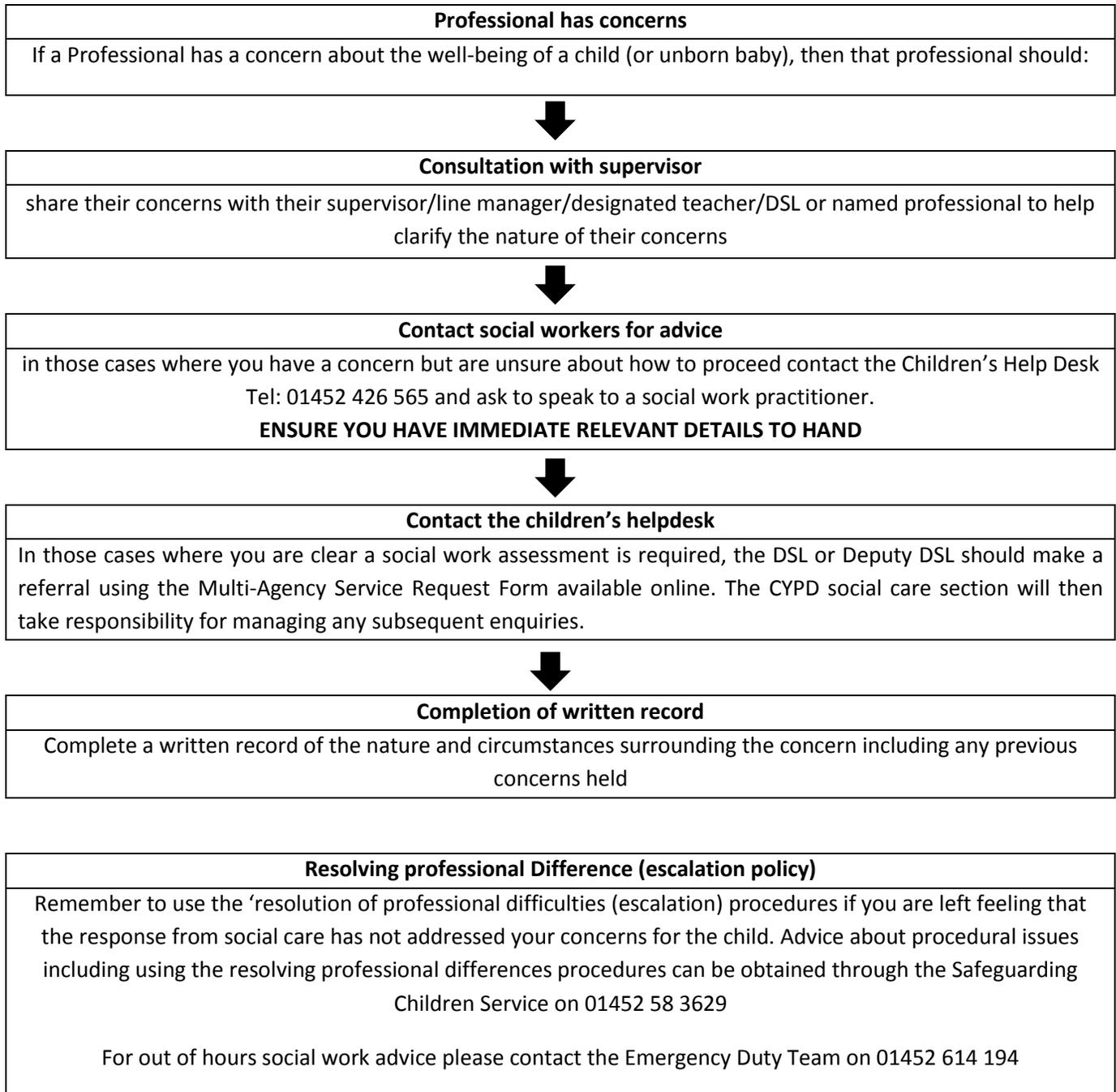
When concerns come to the attention of school staff they should refer to the procedures on how to progress these found at www.gscb.org.uk

Members of the public who have concerns should speak to the Head Teacher, or the Chair of Governors, if it is the Head Teacher who is the cause for concern.

Procedure where abuse is suspected/alleged

Any member of staff who by virtue of a child's behaviour or appearance becomes suspicious of abuse, or is told that abuse has taken place, should immediately inform the designated person within the educational setting.

If a child begins to talk about an abusive incident, s/he should be allowed to speak, and be listened to carefully. Time should be taken to gain an understanding of what the child is trying to say. No promise of confidentiality should be made. The concern and the child's comments should be recorded in writing and the process below followed:



Any concern regarding attendance coupled with illness or reticence to share information or delaying tactics used by parents should be discussed. It is good practice to inform parents that a referral has been made except in cases of serious physical abuse or child sexual abuse when to do so might put the child at greater risk of harm. In this situation parents should not be informed without taking further advice. If there is an injury which requires immediate treatment the designated person should arrange this without delay, in whichever way seems appropriate, and then continue to follow the procedures above.

What is child abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger, for example via the internet. They may be abused by an adult or adults or another child or children.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may

involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing or shelter including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision including the use of inadequate care – givers; or the failure to ensure access to appropriate medical care or treatment. It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

Compromised Care

Sometimes children need to be safeguarded due to the impact of factors which reduce their parent or carer's ability to care for them. This can have severe consequences for the child if it is not identified or no action is taken.

Compromised care may arise due to:

- **Domestic abuse**

Domestic abuse is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of sexuality (Department of Health 2005). It occurs across the whole of society regardless of race, ethnicity, religion, social class, age, income and where a person lives. Increasingly we are also identifying domestic abuse between young people in their relationships, or perpetrated by a young person where their parent/carer is the victim. All staff who work with children and families should be:

- Alert to the relationship between domestic abuse and the abuse and neglect of children
- Aware that witnessing domestic abuse constitutes harm to a child or young person.

If professionals become aware that a child or young person is witnessing domestic abuse they should always follow their child protection process. The definition of harm (Children Act 1989) was amended by the Adoption and Children Act 2002 to include impairment suffered from seeing or hearing the ill-treatment of another. Domestic Abuse falls into this category.

There is clear evidence that domestic abuse increases the risk of harm to children.

- **Mental illness of parent or carer**
 If a parent or carer has a mental illness, it is important not to make assumptions or generalise. However, assessment is important as there may be times that due to the effects of the illness on the parent or carer's behaviour or the effects of medication, there is a possibility that some children may be adversely affected or be at risk of harm. In a small number of cases, children may even be at risk of very serious harm or death.
- **Drug or alcohol misuse of parent or carer**
 If a parent or carer misuses drugs or alcohol, this may impact on their parenting capacity but it is important not to generalise or make assumptions in this respect. Some substances may induce behaviour that increases the risk of harm or neglect to the child. The child's safety may also be compromised in other ways. There is evidence that substance misuse in pregnancy can have a serious effect on the unborn child.
- **Learning disability of parent or carer**
 If a parent or carer has a learning disability, it is important not to make assumptions or generalise. Specialist assessment is recommended and Adult Learning Disability Services should provide valuable input in to assessments relating to any child. Children may be particularly vulnerable where both parents/carers have a learning disability, as the parents may need support to develop the understanding, resources, skills and experience to meet the needs of their children. Also, there is recognition of an increased risk of sexual abuse by men who target mothers with learning disabilities.
- **Fabricated or induced illness (FII)**
 Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. FII is also known as Munchausen's syndrome by proxy. Munchausen's syndrome, also known as factitious disorder, is a condition where a person pretends to be ill or causes illness or injury to themselves. Healthcare professionals in the UK prefer to use the term fabricated or induced illness, or factitious disorder imposed on another. This is because the term Munchausen's syndrome by proxy places the emphasis on the person carrying out the abuse, rather than the victim. The term Munchausen's syndrome by proxy is still widely used in other countries. The term FII covers a wide range of cases and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.
- **Persistent offending behaviour of parent or carer**
 If a parent or carer is involved in persistent offending behaviour the child's safety may be compromised. For example, the child's home may be targeted or there may be an 'open house' where it is unclear who is providing care for the child, and where individuals who pose a risk of harm may have access to the child.

Honour based Violence

This is a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

Forced Marriage

'A forced marriage is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

For more information see;

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/>

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-schools-partnership>

<http://www.karmanirvana.org.uk/>

Female Genital Mutilation

FGM is the partial or complete removal, or modification of, the female genitalia for cultural or religious reasons. In most cases, FGM can be seen as an attempt to prevent female infidelity and sexual independence by reducing a woman's sex drive.

For more information see; <http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/fgm/>

Signs that a child may become subject to female genital mutilation include talking about a journey/becoming a woman plus a planned extended holiday abroad. If you suspect or it is alleged that any of the above has happened or there is an immediate risk to a child, please follow the same procedure under 'Procedure where abuse is suspected/alleged'. This should be done before the child leaves the UK.

The school DSL and Deputy DSLs undertake online FGM training.

Child sexual exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external

signs of this abuse. If you suspect or it is alleged that any of the above has happened or there is an immediate risk to a child, please follow the same procedure under 'Procedure where abuse is suspected/alleged'.

Gender Identity and Sexuality

Upton St Leonards C of E Primary School believes that Sex and Relationship Education should meet the needs of all pupils regardless of their developing sexuality and gender identity, and should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. The school liaises with parents on this issue to reassure them of the content and context.

Violence against Women and Girls (VAWG)

If school staff become aware that a child is being subjected to violence, they should always follow their child protection process. Professionals should note that male victims will receive the same access to protection. Domestic Violence and Abuse If professionals become aware that a child or young person is witnessing domestic violence and abuse they should always follow their child protection process. The definition of harm (Children Act 1989) was amended by the Adoption and Children Act 2002 to include impairment suffered from seeing or hearing the ill-treatment of another. Domestic Violence and abuse falls into this category.

Radicalisation

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views. Although serious incidents involving radicalisation have not occurred at our school to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the wider community. We are aware that there may be a risk of radicalisation from visiting speakers, and all invitations should be approved by the DLS/Deputy DSL before being issued. Visiting speakers should always be supervised.

Staff are reminded to suspend any professional disbelief that instances of radicalisation 'could not happen here' and to refer any concerns to the DSL. All staff have received initial Prevent Duty Training. In our school we put an emphasis on discussion, questioning and finding out information, and we believe that this can help our children to develop independence of thought, think critically and make reasoned arguments.

Private Fostering

Private fostering is when a child or young person aged under 16 (or under 18 if they are disabled), is cared for and provided with accommodation for 28 days or more by an adult who is not a close relative. A close relative is

an aunt, uncle, step-parent, grandparent or sibling, but not a cousin, grand aunt/uncle or a family friend. What situations can be classed as private fostering? Private fostering covers a diverse range of situations. Here are some of the most common:

- Children sent to this country for education or health care by birth parents living overseas.
- Children living with a friend's family as a result of parental separation, divorce or arguments at home.
- Teenagers living with a family of a boyfriend or girlfriend.
- Children whose parents' study or work involves unsociable hours, which make it difficult for them to use ordinary day care or after school care.

Children's Social Care is not involved in making private fostering arrangements but is responsible for checking that the arrangements are suitable for the child. As professionals it is important for us to notify Children's Social Care if we are in contact with a child or young person who is being privately fostered. This will help protect the child against abuse or neglect and provide some reassurance that the child is being looked after properly. Staff should refer any concerns to the DSL.

Sexting

'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Young people may also call it: cybersex, sending a nudie, trading nudes, dirties, pic for pic. 'Sexting' is often seen as flirting by children and young people who feel that it's a part of normal life. Where staff have concerns regarding a child accessing or sending images, they should contact the DSL immediately for further advice.

Trafficking

Article 3 of the Palermo Protocol To Prevent, Suppress And Punish Trafficking In Persons, Especially Women And Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000) (ratified by the UK on 6 February 2006) defines trafficking as:

“Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat of or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.”

The two most common terms for the illegal movement of people – ‘trafficking’ and ‘smuggling’, are very different. In human smuggling, immigrants and asylum seekers pay people to help them enter the country

illegally, after which there is no longer a relationship. Trafficked victims are coerced or deceived by the person arranging their relocation. However, there is a difference between adult and child trafficking – where the victim is a child neither coercion nor deception need to be present for the child to be considered trafficked. On 12 arrival in the country of destination the trafficked child or person is denied their human rights and is forced into exploitation by the trafficker or person into whose control they are delivered or sold.

Wherever staff or volunteers come into contact with a child who has arrived unaccompanied in the country and is not in contact with Children’s Social Services or a child who is accompanied, but for whom they have concerns regarding their welfare or safety, they should consult the DSL immediately.

Gangs and Youth Violence

“The vast majority of young people and education establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact. Schools, both primary and secondary, and colleges have a duty and a responsibility to protect their pupils and students. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils and students generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any educational establishment. Schools and colleges are places where important interventions can take place to prevent violent behaviour, including more serious violence such as young people carrying a knife, and violence that takes place in the community. Whilst schools and colleges may face different specific challenges and operate in different contexts, many of the issues they face will be similar be they in urban or rural areas.”

Addressing youth violence and gangs” Home Office

Where a member of staff suspects that violence may be occurring no matter how low level, the DSL should be consulted immediately.

Roles and Responsibilities of the DSL

Ms Sarah Daly, The Inclusion Lead is the Designated Safeguarding Lead (DSL) and has responsibility for the following:

- Procedure where abuse is suspected/disclosed
- Procedure covering alleged child abuse by members of staff – including supply or agency workers, contractors, governors or volunteers.
- Maintaining records & logs of safeguarding issues
- Training
- Exclusion of Children with a Child Protection Plan
- Domestic Abuse Referral Process

Safer Recruitment

The new guidance KCSiE maintains the requirement for governing bodies of schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training.

Accredited persons at Upton St Leonards C of E Primary School:

Mr Mark Allen
Miss Sarah Daly
Mrs S Morris
Mrs M Cordall
Mr Neil Eley
Mrs J Bullingham

Safer Working Practice

All staff are required to read the document “Safer Working Practice” as part of their Upton St Leonards C of E Safeguarding and Child Protection Induction. They then sign to say they have received the document and again to confirm they have read it.

Whistle Blowing

A copy of the County Whistle Blowing Guidance is available for reference in the staff room.

Anti-Bullying

Upton St Leonards C of E Primary School takes bullying very seriously and appreciates the misery that comes from young people being bullied. Our Anti Bullying Policy is available on the school website and on the Teachers’ Network. Our policy includes references to the different sorts of bullying, including homophobic bullying and cyber bullying.

Medication

The school has policies to support the use of medication in school and supporting pupils with long term medical illnesses (Administering Medicines Policy and Intimate Personal Care Policy). Members of staff receive regular first aid training; some members of staff have received specific training to undertake the role of first aiders in school. Where pupils have specific needs, these will be identified on a plan, agreed with both the child and parents.

Multi Agency Public Protection Arrangements – MAPPA

Occasionally an educational setting may need to be involved in the assessment and management of a high risk offender e.g. where there are concerns about a sex offender having an association of some kind with the setting or where there are serious concerns about violence against a child/young person.

The multi-agency public protection arrangements ensure the assessment and management of offenders who are required to register as convicted sex offenders, violent offenders who receive a prison sentence of 12 months or more, and other offenders who are assessed as posing a high risk of serious harm. The assessment of serious harm includes risk to: children, known adults, public, staff, self.

The police, probation and prison service are the lead agencies, with other agencies including CYPD/Education settings, having a statutory duty to cooperate.

Multi-agency meetings are convened to share relevant information and produce a plan on how the identified risks can be managed. These meetings are similar in format to child protection conferences, however, the offender will not always be aware that the meetings are taking place and will not be invited to attend.

Multi Agency Risk Assessment Conference – MARAC

MARAC meetings are held to discuss high level incidences of domestic abuse. The purpose of MARACs are ‘to share information to increase the safety, health and well-being of victims - adults and their children, to construct jointly and implement a risk management plan that provides professional support to all those at risk and that reduces the risk of harm.’

ALL STAFF are required to read this document and to sign a declaration to state that they have done so.

All advice is readily available in the booklet online (GSCB Website) should you have concern about a child or wish to advise yourself further on procedures.

Safeguarding Children Service	01452 583636
Safeguarding Children Development Officer (education)	01452 426994
Local Authority Designated Officer for Allegations	01452 426994

Monitoring and Evaluation

Our Child Protection Policy and Procedures will 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 GB minutes
- Safeguarding Governor termly visits
- Annual Headteacher report to the Governors
- Logs of bullying/racist/behaviour incidents for SMT and GB to monitor
- Review of parental concerns and parent questionnaires

This policy also links to our policies/guidance on:

- Acceptable Use
- Administration of medicines
- Allegations against staff
- Anti-bullying
- Attendance
- Behaviour Management
- Complaints
- Early Help Offer
- Equality Policy
- E-Safety, including staff use of mobile phones
- Health & Safety
- Intimate Care Plans
- Offsite visits
- PSHE
- Sex and Relationships Education
- Special Educational Needs and Disabilities
- Staff Code of Conduct
- Teaching and Learning
- Whistleblowing