

Safeguarding Policy

Horfield CE Primary recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

An agreed definition of safeguarding is “All agencies take all reasonable measures to ensure that the risks of harm to children’s welfare are minimised. Where there are concerns, all agencies take action to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies” – Joint Chief Inspectors’ report 2008.

Promoting welfare involves “creating opportunities to enable children to have optimum life chances in adulthood” – Framework for the Assessment of Children in Need and their Families (Government guidance 2000). Schools and Colleges must also have regard to Keeping Safe in Education (2017).

The Teacher Standards 2012 state that teachers, including headteachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The Governing Body will act in accordance with Section 175 of the Education Act 2002 and the supporting statutory guidance “Safeguarding Children and Safer Recruitment in Education” (2011) to safeguard and promote the welfare of children in this school.

All children have the right to be safeguarded from harm or exploitation whatever their:

- Race, religion, first language or ethnicity
- Gender or sexuality
- Age
- Health or disability
- Political or immigration status

Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children’s welfare.

The purpose of this policy is to:

- Afford protection for the children at Horfield CE Primary
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture which makes this school a safer place to learn

This policy applies to the Headteacher, all staff including supply staff, volunteers, governors or anyone working on behalf of Horfield CE Primary.

The role of the Designated Safeguarding Lead (DSL)

Horfield Primary School, in accordance with Keeping Children Safe in Education (2017) has a Designated Safeguarding Lead (DSL) who is a senior member of staff, who undertakes lead responsibility for safeguarding within the school. Details of our DSL and DSL team are available in the office and on our website.

The broad areas of responsibility for the designated safeguarding lead are:

- To support and advise staff on matters of child welfare (including contributing to early help assessments) and safeguarding and to liaise with relevant agencies, including Children's Services and/or Policy where abuse and neglect are suspected.
- To fulfil statutory responsibilities in relation to children and young people subject to a child protection plan by attending child protection conferences and implementing the multiagency child protection plan.
- Liaise with the Local Authority Designate Officer (LADO) where there are concerns about the conduct or an allegation is made against a member of staff or volunteer at the school (NB if there is an allegation against the Head then the Chair or Vice Chair of Governors will undertake this role and liaise with the LADO).
- To provide an annual report to the governing body on safeguarding and child protection activity within the school.
- Information about Horfield Primary School's DSL is available from the school or our website.

What all staff should know

All staff :

- Should know and be aware of who the Designated Safeguarding Lead is and the team if they are not on site or available for consultation;
- Should know who the Chair of Governors and the Vice Chair of Governors are and how they can be contacted;
- Must access, read and understand this policy as part of their induction and revisit the policy at the annual whole school safeguarding training held by Horfield Primary School;
- Must read Keeping Children Safe in Education: Information for all staff (March 2015) or read Keeping Children Safe in Education (July 2015) Part 1;
- Must be aware of and follow the school's procedures in order to identify those pupils in need of early help and to take appropriate action where there are concerns for the welfare and protection of children and young people;
- Must attend annual safeguarding training;
- Must adhere to the school's Code of Conduct for staff and Behaviour Management policy and procedures;

- Report any concerns about a child or young person immediately or as soon as practicable with the Designated Safeguarding Lead.

In addition

- If a child or young person makes a disclosure it is important that staff should listen first and then report this as soon as is practical to the Designated Safeguarding Lead. They should then make a detailed record (on the Child Safeguarding Concern Record) including the date, approximate time, the disclosure as told to them, sign and date the record (when made).
- Under no circumstances should a child or young person be asked to write down their concerns, disclosure or allegation made against a member of staff or volunteer at the school. In asking young people to make a written record important contextual information is often lost, especially if they have poor literacy skills, communication difficulties or English is not their first language.

Specific Safeguarding issues

- A child going **missing from any education (CME)** is a potential indicator of abuse or neglect. Staff should follow procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or sexual exploitation and to help prevent the risks of their going missing in future. Concerns should be notified directly to the Designated Safeguarding Lead and always confirmed in writing by the person reporting their concerns on the Child Safeguarding Concern Record.
- **Female Genital Mutilation (FGM)** comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. From October 2015 there will be a mandatory duty on teachers and schools to report to the police cases where they discover that an act of FGM appears to have been carried out. Concerns should be notified directly to the Designated Safeguarding Lead and always confirmed in writing by the person reporting their concerns on the Child Welfare Concerns Record.
- Protecting children from the risk of radicalisation is part of our schools wider safeguarding duties. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism and can happen in many different ways and specific background factors may contribute to susceptibility and vulnerability when specific extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. Concerns that a pupil may be at risk of radicalisation should be notified directly to the DSL and the Head and always confirmed in writing by the person reporting their concerns on the Child Welfare Concern Record.

- Other specific risks to the welfare of children and young people include Child Sexual exploitation, Domestic Violence etc. If at any point, there is sufficient concern, whatever the circumstances that a child is suffering abuse, neglect or is at risk of immediate serious harm then a referral must be made to Children's Services in accordance with multi-agency child protection procedures which can be accessed via the following hyperlink;
<http://www.bristol.gov.uk/page/children-and-young-people/bristol-safeguardingchildren-board-professionals>.

Staff can call First response on 0117 9036444 to make a referral or if the child/family have a social worker then call 0117 9038700. If there is a case open already then Early Help can be contacted on 0117 3521499.

Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration and consider the escalation of concerns policy:

<http://www.bristol.gov.uk/page/children-and-young-people/bristol-safeguardingchildren-board-professionals>. Concerns should always lead to help for the child at some point e.g. via Early Help if they do not reach the threshold for Children's Services intervention

Allegations of abuse made against teachers and other staff

- If you witness inappropriate professional conduct towards a child or young person; Or
- a child or young person makes an allegation against a colleague then you must report this immediately to the Designated Safeguarding Lead or the Head.
- If an allegation is made against the Head then this must be reported immediately to the Designated Safeguarding Lead and/ or the Chair of Governors.
- Any allegations will be referred to and discussed with the Local Authority Designated Lead (LADO) at the earliest opportunity and prior to any action being taken.
- The LADO will provide advice and preside over any investigation in relation to an allegation or suspicion of abuse in connection with anyone working in the school.

Types of abuse and neglect

Abuse and neglect is defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2016) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and

development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

<p>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.</p>	<p>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 care 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.</p>
<p>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.</p> <p>Women can also commit acts of sexual abuse, as can other children.</p>	<p>Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p>

In addition to the above there are other areas of safeguarding that the school has a responsibility to address and these include:

<p>Child Sexual Exploitation (CSE) and Trafficking involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.</p>	<p>Female Genital Mutilation (FGM) Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.</p>
<p>All types of bullying including cyberbullying and sexting We have a separate Anti-Bullying policy which is accessible on our website.</p>	<p>Forced marriage is not the same as an arranged marriage, as it involves coercion and force and a marriage not based on free choice. It affects both males and females.</p>
<p>Domestic violence, Gender-based violence/violence against women and girls (VAWG) and teenage relationship abuse involves any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those who are, or have been in relationships or family members regardless of gender or sexuality and is applicable to teenagers engaged in abusive relationships.</p>	<p>Gangs and youth violence Teachers and designated staff have a range of powers in relation to discipline to tackle problems, including violence, in the school environment. Such powers cover disciplinary actions, the power to restrain violent pupils, and the power to search pupils for prohibited items.</p>
<p>Drugs As part of school’s duty to promote pupils’ wellbeing we have a role to play in preventing drug misuse as part of our pastoral responsibilities (health and wellbeing/Healthy Schools) and to support the Governments drug</p>	<p>Fabricated or induced illness This supplementary guidance Safeguarding Children in whom Illness is Fabricated or Induced (2008) sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree</p>

<p>strategy (2010) to provide information, advice and support to pupils via the curriculum.</p>	<p>upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them.</p>
<p>Child and Adolescent Mental Health Good mental health and resilience are fundamental to our physical health, our relationships, our education and to achieving our potential.</p>	<p>Faith abuse The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse.</p>
<p>Radicalisation The school is aware of its responsibilities under the Counter Terrorism and Security Act 2015, specifically Section 26, and the Prevent Strategy to safeguard pupils who are at risk of radicalisation by identifying and risk assessing individuals who may be drawn into terrorism, violent or nonviolent extremism. We provide a safe environment for our pupils to explore, understand and discuss sensitive topics including terrorism and extremist ideology. We use the curriculum and pastoral support to educate our pupils and to enable them to challenge these ideas. Staff are aware of the risk posed by other students and adults who may have been radicalised and the impact of radicalisation via social media. Staff have received appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideals. Our IT filters are regularly reviewed in order to prevent access to terrorist and extremist materials online at the school.</p>	<p>Private Fostering is essentially when arrangements are made privately for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. A relative, under the Children Act 1989, is a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous; that continuity is not broken by the occasional short break. We have a responsibility to refer to Children's Services any private fostering arrangement. Children's Services will undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support.</p>

Safeguarding Team

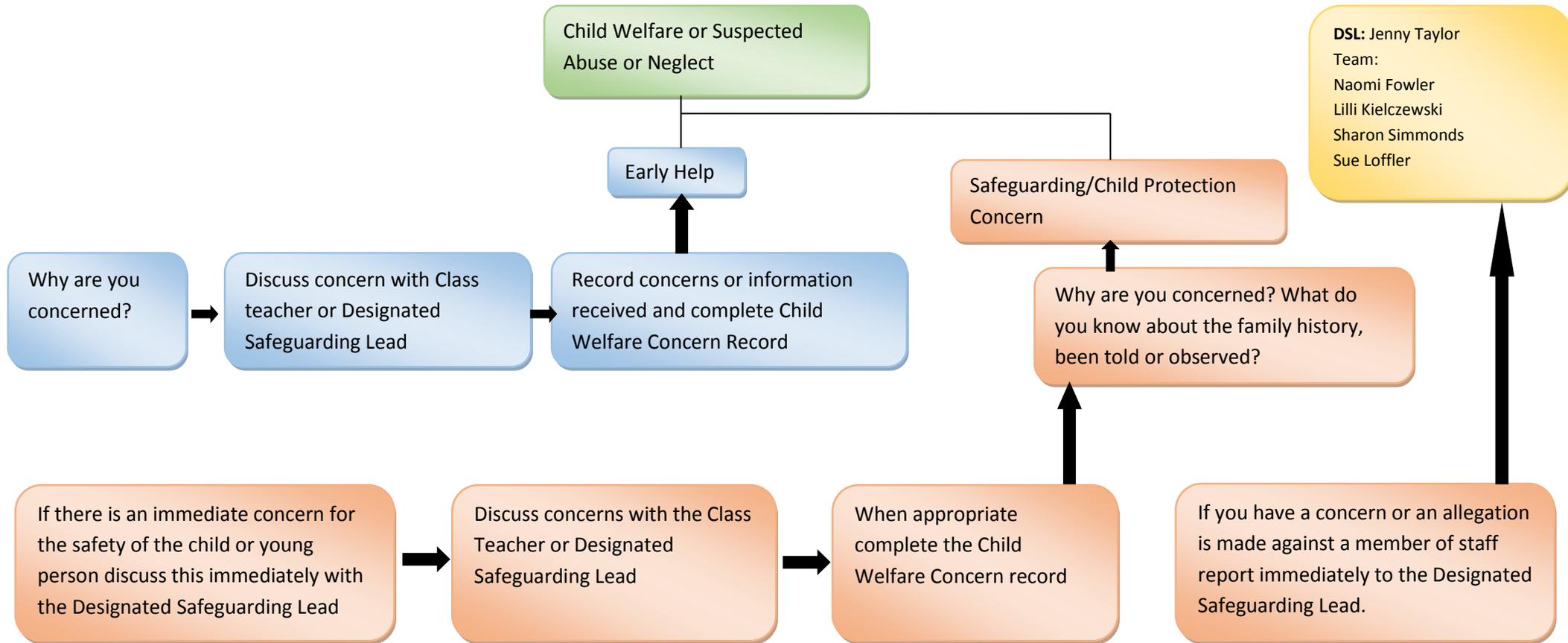
Designated Person: Jenny Taylor – Head Teacher
Deputy Designated Persons: Miss Lilli Kielczewski & Mrs Naomi Fowler
Nominated Governor: Mrs Jo Willis

Related policies:

Anti-Bullying Policy
Behaviour Policy
Child Protection Policy
Health & Safety Statement
E-Safety Policy
Personal, Social, Health and Education Policy
Sex and Relationships Education Policy
Whistle Blowing Policy

Policy reviewed: January 2017
Next review: January 2018
Staff training sessions held: September 2016

Next whole staff session: September 2017



All records should be dated and contain factual information, include date, context (who, what when), identify the author and the date the record was made. If there is a specific disclosure or allegation do not ask children and young people to write the account – it is your responsibility to record what the child or young person has said – in their own words, and any parental explanation obtained.