

Little Stoke Primary School

Safeguarding & Child Protection Policy



Agreed - November 2014 (S & C Committee)

- Reviewed/Ratified Jan 2015 (FGB)
- Reviewed/Ratified 2016 (FGB)
- Reviewed/Ratified 2017 (FGB)

Chair of Governors (Stephen Wells).....

Head Teacher – Scott Howes.....

Review date - September 2018

Early Help Single Point of Entry – Access & Response Team (ART) on 01454866000

If you believe that a child is at imminent risk of significant harm or injury you must call the police on 999.

If you feel that your concerns are not being addressed effectively you can call the Local Authority Designated Safeguarding Officer (Tina Wilson) on 01454 866000/868924

Introduction

At Little Stoke Primary School we are committed to creating and maintaining a safe and secure environment for pupils, students, staff, governors, volunteers and visitors and to promoting a climate where children, young people and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

Our policy draws on all relevant legislation and guidance including, the Children Act (1989 and 2004), Keeping Children Safe in Education: Statutory guidance for schools and colleges (2016), the Prevent Duty (2016), the four guiding principles of the UN Convention on the Rights of the Child (UNCRC) and Working Together to Safeguard Children (2015). (see appendix D)

Other school policies and procedures which should be read alongside this policy include: Health and Safety, Equality (including Anti-Bullying), Behaviour, Code of Conduct, Allegations against Staff, Restraint, Educational Visits, Safer Recruitment, Medical Needs (including intimate care), Whistle-Blowing, E Safety and Social Media.

We believe that our school provides a safe, positive and caring environment in which children and young people can grow in their social, physical and moral development. We recognise the vital contribution our school can make in safeguarding children and young people from harm and we intend to carry out our responsibilities actively and enthusiastically in liaison with all other concerned parties.

A copy of this policy is available on request to parents/carers and is also accessible via the school website www.littlestokeys.co.uk

Our policy applies to all staff, volunteers and governors working in the school. Concerned parents/carers may also contact the Designated Safeguarding Lead (DSL) or Deputy DSL(s) in their absence. Either the DSL or Deputy DSL will always be available to staff and parents.

We recognise the need for all to be alert to the risks posed by those who may wish to harm children and young people in school or travelling to and from school and their homes, and to maintain an attitude that “it could happen here where safeguarding is concerned” (Keeping Children Safe in Education, 2016).

The four main elements to this policy are:

- Striving to **prevent** harm through the development of a positive school ethos, a safe school environment, a full curriculum and through the offer of pastoral support to pupils and their families;
- The school child protection **infrastructure and procedures** for identifying and reporting cases (or suspected cases) of abuse or other child protection concerns;
- **Support** for pupils who may have suffered significant harm, and their families; and
- **Staff recruitment, management and support systems** which protect children and young people.

Aims of the Policy

- To support the development of the whole child as an individual by promoting security, confidence and independence;

- To raise awareness of all staff and governors to their responsibilities in identifying and reporting possible cases of abuse;
- To ensure that staff concerned with particular children and young people in need are aware of their role and responsibility in safeguarding these pupils;
- To use a clear system of monitoring children and young people who are known to be or considered as likely to be at risk of harm;
- To ensure that there is good communication between all members of staff;
- To develop and promote effective working relationships with other agencies, especially Social Care, Health and Avon and Somerset Police;
- To ensure all adults working within the school with access to children and young people undergo all relevant checks e.g. enhanced DBS check and Disqualification by Association, as set out in [Keeping Children Safe in Education](#) (2016); and
- To ensure all staff are clear about the 'Paramountcy Principle'; that the welfare of the child is the paramount consideration.

Any safeguarding concerns or disclosure of abuse relating to a child at school or outside of school hours are within the scope of this policy.

Designated Safeguarding Lead (DSL)

The DSL in this school is:

Scott Howes

In his absence, these matters will be dealt with by the Deputy DSL(s):

Anne Sargent

The DSL is key to ensuring that proper procedures and policies are in place and are followed with regard to safeguarding and child protection issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

Designated Governor

The Designated Governor for Safeguarding at this school is:

Steve Wells

The responsibilities of governing bodies are outlined in part two of [Keeping Children Safe in Education](#) 2016.

Roles of Governors

- The Chair of Governors (Steve Wells) is the Designated Safeguarding Governor. He meets with the DSLs and relevant staff to monitor policy and procedures regularly. The policy is also reviewed annually. The nominated safeguarding governor will meet with the D/DSL annually to complete a safeguarding audit and return it to the Local Authority.
- Recruitment is carried out in line with safe recruitment practices (Keeping Children Safe in Education 2016) and a number of relevant staff have received the appropriate Safer

Recruitment training including the Designated safeguarding Governor. The successful candidate will always have an Enhanced DBS.

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The DSL is responsible for:

- Ensuring that he works closely with the deputy DSL so that they can act effectively in the absence of the DSL;
- Adhering to SGSCB procedures by referring children and young people to the Access and Response Team (ART) on 01454 866000 if there are concerns about their safety or well-being;
- Ensuring that in the case of a referral to ART, the parents/carers are informed immediately unless doing so would put the child or young person at risk of further harm;
- Ensuring that written records are kept about any child or young person about whom there are concerns of possible abuse or neglect. Abuse will be defined in terms of: Physical Abuse, Sexual Abuse, Emotional Abuse, (including witnessing or hearing domestic abuse) and Neglect (see appendix A);
- Storing such records confidentially in a secure locked cabinet and using the Child protection Online Monitoring System (CPOMS)
- Checking the attendance of children and young people subject to a child protection plan notifying the local social care team if:
 - a pupil subject to a child protection plan is excluded either for a fixed term or permanently
 - there is an unexplained absence of a pupil subject to a child protection plan of more than a day from school (or one day following a weekend) without contact and good reason;
- Attendance at Initial Case Conferences, Core Groups and Child Protection Review Conferences;
- Submitting written reports to Social Care on request within the agreed time limits;
- Liaising with other agencies to safeguard children and young people;
- Notifying parents/carers as soon as possible if a child or young person sustains an injury or are affected by an incident whilst they are the responsibility of the school;
- Ensuring that a photocopy of all child protection records is forwarded, under confidential cover, to a child or young person's new school following a transfer; and
- Retain copies of all child protection files including those for children or young people no longer on roll until the child reaches 25.

Single Central Record

The Single Central Record is maintained by Ruth Abrahams (SBM). Applications for DBS clearance are organised through her. The SCR is monitored regularly by the Head Teacher and Designated Safeguarding Governor.

Preventing harm

We recognise that developing the necessary qualities (e.g. emotional resilience, self-confidence) within both the children themselves and the school as a whole can help to prevent harm.

The school will therefore:

- Establish and maintain an ethos where children and young people feel secure, are encouraged to talk and are listened to;
- Ensure children and young people know that there are adults in the school who they can approach if they are worried or in difficulty;
- Include in the curriculum activities and opportunities which equip children and young people with the skills they need to stay safe from abuse and ensure that they know who to turn to for help, mainly through *PSHE, NSPCC PANTS programme for KS1, NSPCC Share Aware Lessons for online safety, Body Image Lessons for Y5/Y6, Online Safety Week, Sex & Relationship Curriculum, NSPCC Assembly visits – Keeping Safe.*
- Include in the curriculum materials which will help children and young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to the care of children and young people.

Infrastructure and Procedures

The procedures for safeguarding children and young people will be in line with the [South West Child Protection Procedures](#) and these can be accessed on the South Gloucestershire Safeguarding Board (SGSCB) website - [SGSCB](#)

As a whole school we will ensure that:

- We have a Designated Safeguarding Lead (DSL) who will be trained to an advanced level by attending Advanced Inter-agency training and maintained by attending CP Update training every 2 years thereafter. The DSL is a member of the senior leadership team;
- We have one deputy DSL who will meet the same training requirements as the DSL outlined above and has attended a Train the Trainer FGM accredited programme.
- Every member of staff and every governor knows and understands:
 - the name of the DSL, Deputy DSL(s) and Designated Governor and their roles around safeguarding and child protection;
 - that they have an individual statutory responsibility for referring child protection concerns to the DSL as soon as can reasonably be considered possible; and
 - their responsibilities as outlined in Keeping Children Safe in Education, 2016;.
- All members of staff receive whole setting refresher training every 3 years which covers:
 - their personal responsibilities in relation to child protection;
 - school child protection procedures;
 - identifying signs of abuse/suspected abuse; (see appendix A)
 - how to support a child, young person or adult who discloses abuse; (see appendix E)
 - current national and local issues in safeguarding and child protection;
 - whistleblowing and the role of the Local Authority Designated Officer (LADO); and
 - relevant legislation related to child protection
- All matters relating to child protection are confidential. Information about a child or young person will only be disclosed to members of staff on a need to know basis, in line with [Information Sharing Guidance for Practitioners Providing Safeguarding Services 2015](#);

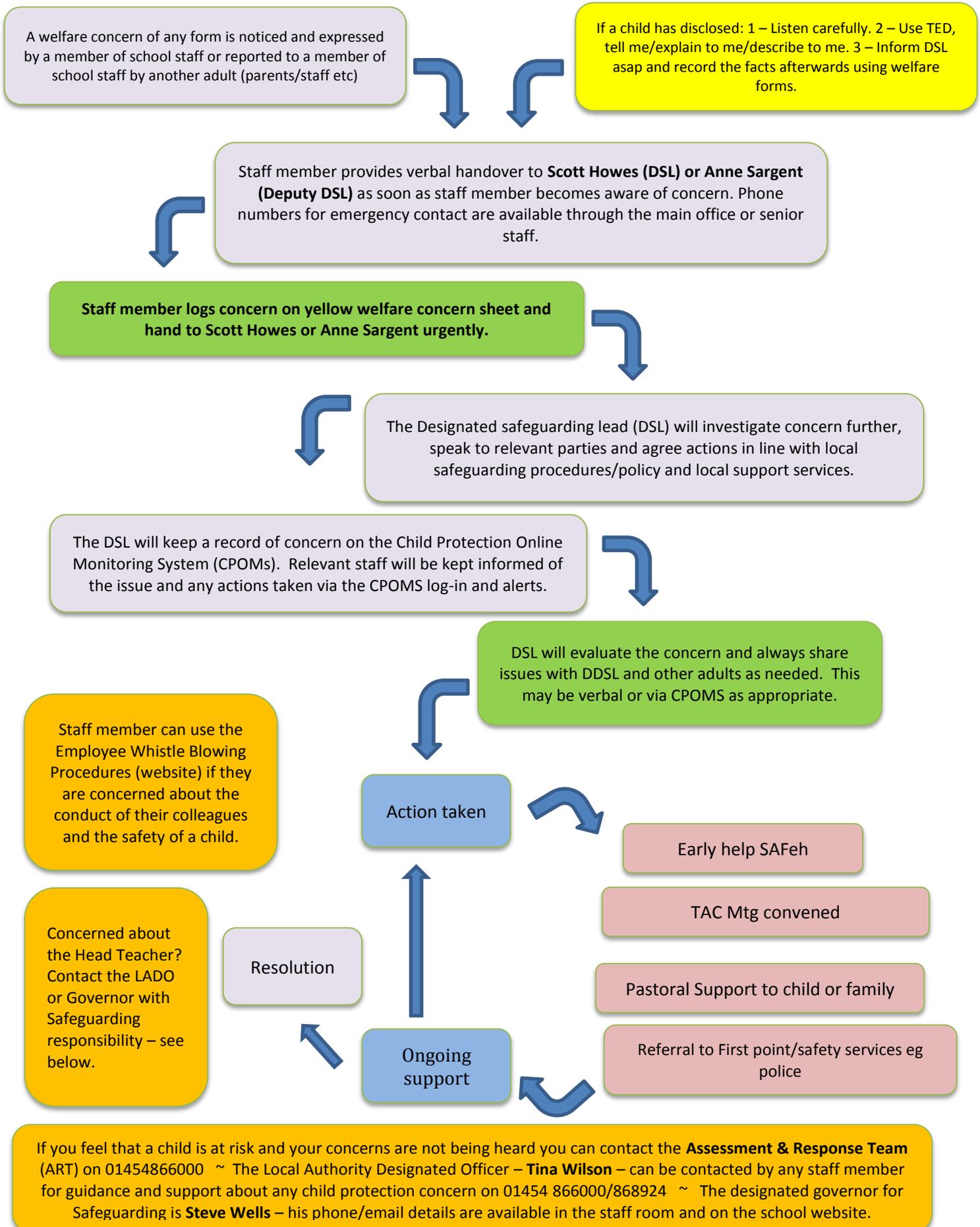
- All staff are aware of their professional responsibility to share information with other agencies in order to safeguard children and young people;
- All staff are aware that they should never promise a child or young person that they can keep secrets for them; (see appendix E)
- All staff are aware that they need to obtain support and help for the children and young people should it be necessary;
- **All members of staff recognise that statistically children and young people with behavioural difficulties and disabilities are most vulnerable to abuse; school staff who deal with children and young people with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems will be particularly sensitive to signs of abuse. Risks include; assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.**
- Parents/carers are aware of the responsibilities of staff with regard to child protection and understand the role staff play in child protection and that good communication between parents/carers and the school is vital to this;
- All new members of staff are given a copy of our child protection procedures/staff code of conduct during their induction to the school. (see below for further detail on staff code of conduct)
- All supply and temporary staff are given a copy of the school procedures flowchart and the names of the DSL, Deputy DSL(s) and Chair of Governors;
- Entry to school premises is electronically controlled by doors and that authorised visitors to the school will be logged into and out of the premises;
- Visitors, when arriving at reception, will be asked to read a summary of the school's safeguarding procedures. Their signing in will be an acknowledgement that they understand the purpose of the procedures; (see further details below)
- That parents and carers are allowed on school site during certain times of the day (during pick-up and drop-off) and that this is with the permission of the school. Should there be any concerns raised about the conduct of parents/carers or visitors they will be asked to leave and further action taken to ensure the safety of children and young people.

Reporting Concerns

See below for a summary flow chart of all action relating to the schools welfare, child protection and safeguarding procedures and should be followed in each and every case. (see appendix F for a copy of the Welfare Concern Form)

See overleaf..

What to do if you are concerned about a child in our school.



Visitors

All visitors complete a signing in/out book, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school. (safety leaflet) Visitors are also asked to keep their mobile phones turned off in school and out of sight.

Scheduled visitors in a professional role (eg fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

Support

We recognise that when children and young people are the victims of abuse or are witnessing domestic abuse their self-esteem and sense of self-worth will be adversely affected. Our school may be the only stable, secure and predictable element in the lives of children and young people at risk.

Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. All staff are encouraged to consider the underlying causes for a child or young person's behaviour – all behaviour is communication. Staff will be taught to consider why children behave in the way they do and respond to the need when appropriate as well as the behaviour.

We understand that our role is to help children and young people combat the feelings of helplessness and self-blame they may experience in these situations. We can do this by maintaining a positive school ethos where children and young people feel valued, safe and secure and are encouraged to talk and are always listened to.

The school will endeavour to support pupils with difficulties through:

- Continued monitoring of their development coordinated by the DSL in collaboration with other staff working directly with those children and young people;
- Keeping records and notifying ART as soon as there is a recurrence of a concern;
- Continued close collaboration with parents/carers;
- Liaison with a wide range of appropriate and trustworthy statutory and voluntary agencies who may be able to support the student;
- The school's behaviour policy, which outlines a consistent approach focusing on the behaviour of the offence committed by the child or young person but does not damage the pupil's sense of self-worth; and
- Providing appropriate pastoral support and care.

Exclusions from school of a child who has a Child Protection Plan

Where a child who is subject to a Child Protection Plan is in danger of exclusion, the Headteacher or DSL will inform the allocated social worker, or relevant team manager. Where immediate exclusion is necessary, the Headteacher or DSL will, before excluding the child, make contact with their allocated social worker, or if unavailable, the Duty Social Worker. The child will not be sent/taken home without the knowledge and involvement of the Children and Young People's Directorate.

Missing children and children missing education

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family, we follow the SGSCB procedure and refer to CME or ART. Where there are welfare concerns about a pupil we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service when a pupil: Children Missing In Education Protocols - <http://www.southglos.gov.uk//documents/CME-Protocol-and-Procedures-revised-2015.pdf>

- has 10 days or more continuous absence from school without an explanation (or fewer where there are concerns about the welfare of a pupil)
- has left school suddenly and the destination is unknown or
- has not taken up an allocated school place as expected.

Special Education Needs and Disability (SEND)

Pupils with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers.

In our school, pupils with SEND are encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENDCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

School Staff - receive annual training at inset day on the first day of the September term as well as updates through the year on issues key to the school profile so that they:

- Know that everyone is responsible and accountable and maintain a 'it could happen here' attitude.
- Always act in the interests of the child.
- Recognise the signs and symptoms of possible child abuse which includes neglect, physical abuse, sexual abuse and emotional abuse.
- Be aware of specific Safeguarding issues : Bullying, Faith Abuse, Radicalisation, , Domestic Abuse, Child Sexual Exploitation, Induced illness, Gender based Violence, Poor Mental Health, Sexting, Relationship Abuse, Female Genital Mutilation.
- Know who the Designated Safeguarding Leads (DSL) are, the importance of reporting immediately if they suspect something and the need to record their concern and give to the DSL
- Know that the policy and names of the DSL are displayed on the staff room notice board and around the school.

- Induction guidance sheets for new staff; teachers, support staff, students and volunteers clearly explains school policy and procedures on safeguarding. This is always explained when the safety policy is given out.
- Know where to find information through the SGCSB website (<http://www.proceduresonline.com/swcpp/southglos/contents.html>)

Induction and Training

All new members of staff will receive induction, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues. All members of staff will receive the induction handbook.

All new staff at the school will receive basic child protection information and a copy of this policy (as well as all related policies) within one day of starting their work at the school and will be given the opportunity to meet with a member of SLT within 2 weeks of starting at LSPS to ask for clarification regards any safety systems.

Foundation training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary.

Advanced training

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually eg: via e-bulletins or safeguarding fora with other D/DSLs.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

Prevent

All staff receive Prevent training.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing

an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Governors

Governors undertake the school's Induction programme run by South Gloucestershire Governor Support Services. They may choose to complete face to face training for governors provided by SGSCB. In addition, governors may choose to attend whole school safeguarding and child protection training.

Monitor and review

Governors ensure that safeguarding is an agenda item for every full governing body meeting.

The headteacher ensures that safeguarding is an agenda item for most staff meetings.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor meets the DSL every term (three times a year) to monitor the effectiveness of this policy.

Supporting Staff

We recognise that staff who have been involved with a child or young person who has been abused or appears at risk of harm, may find the situation very stressful and upsetting. Support will be given to staff by providing an opportunity to talk about their anxieties and reflect on possible outcomes with a designated member of staff and to seek further external support as appropriate. All staff have access to the DSL and Deputy DSL to discuss concerns and any emotions triggered by caring for children with welfare and safety concerns.

Allegations against staff

- If an allegation is made against, or there are concerns about the behaviour of a member of staff, volunteer or Governor, the Head teacher must be informed immediately. The Head Teacher will always contact the LADO in this instance.
- Where the allegation is against, or the concern is about the Head teacher, the Chair of Governors must be informed immediately ;
- If the Chair of Governors cannot be contacted, the LADO must be informed immediately – see flow chart above. 'What to do if you are worried about a child in school'
- If the response (from either the Head teacher or the Chair of Governors) to a report of an allegation or concern is felt to be unsatisfactory e.g. minimising, then the LADO must be informed immediately – see flow chart above 'What to do if you are worried about a child in school'

Whistle-blowing

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. A Whistleblowing Policy is in place for this purpose. A paper copy can be obtained from the school office and is also sent by email to all members of staff annually. Copies of the procedure are placed in all classrooms and in the staffroom. Contact details for the Chair and Vice Chair of Governors are posted on the staffroom notice board. (see appendix B)

Alleged child abuse by members of staff or volunteer (see appendix G)

If a concern involves a member of staff or volunteer, the Headteacher must be informed immediately who will follow the LA procedure.

Alleged child abuse by the Headteacher (see appendix G)

The person will inform the Designated Governor (currently the Chair of Governors, Steve Wells) who will follow LA procedure for reporting and contact the LADO for guidance.

If a staff member feels unable to raise an issue with a senior leader in school or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or e.mail
help@nspcc.org.uk.

Little Stoke follows the South Gloucestershire procedures for managing allegations against child by adults. These can be found

at;http://www.proceduresonline.com/swcpp/southglos/p_alleg_against_staff.html

Alleged Peer on peer abuse.

DfE guidance Keeping Children Safe in Education (2016) says that ‘governing bodies should ensure that there are procedures in place to handle allegations against other children’. The guidance also states the importance of minimising the risks of peer-on- peer abuse. In most instances, the conduct of students towards each other will be covered by the school’s behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

All our pupils have a right to attend school and learn in a safe environment. Occasionally, safeguarding allegations may be made against pupils by others in the school.

This is most likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults or
- sexting.

Staff recognise that pupils can abuse their peers and such abuse is not tolerated, passed off as “banter” or seen as “part of growing up”. Consequently, it is dealt with as a safeguarding concern and **not** managed through the systems set out in the school behaviour policy.

See Appendix C

Staff Code of Conduct

LSPS is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice including:

- the acceptable use of technologies,
- staff/pupil relationships

- communications including the use of social media

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

All staff (paid and voluntary) and governors are expected to adhere to the school's Code of Conduct in respect of their contact with pupils and their families. Children and young people will be treated with respect and dignity and no punishment, restraint, sanctions or rewards are allowed outside those detailed in the school's Behaviour Policy.

Whilst it would be unrealistic to prohibit all physical contact between adults, children and young people, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism and misrepresentation. If it becomes necessary to restrain a pupil physically for their own or others' safety, this should be in line with the school's policy for restraint, a record will be made of the incident and the Head teacher informed on the same day.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. All rooms which are used for the teaching or counselling of pupils should have clear glass panels in the doors or the doors will be left open. Staff discuss these precautions at least annually during September Safeguarding Inset briefing.

School staff should also be alert to the possible risks which might arise from contact with pupils and parents/carers outside the school including the use of social media. Please refer to the E Safety Policy and the policy on Social Media, in addition to the Code of Conduct. These are available in the school office and emailed to all staff annually.

The Prevent Duty

In order for schools to fulfil the Prevent Duty, it is essential that staff are able to identify children and young people who may be vulnerable to radicalisation as part of our safeguarding duties. The statutory guidance makes clear that schools are expected to assess the risk of children and young people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children and young people who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools are in an important position to identify risks within a given local context.

It is important that schools understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools should be aware of the increased risk of online radicalisation, as terrorist organisations may and do seek to radicalise children and young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children and young people's behaviour which could indicate that they may be in need of help or protection. Children and young people at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgement in identifying children and young people who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent Duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The safeguarding procedures outlined above need to be followed in exactly the same way should staff have a concern about potential radicalisation or undue influences.

All staff must inform the DSL if they are concerned about a child.

Sexual Exploitation

Child sexual exploitation is a form of child abuse which involves children and young people receiving something in exchange for sexual activity. Perpetrators of child sexual exploitation are found in rural as well as urban areas and are not restricted to particular ethnic groups. It is important that staff are aware of the risk factors and alert the DSL if there are concerns.

Key indicators of children and young people being sexually exploited can include:

- Going missing for periods of time or regularly coming home late;
- Regularly missing school or education or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse; and
- Displaying inappropriate sexualised behaviour.

Practitioners should also be aware that many children and young people who are victims of sexual exploitation may not recognise themselves as such but they should still be regarded as victims.

Female Genital Mutilation (FGM) and the Mandatory Reporting Duty

As all staff should be vigilant to the indicators of child sexual exploitation - the same is relevant for FGM.

Section 5B of the 2003 FGM Act introduced a mandatory duty which requires teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her;
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Further information about making a report to the police can be found in the [FGM Mandatory Reporting Procedures](#). The DSL must be kept notified of any disclosures, concerns and calls made to the police. Recordings of disclosures/concerns and any subsequent conversations must be logged and given to the DSL as with any other safeguarding/child protection issue.

The DDSL has attended a Train the Trainer FGM Awareness Programme and is available to advise, guide and train all staff members.

Appendix A

Abuse definitions

PHYSICAL ABUSE

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

EMOTIONAL ABUSE

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

SEXUAL ABUSE

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

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Appendix B

ALLEGATIONS ABOUT A MEMBER OF STAFF

If a concern about a member of staff, student or volunteer has been raised by a colleague, parent or child that suggests they meet the following criteria:

- Behaved inappropriately in a way that has harmed or may have harmed a child or
- Possibly committed a criminal offence against or related to a child or
- Behaved towards a child or children in a way that indicates that s/he is unsuitable to work with children

The allegation should be reported straight away to the HT provided that they are not implicated in or a witness to the incident of concern.

It is our first responsibility to ensure the immediate safety of the child or children in our care.

The HT (or most senior member of staff) must inform the South Gloucestershire Local Authority Designated Officer for Allegations Management (LADO) at the first possible opportunity and no investigation should be undertaken without advice.

LADO 01454 866000/868924

The LADO will hold an initial discussion with the senior member of staff and seek agreement on how to proceed.

The senior member of staff has the responsibility to ensure that a record of the allegation and the outcome of the initial discussion with the LADO or the outcome of any enquiry is included on the member of staff's personnel file. A copy should also be given to the individual.

A clear and comprehensive summary of any allegation and how it was followed up and resolved is vital to ensure that accurate information can be given in response to any future request for a reference or DBS query.

Details of anyone who is permanently removed or who leaves while under investigation for allegedly causing harm or posing a risk of harm will be reported to the Independent Safeguarding Authority, in accordance with legislation in place from October 2009.

Allegations against supply staff, students and volunteers must be reported as above even if the member of staff has left the setting.

HEADTEACHER

As above but please pass concern to the Chair of Governors

The Chair of Governors is Steve Wells (contact details are posted on the staff room notice board)

Appendix C

The safeguarding implications of sexual activity between young people.

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

The age, maturity and understanding of the children; Any disability or special needs of the children;

Their social and family circumstance;

Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;

Any evidence of pressure to engage in sexual activity; Any indication of sexual exploitation;

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy.

At Little Stoke Primary School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Prevention

As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any pupils to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk

Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
 - Is of a serious nature, possibly including a criminal offence
 - Raises risk factors for other pupils in the school
 - Indicates that other pupils may have been affected by this pupil
 - Indicates that young people outside the school may be affected by this student
- Examples of safeguarding issues against a pupil could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

Procedure:-

- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate to the Assessment and Response Team on 01454866000.

- If the allegation indicates that a potential criminal offence has taken place, ART will refer the case to the multi-agency agency safeguarding meeting where the police will become involved
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files
- It **may** be appropriate to exclude the pupil being complained about for a period of time.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned

Appendix D

Related legislation and key documents

United Nations Rights of the Child – four principles

<http://www.cyc-net.org/today2001/today011120.html>

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

The Teachers’ Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

DOs and DON'Ts

when responding to a disclosure of abuse

DO:

- **create a safe environment by offering** the child a private and safe place if possible.
- **stay calm** and reassure the child and stress that he/she is not to blame.
- **tell** the child that you know how difficult it must have been to confide in you.
- **listen carefully.**
- use the **'tell me', 'explain', 'describe'** and/or mirroring strategy.
- **tell** the child what you are going to do next.
- **tell only the Designated or Deputy Safeguarding Lead.**
- **record** in detail using the Welfare Concern Record without delay, using the child's own words where possible.

DO NOT:

- take photographs of any injuries.
- postpone or delay the opportunity for the pupil to talk.
- take notes while the pupil is speaking.
- ask the pupil to write an account.
- interview the pupil and try to investigate the allegation yourself.
- ask another adult to witness the disclosure.
- promise confidentiality eg say you will keep 'the secret'.
- approach or inform the alleged abuser.



Little Stoke Primary School

Welfare Concern / Incident record

This form must be used for *details* of welfare concern about pupils or a racist, bullying incident or other significant events.

Child protection issues or welfare concerns **MUST** be notified immediately on this form to the designated safeguarding lead for child protection currently Scott Howes (DSL) and Anne Sargent (Deputy DSL)

Name of child:	Class/ year group:
Date of concern:	Name of person completing this sheet

Details: (please ensure details noted here are facts, where this is not the case please state/please write in clear sentences naming pupils and staff members involved)

(please write on the reverse of this sheet if you require more space)

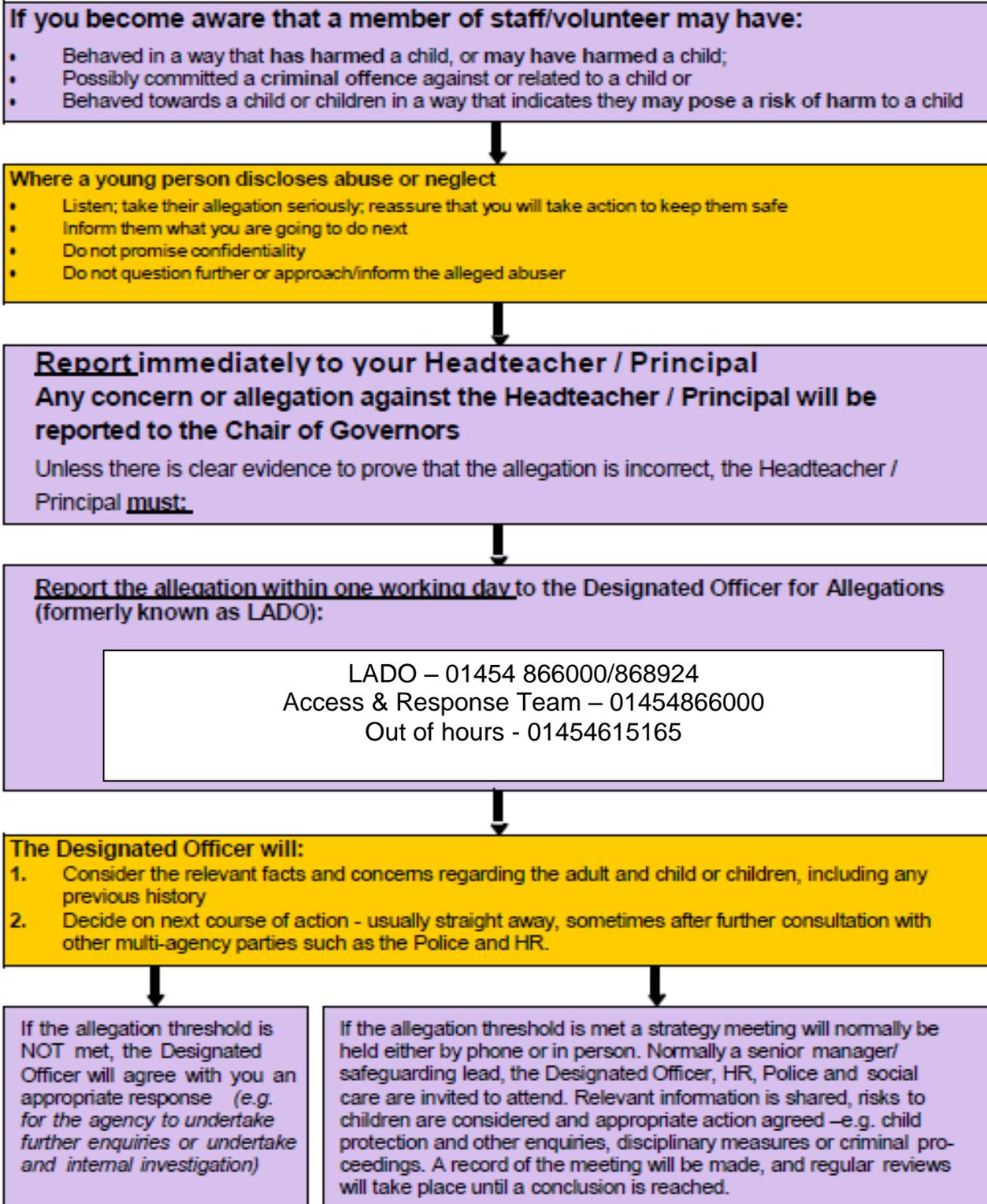
Category of concern (please circle)

PHYSICAL EMOTIONAL SEXUAL INCIDENT BEHAVIOUR

Any actions taken as a result of this concern will be recorded on the CPOMs system by a member of the SLT – if you have ongoing concerns about a child that you feel are not being addressed you must discuss this with one of the safeguarding leads.

Completed by Safeguarding Lead Report Log number.(this links the report to the CPOMs system)	Completed by Safeguarding Lead Signed Date signed:.....
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Appendix G – Allegations against adults flow chart – risk of harm to child.



Appendix H



Children Missing Education – Complete Checklist
Please complete and attach to Access and Response – Request for Help form

This checklist is to be used in all cases when a child on your roll ceases to attend school e.g. house move or child not turned up on expected start date. If you are unable to confirm the child's admission to another school within 1 week a referral should be made to the Senior Education Officer using the Access and Response – Request for Help form, including any further information & attaching this checklist.

CHILD'S Name		Date of Birth	
Name of current school:			
Date attendance last recorded:		Date school notified of offer of place:	
PARENT/CARER DETAILS			
Relationship to child		Contact Number	
Address			
IS THIS A VULNERABLE CHILD?			
Attendance Issues	SAF In place	Statement of SEN	Child Protection Plan*
Domestic Violence	Child In Care*	Traveller	Other agency involvement
YES/NO	YES/NO	YES/NO	YES/NO
YES/NO	YES/NO	YES/NO	YES/NO
*Contact Social Care in addition to EWO referral			
OBTAIN AS MUCH OF THE FOLLOWING INFORMATION AS YOU CAN			
House move?	YES/NO	Date	Area/country:
Move to other LA?	YES/NO	Date	Name:
School informed of move in person	YES/NO	Date	By Name:
School informed of move by telephone	YES/NO	Date	By Name:
School informed of move in writing	YES/NO	Date	By Name:
Evidence re house move or emigration	YES/NO	Tenancy/sale agreement	
		Flight tickets	
		Job offer/posting confirmation	
New home address:			
Tel. number/s:		Email:	
School application made:		YES/NO	
Name of LA:			
LA contact name:		Tel number	
School/s applied for:			
Place offered		YES/NO	
School name:			
School address			
School tel. number			
Start date/child admitted to school:		Confirmed with new school: YES/NO	

Cont..

Contact with other services/agencies:	YES/NO	Details/outcomes:	
Date completed Checklist & Access and Response – Request for Help form sent to EWO:		Name of referrer:	
Date Checklist & Access and Response – Request for Help form received by EWO:		Name of EWO:	

Date referral made to CME team:	
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Actions	By whom	When - Date/time	Outcome/action
Referral received from school / EWO:			
Access and Response – Request for Help form & completed checklist received:			
Further contact attempted with family by telephone:			
Contact with new school:			
Contact with other LA:			
If admission not confirmed - databases & pupil files checked for additional information:			
Admissions (SA&S)			
SEN			
Free school meals			
ICS – CP, LAC etc			
Further checks with other services or agencies as appropriate e.g. known to be working with the family			
Any named officers involved with family			
Social Care			
GP			
Health Visitor			
Housing			
Council Tax			
Benefits agency			
Youth Service			
Police			
Youth Offending			
Armed Forces Liaison			
Border Agency/FO			
If not traced report to the police as 'Missing'. If no further information, after checks, end involvement after 6 months			