

# Great Bardfield Primary School



## Safeguarding and Child Protection Policy

Great Bardfield Primary School

### **Designated Safeguarding Leads**

Mrs Alison Kerrell (Headteacher)

Mrs Susan Aldred (Deputy Headteacher)

### **Deputy Designated Safeguarding Lead**

Mrs Liz Crow (Senior Teacher)

Updated: September 2017

Date of review: September 2018

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*Great Bardfield Primary School is an inclusive school. We take safeguarding very seriously and all of our policies and practice are developed with children's safety as our first priority. Children's safety is a golden thread that runs through everything that we do at this school. All of our school policies are interlinked and should be read and informed by all other policies and the document **Keeping Children Safe in Education** and **What to do if you are concerned about a child.**'*

**Joe Jones**

Chair of Governors

## **Statutory Framework**

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in Essex are the responsibilities of the [Essex Safeguarding Children Board](#) (ESCB). In Essex, all professionals must work in accordance with the [SET Procedures](#) (ESCB, 2017).

Our school works in accordance with the following legislation and guidance:

- Children Act 1989
- Children Act 2004
- [www.gov.uk/government/publications/keeping-children-safe-in-education](http://www.gov.uk/government/publications/keeping-children-safe-in-education) (DfE, 2016)
- [Working Together](#) (HMG, 2015)
- [Effective Support for Children and Families in Essex](#) (ESCB, 2017)
- [Counter-Terrorism and Security Act \(HMG, 2015\)](#)
- [Serious Crime Act 2015](#) (Home Office, 2015)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations 2006
- Information sharing advice for safeguarding practitioners (HMG, 2015)
- Data Protection Act 1998

### **Roles and responsibilities**

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document

## **Safeguarding in Great Bardfield School**

Great Bardfield Primary School fully recognises the responsibility it has under section of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a

crucial role to play in noticing indicators of possible abuse or neglect and referring them to relevant contact within the local council's Children's Social Care provision (referrals will normally be made via the school's Designated Safeguarding Lead for Child Protection).

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can often be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

The school will follow the relevant Local Safeguarding Children Board (LSCB) procedures.

### **Designated Safeguarding roles at Great Bardfield School**

<b>Designated Safeguarding Lead</b>	<b>Mrs Alison Kerrell</b>	<b>Headteacher</b>
<b>Designated Safeguarding Lead</b>	<b>Mrs Susan Aldred</b>	<b>Deputy Headteacher</b>
<b>Deputy Designated Safeguarding Lead</b>	<b>Mrs Liz Crow</b>	<b>Senior Teacher</b>
<b>Designated Safeguarding Governor</b>	<b>Mr Andy Gosden</b>	<b>Governor</b>
<b>Contact Details</b>	<b>The School Office</b>	<a href="mailto:admin@greatbardfield.sch.uk">admin@greatbardfield.sch.uk</a> 01371 810252

### **The Governing Body**

The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The governing body ensures there is a named designated safeguarding lead and deputy safeguarding lead in place. The Safeguarding Governor is Mr Andy Gosden.

The governing body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The governing body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The governing body ensures that children are taught about safeguarding, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

### **The Designated Safeguarding Lead (and Deputy)**

The designated safeguarding lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. The designated Safeguarding Lead is Mrs Alison Kerrell, Headteacher. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to Essex Children's Social Care (Family Operations Hub) are made in accordance with current SET procedures. They work with the local authority and other agencies as required.

If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead will act in their absence. This is Mrs Susan Aldred, Deputy Headteacher, or Mrs Liz Crow, Senior Teacher

### **The Headteacher**

The Headteacher works in accordance with the requirements upon all school staff. In addition, (s)he ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.

### **All school staff**

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the designated safeguarding lead to report any concerns. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so.

## **Types of abuse / specific safeguarding issues**

Keeping Children Safe in Education (DfE, 2016) defines abuse as the 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 others (e.g. via the internet). They may be abused by an adult or adults or another child or children"*

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional

- Sexual
- Neglect

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection.

### **Peer on peer abuse**

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

At Great Bardfield Primary School there is zero tolerance of Bullying and Racist behaviour. Please refer to our Anti Bullying Policy, Equal Opportunities Policy and our Behaviour Policy. These policies will outline how we encourage positive behaviour at our school and deal with behaviour that is unacceptable such as bullying or racist incidents.

### **Children with special educational needs and disabilities**

Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers

### **Children missing from education**

All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care or Police).

Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

### **Child Sexual Exploitation (CSE)**

CSE is a form of abuse where children are sexually exploited for money, power or status. It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead is the named CSE Lead in school on these issues and will work with other agencies as appropriate.

### **Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

### **Forced marriage**

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

### **Prevention of radicalisation**

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, 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.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

# Safeguarding and child protection policy and procedures

1. **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.2 The school will therefore:

1.2.1 establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to

1.2.2 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate

1.2.3 include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help

1.2.4 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills

1.2.5 Assist our young people to become more resilient to the messages of violent extremists through creating an environment where all young people learn to understand others, value and appreciate diversity and develop skills to be able to debate and analyse effectively. Through the balanced curriculum we offer we will help young people learn and explore the values of different faiths and cultures. We are committed to working with the local partnerships working on preventing violent extremism. Staff will be supported should they make any disclosures in this regard and are reminded that they can make a disclosure through the group's Whistleblowing Policy. Further information in regards to the governments Prevent Strategy can be found at <https://www.gov.uk/government/publications/prevent-strategy-2011>

2. **PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

## 2.1

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board Guidelines, the SET (Southend, Essex and Thurrock) Child Protection Procedures ESCB, 2017
- Keeping Children Safe in Education (DfE, September 2016)
- Working Together to Safeguard Children (DfE, March 2015)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017).
- What to do if you're worried a child is being abused – (DfE March 2015)
- PREVENT Duty-Counter-Terrorism and Security Act (HMG, 2015)

**When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place. They are given a copy of our school's Child Protection policy, told who our Designated Safeguarding Lead (and Deputy) is and is informed how to share concerns with the designated Safeguarding Lead or Deputy.**

**2.2 The Designated Safeguarding Lead for Child Protection is Mrs Alison Kerrell, Headteacher**

**2.3 The following members of staff have also received the Designated Person training Mrs Susan Aldred Deputy Headteacher.**

**2.4 The nominated governor for Safeguarding and Child Protection is Mr Andy Gosden**

The school will:

2.4.1 Ensure that the designated safeguarding lead or the deputy will immediately refer cases of suspected abuse or allegations to the Children and Family Operations Hub by telephone and in accordance with the procedures outlined in the SET procedures (ESCB, 2017) and in 'Effective Support for Children and Families in Essex (ESCB, 2017). **The telephone referral to the Children and Family Operations Hub will be confirmed in writing within 48hours using the Childreb and Families Request for Support form.**

2.4.2 ensure there is a designated senior person who has lead responsibility for child protection in the school and has undertaken, as a minimum, will attend relevant child protection training which is regularly updated. Advice will be sought from the LSCB in regards to this training. Their role will be clearly outlined within the job description and kept under review.

2.4.3 ensure that this training is updated every two years in accordance with government guidance or best practice throughout the group.

2.4.4 recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties which for example include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need.

2.4.5 ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns from the point of induction.

2.4.6 ensure every member of staff, paid and unpaid, and the governing body knows what the contingency arrangements are for when the designated members of staff are not available. In this instance Mrs Susan Aldred Senior Leader should be informed.

2.4.7 ensure that the designated members of staff take advice from a child protection specialist when managing complex cases from the local Social Care Team. The contact details of the team together with the Emergency Duty Team (out of hours) is detailed in the Useful Contacts, Appendix B)

2.4.8 consider having a nominated governor from the local governing body for safeguarding and child protection who has undertaken appropriate training

2.4.8 ensure every member of staff and every governor knows:

- the name of the Designated Safeguarding Lead and any other designated person/s and their role
- how to identify the signs of abuse and neglect
- how to pass on and record concerns about a pupil
- that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s
- that they have a responsibility to provide a safe environment in which children can learn
- where to find the Core Inter – Agency Procedures on the LSCB website.

- 2.4.9 provide Child Protection training for **all** staff from the point of their induction which is updated regularly, every three years at a minimum, so that they are confident about:
- the school's legislative responsibility
  - their personal responsibility
  - the school's policies and procedures
  - the need to be alert to the signs and indicators of possible abuse, including possible child sexual exploitation and female genital mutilation
  - the need to record concerns
  - how to support and respond to a child who tells of abuse
- 2.4.10 ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- 2.4.11 ensure that every member of staff, governor and volunteer is issued with a copy of Part 1 of the "Keeping Children Safe in Education" statutory guidance document as updated upon induction. A copy of the document is available at <https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- 2.4.12 ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school *prospectus/brochure/website*
- 2.4.13 ensure that this policy is available publicly either via the school website [www.greatbardfieldschool.co.uk](http://www.greatbardfieldschool.co.uk) by any other appropriate means.
- 2.4.14 ensure that students attendance is monitored regularly with the aim that no child is absent without authorisation, and where the reason for a child's absence is not known ensure that this is followed up immediately. In particular where a child is absent due to an extended holiday, or does not return following an extended holiday this be followed up immediately and rigorously. Any concerns in this regard must be reported immediately to the Designated Safeguarding Lead.

## **2.5 Communication with Parents/Carers**

The school will:

- 2.5.1 ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/brochure/website.
- 2.5.2 undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Social Care. *(Further guidance on this can be found in the Core Inter-agency Procedures of the Local Safeguarding Children Board)*

## **2.6 Training for Staff**

- 2.6.1 The designated safeguarding lead (and deputy) undertake Level 3 child protection training at least every two years. The Headteacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the Essex Safeguarding
- 2.6.2 Children Board (ESCB). In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.
- 2.6.3 The school ensures that the designated safeguarding lead (and deputy) also undertakes training in inter-agency working and other matters as appropriate

## **2.7 Professional confidentiality**

- 2.7.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to a pupil and will not agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further investigation by appropriate authorities.
- 2.7.2 All staff members are informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way is held treated confidentially.

## **2.8 Records and information sharing**

### **2.8.1**

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

### **2.8.2**

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

### **2.8.3**

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will make an accurate record as soon as possible noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.

### **2.8.4**

Any records related to child protection are kept in an individual child protection file for that child (which is separate to the pupil file) in chronological order. All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth or until they transfer to another school/ educational setting.

### **2.8.5**

Where a pupil transfers from our school to another, their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. Copies of this paperwork will be retained by our school, should they be required at a future date.

### **2.8.6**

Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

## **2.9 Interagency working**

### **2.9.1**

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s).

Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

## 2.9.2

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

## 2.10 Allegations about members of the workforce

### 2.10.1

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook / Code of Conduct.

### 2.10.2

The school works in accordance with statutory guidance and the SET procedures (ESCB, 2016) in respect of allegations against an adult working with children (in a paid or voluntary capacity). Section 7 of the current SET procedures provides detailed information on this.

### 2.10.3

The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school must operate within statutory guidance around Data Protection.

Where the concern involves the headteacher, it should be reported direct to the Chair of Governors.

SET procedures (ESCB, 2017) require that, where an allegation against a member of staff is received, the headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO. **See Appendix C**

## 2.11 Whistleblowing

### 2.11.1

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

### 2.11.2

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy.

### 2.11.2

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

**Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).**

## 3. SUPPORTING VULNERABLE CHILDREN those who may have been abused or witnessed violence towards others.

3.1 We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.

3.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.

3.3 We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

3.4 We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

3.5 The school will support the pupil through:

3.5.1 Curricular opportunities to encourage self-esteem and self-motivation

3.5.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community

3.5.3 The school's behaviour policy will support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that

the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred

- 3.5.4 Liaison with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, the council's Sexual Behaviour Service or Locality Teams
- 3.5.5 A commitment to develop productive and supportive relationships with parents/carers
- 3.5.6 Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
- 3.5.7 Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Local Safeguarding Children Board "Core Inter - Agency Procedures"
- 3.5.8 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The relevant contact with social care and any other relevant agencies will also be informed
- 3.5.9 When a child is missing from education, the school will immediately notify the relevant contact within the Social Care Team/Education Welfare Officer and follow any local procedure's accordingly if a child is subject to a Child Protection Plan or there have been ongoing concerns.

### **3.6 Substance Misuse and Child Protection**

- 3.6.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

### **3.7 Children of Substance Misusing Parents/Carers**

- 3.7.1 Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.
- 3.7.2 When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.
- 3.7.3 This is particularly important if the following factors are present:
  - Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the

children

- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

### **3.8 Domestic Abuse**

- 3.8.1 Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.
- 3.8.2 Head Teachers/Principals should be notified of Domestic Abuse incidents where the police have been called and that involve children and young people on their roll and will take appropriate action to ensure children and young people are kept.

### **3.9 Female genital mutilation (FGM)**

- 3.9.1 Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a surprisingly common form of abuse in the UK.
- 3.9.2 FGM is carried out on children between the ages of 0–15, depending on the community in which they live. It is extremely harmful and has short and long term effects on physical and psychological health.
- 3.9.3 FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.
- 3.9.4 The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy. Particular regard should be given to a child who has returned from an extended holiday, and this should always be followed up and any concerns reported to the Designated Safeguarding Lead.
- 3.9.5 Where the school believes there is a specific risk due to the community it serves further guidance can be found under Part 1 of the Keeping Children Safe in Education Document.
- 3.9.6 The Designated Safeguarding Lead will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

### **3.10 Child Sexual Exploitation (CSE)**

- 3.10.1 Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities.
- 3.10.2 Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organized crime involving gangs and groups.
- 3.10.3 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.
- 3.10.4 It is important to recognize that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognize it as abuse.
- 3.10.5 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.
- 3.10.6 The school will refer to the Keeping Children Safe in Education Document and seek advice from the Social Care Team and/or the LSCB if there is a concern that a young person may be at risk.

### **3.11 Forced Marriage**

- 3.11.1 A forced marriage is a marriage without the consent of both parties and where pressure or threats are a factor. This is very different to an arranged marriage, which both people will have agreed to. It is a criminal offence to force someone to marry.
- 3.11.2 Signs of concern could include truancy/absence/ from the school/punctuality concerns, low motivation, self harm, depression, isolation, attempted suicide, eating disorders, other family members forced to marry or reported missing, family disputes, domestic violence and substance abuse.
- 3.11.3 Further guidance can be found under Part 1 of the Keeping Children Safe in Education Document.

## **4.0 SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXTREMISM**

- 4.1.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 4.1.2 Great Bardfield Primary values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both

pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

- 4.1.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 4.1.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in the Appendix attached to this policy.
- 4.1.5 Our school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

## **4.2 Risk reduction**

- 4.2.1 The school governors and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 4.2.2 This risk assessment will be reviewed at least annually.

## **4.3 Response**

- 4.3.1 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for this school is the Designated Safeguarding Lead.
- 4.3.2 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.
- 4.3.3 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## **5.1 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

- 5.2 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks on employees, volunteers and governors are undertaken according to the government guidance 'Keeping Children Safe in Education' (2014) and the group's Pre-employment Check Policy
- 5.3 **The following members of staff have undertaken Safer Recruitment training:** Alison Kerrell (Headteacher) and Susan Aldred (Deputy Headteacher). Safer Recruitment training can be provided face-to-face by the Professional Services HR Department, and such training will only be carried out by a DfE accredited trainer or from September 2014 by a suitably qualified and experienced practitioner approved through the Professional Services HR Department.  
**The following members of the governing body have undertaken Safer Recruitment training:** Joe Jones (chair of governors) and Jacqueline Way.
- 5.4 Any allegation of abuse made against a member of staff will be reported straight away to the Head Teacher or Principal. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The school will follow the procedures set out in Part four of Keeping Children Safe in Education and will seek the advice of the Professional Services HR Department where any such matter is under consideration.
- 5.5 The school will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education and always seek guidance from the Professional Services HR Department.
- 5.6 The Designated Safeguarding Lead and/or the Headteacher/Principal will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are, wherever possible, reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Head Teacher or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 5.7 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded efficiently and that notification of any concerns is made to the relevant authorities and professional bodies (including statutory referrals where required) and included in references where applicable.
- 5.8 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected in these types of cases. Where suspension is being contemplated advice will be sought from the Professional Services HR Department.
- 5.9 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is, however, rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 5.10 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Code of Conduct. As part of the Induction process, all

staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

- 5.11 All staff will sign to confirm that they have read a copy of the Code of Conduct and Part 1 of the Keeping Children Safe in Education.
- 5.12 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).
- 5.13 The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

## **6.0 OTHER RELATED POLICIES**

- Physical Intervention and/or the Use of Reasonable Force (*reference – DfE, use of reasonable force – Advice for headteachers, staff and governing bodies*)
- Anti-Bullying
- Racist Incidents
- Health and Safety
- E-Safety and Acceptable Use
- Whistleblowing
- Complaints procedure
- Behaviour

### **6.1 Use of Mobile Phones Policy (Covered in the Great Bardfield School Photography policy)**

6.1.2 Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students volunteers and parents/carers.

## **7.0 Children with Special Educational Needs**

### ***For Primary schools***

*As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home.*

*The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.*

*Where necessary, the school will provide additional training to staff in the use of Makaton,*

*PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.*

*We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.*

## **8.1 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

8.2 The local governing body fully recognises its responsibilities on behalf of the group with regard to child protection and safeguarding and promoting the welfare of children.

It will:

- consider nominating a governor for safeguarding and child protection who will monitor the school's compliance with statutory requirements and practice and champion child protection issues
- ensure an annual report is made to the full governing body, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay
- ensure that the effectiveness of this Safeguarding and Child Protection policy is annually reviewed and any updates provided by the group are implemented immediately. It will be made available on the school website.

## **8.3 Before and After School Activities (on or off school site)**

8.3.1 If the school provides extended facilities before or after normal school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

8.3.2 Where services or activities are provided separately by another body, either on or off school site, the governing body will confirm that the school's leadership team have sought assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

## **Appendix A**

### **Five categories of 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.

**Neglect** - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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
- Ensure access to appropriate medical care or treatment

**Emotional Abuse** - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning

- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

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

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
  - children in looking at, or in the production of, sexual images,
  - children in watching sexual activities
  - or encouraging children to behave in sexually inappropriate ways
  - grooming a child in preparation for abuse (including via the internet).

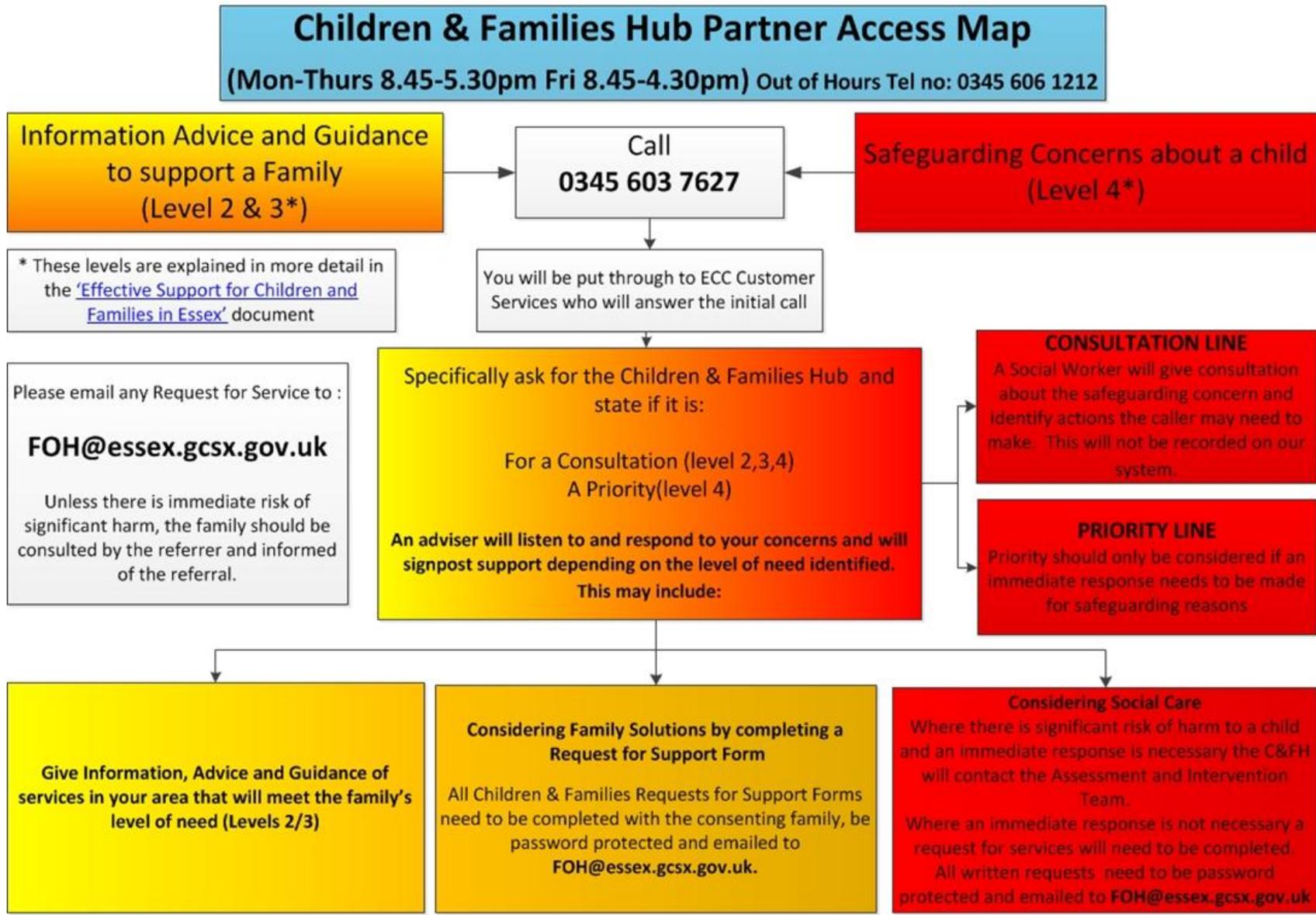
Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Peer on Peer Abuse**-can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

Approved September 2017

To be reviewed September 2018

## Appendix B



## Appendix C Managing an Allegation Against a Member of Staff in your Establishment

