



## **Child Protection Policy**

### **Purpose and Aim**

Barmston Village Primary School's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with Child Welfare concerns. The Policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our school.

The purpose of the Policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where Child Protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Governors and staff are committed within Barmston Village Primary School to keeping children safe by safeguarding and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils' parents and visitors to share this commitment and understanding.

### **Introduction**

Barmston Village Primary School fully recognises the contribution it can make to keeping children safe and supporting the pupils in its care. There are four main elements to our school's child protection policy:

1. **Prevention** (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, exploitation, radicalisation and issues such as Honour Based Violence Female Genital Mutilation and Forced Marriage.)
2. **Protection** (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead, Mrs S Bainbridge, or Deputy Designated Safeguarding Leads, Mrs F Cowan, Mrs C Matthews and Mrs S Duffy or the Integrated Contact and Referral Team (CSN 0191 520 5560) directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).
3. **Reconsideration** following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances
4. **Support** to pupils and school staff and to children who may be vulnerable due to their individual circumstances

All Staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how our school supports the following areas of need, additional need or harm are either hyperlinked to the areas identified below from Keeping Children Safe in education, 2016 or a named school policy these must be read in conjunction with our Child Protection Policy.

The areas include:

- [Bullying including cyberbullying](#)
- [Children missing education](#) Keeping Children Safe 2016 (Annex A)
- [Children missing Home or care](#)
- [Child sexual exploitation – \(CSE\)](#) Keeping Children Safe 2016 (Annex A)
- [Domestic Violence](#)
- [Drugs](#)
- [Fabricated or induced Illness](#)
- [Faith Abuse](#)
- [Female genital mutilation \(FGM\)](#) Keeping Children Safe 2016 (Annex A)
- [Forced Marriage](#) Keeping Children Safe 2016 (Annex A)
- [Gangs and youth violence](#)
- [Gender Based Violence/violence against Women and Girls \(VAWG\)](#)
- [Hate](#)
- [Mental Health](#)
- [Missing children and adult strategy](#)
- [Private fostering](#)
- [Preventing radicalisation](#) Keeping Children Safe 2016 (Annex A)
- [Relationship abuse](#)
- [Sexting new guidance from DfE](#)
- [Trafficking](#)
- Peer on Peer Abuse Policy

THESE HYPERLINKS SHOULD BE ACCESSED IN SPECIFIC CASES OF VULNERABILITY IN EACH OF THESE AREAS.

In the event of any of these issues being recognised, information should be shared directly with the Designated Safeguarding Leads which may result in the situation being monitored and supported in school or the pupil/s being referred to specific services.

**This policy applies to:-**

**Barmston Village Primary School's Whole Workforce.**

### **Framework and Legislation**

No schools operate in isolation. Keeping Children Safe from Significant Harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Sunderland Safeguarding Children Board which includes the partnership of several agencies who work with children and families across the City.

Our School is committed to keeping children safe and safeguarding all children in accordance with Sunderland Safeguarding Children Board procedures [www.sunderlandscb.com](http://www.sunderlandscb.com) and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

**Note:** harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person (*Adoption and Children Act 2002*).

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. Together for Children through the Integrated Contact and Referral Team undertakes this responsibility on behalf of the Local Authority once a referral has been made.

The DfE publication, 'Keeping Children Safe in Education September 2016' contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2015 which applies to all the schools, including maintained nursery schools. The Children Act 1989 sets out the Legal Framework.

### **Roles and Responsibilities for all staff**

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as child sexual exploitation (CSE), Honour Based Violence (HBV) inclusive of Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at Barmston Village Primary School have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. We use the CPOMs system in school to record and alert key staff to any signs of harm. This system, alongside the now redundant Pastoral Files, should be used to look for historical patterns and historical signs of abuse that have been witnessed by staff. It will also alert staff to historical intervention by social care. Therefore it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to the Integrated Contact and Referral Team if necessary and the police in the stated incidents above. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly.
- Ensure that they record any information shared directly with them by a child or observed/witnessed with the Designated Safeguarding Lead immediately. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All

discussions decisions and reasons for them should be recorded in writing adhering to the Barmston Village Primary School's recording and information sharing policy/ procedure.

- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of a child /an adult/staff member in school directly to the Designated Safeguarding Lead/Headteacher.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Ensure from the 1<sup>st</sup> July 2015 for schools that under the Counter Terrorism and Security Act, April 2015 that the school has 'due regard to Prevent' and to assess risk of children and young people being radicalised drawn into extremism (based upon potential risks in local area and that clear protocols in place for all visitors so that views are appropriate and not an opportunity to influence others).
- Ensure from October 2015 that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Ensure that staff understand through online safety training the additional risks for pupils online and continue to promote the School's Online Safety Policy in the protection of all pupils. This includes the management of 3G and 4G internet via children's own mobile phones or electronic devices which can allow them unlimited access to the internet without any restrictions using their own data allowance. It should be clear in every school's online safety policy, the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phone/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

Barmston Village Primary School will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

### **The Designated Safeguarding Lead**

**Barmston Village Primary School** has appointed from our SLT Mrs Bainbridge to be our Designated Safeguarding Lead. This person has the overall responsibility for safeguarding and Child Protection and has the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. This person is able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children.

## **Role of the Designated Safeguarding Lead(s)**

At Barmston Village Primary School we have appointed the following Deputy Designated Leads Mrs F Cowan and Mrs C Matthews who is part of the safeguarding team. She is trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has a very detailed role, (see below)

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the Integrated Contact and Referral Team (5205560).

### **Designated Safeguarding Lead – Mrs Sara Bainbridge– Head Teacher**

#### **Deputy DSL – Mrs Francesca Cowan – Deputy Head**

**Mrs Carly Matthews – SENDCo/KS1 Phase Leader**

**Mrs Simone Duffy – EY Phase Leader**

The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

#### **Manage referrals**

- Refer cases of suspected abuse to the Integrated Contact and Referral Team.
- Refer cases to the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Refer to the Police (cases where a crime may have been committed including Sexual Exploitation (MSET lead), Radicalisation (through the Single Point of Contact for the Channel Panel) Female Genital Mutilation and Forced Marriage).
- Support staff who make referrals to the Integrated Contact and Referral Team, Channel Panel or Police as appropriate.

#### **Work with others**

- Liaise with the Headteacher or Principal to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required liaise with the case manager (Headteacher, Principal, or where the Headteacher or Principal is the subject of the allegations the Chair of Governors, Chair of Management Committee or Proprietor of an Independent School) and the Designated Officer through Together for Children, operating on behalf of the Local Authority for child protection concerns (all cases which concern a staff member)
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

## **Undertake Training**

The Designated Safeguarding Lead and any deputies should receive appropriate training updated every two years. They should undertake prevent awareness raising and in addition to the formal training their knowledge and skills should be refreshed at regular intervals but at least annually so they:

- Understand and keep up with any developments to their role
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the schools or colleges Child Protection Policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure, written records of concerns and referrals.
- Understand and support the school or college with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

## **Raise Awareness**

The designated safeguarding lead should ensure the school or college's policies are known understood and used appropriately:

- Ensure the school or colleges Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the Sunderland Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

## **Child Protection File**

- Where children leave the school or college ensure their child protection file is transferred appropriately for any new school or college as soon as possible but transferred separately from the main pupil file. Ensuring secure transit and confirmation of receipt. This may be through an electronic system.

## **Availability**

- During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns.
- Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to consider whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable. At Barmston Village Primary School it has been agreed by governors that the DSL will be available to be contacted by phone at all times during school hours during term time, when she is not available in person.
- The designated safeguarding lead and school should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

## **Taken from Keeping Children Safe in Education, 2016: Annex A**

### **In addition PG:Safeguarding First Ltd recommend as best practice that the Designated Safeguarding Leads:**

- Ensure each member of staff has access to and understands the School's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.
- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place.
- Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Inform LA of any pupil to be deleted from school admission register and follow missing from Education protocols
- Inform the LA of any pupil who fails to attend school regularly, or has been absent without schools permission for a continuous period of 10 days or more.

## **Governing Bodies Role and Responsibilities**

Best practice would advise that a Safeguarding Governor at senior board level is appointed to support the Designated Safeguarding Lead in their role from the perspective of ensuring the allocation of funding and

resource is sufficient to meet the current safeguarding and child protection activity, challenge the safeguarding activity and ensure both the self-assessment tool and the Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development. At Barmston Village Primary School the senior lead Governor/board member for safeguarding is Mrs Julie Stevens supported by the Chair of Governors Mrs Debbie Allan.

**The role of this individual is to:**

- Ensure that governing bodies receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that they liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher.
- Ensure that the appointed member of the Governing Body for Safeguarding holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.

**If the Safeguarding Governor is NOT the Chair of Governors it is important to indicate the role of the Chair in Safeguarding, which is to:**

- Ensure that they liaise with Together for Children operating on behalf of the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher, the Principal of a college or proprietor or member of governing body of an independent school.
- Ensure that in the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer (DO). Therefore ensuring effective whistleblowing procedures are in place.
- Ensure that the appointed member of the Governing Body for Safeguarding holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff undergo safeguarding training at induction and that they receive regular updates.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content (inclusive of 3 and 4G).
- Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education.
- Ensure that a designated teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's virtual school Headteacher and discuss how pupil premium funding for looked after children will be used.

## Information for Parents

At Barmston Village Primary School, Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the school has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Sunderland Safeguarding Children Board procedures and inform the Integrated Contact and Referral Team or police of their concern.

### Procedures

The Designated Safeguarding Lead (or deputy DSL) will be informed immediately by an employee of the school, pupil of the school, parent of the school or other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child)

*Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).*

Working together 2015 defines the categories of harm as:

#### 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.

#### 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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### Sexual Abuse

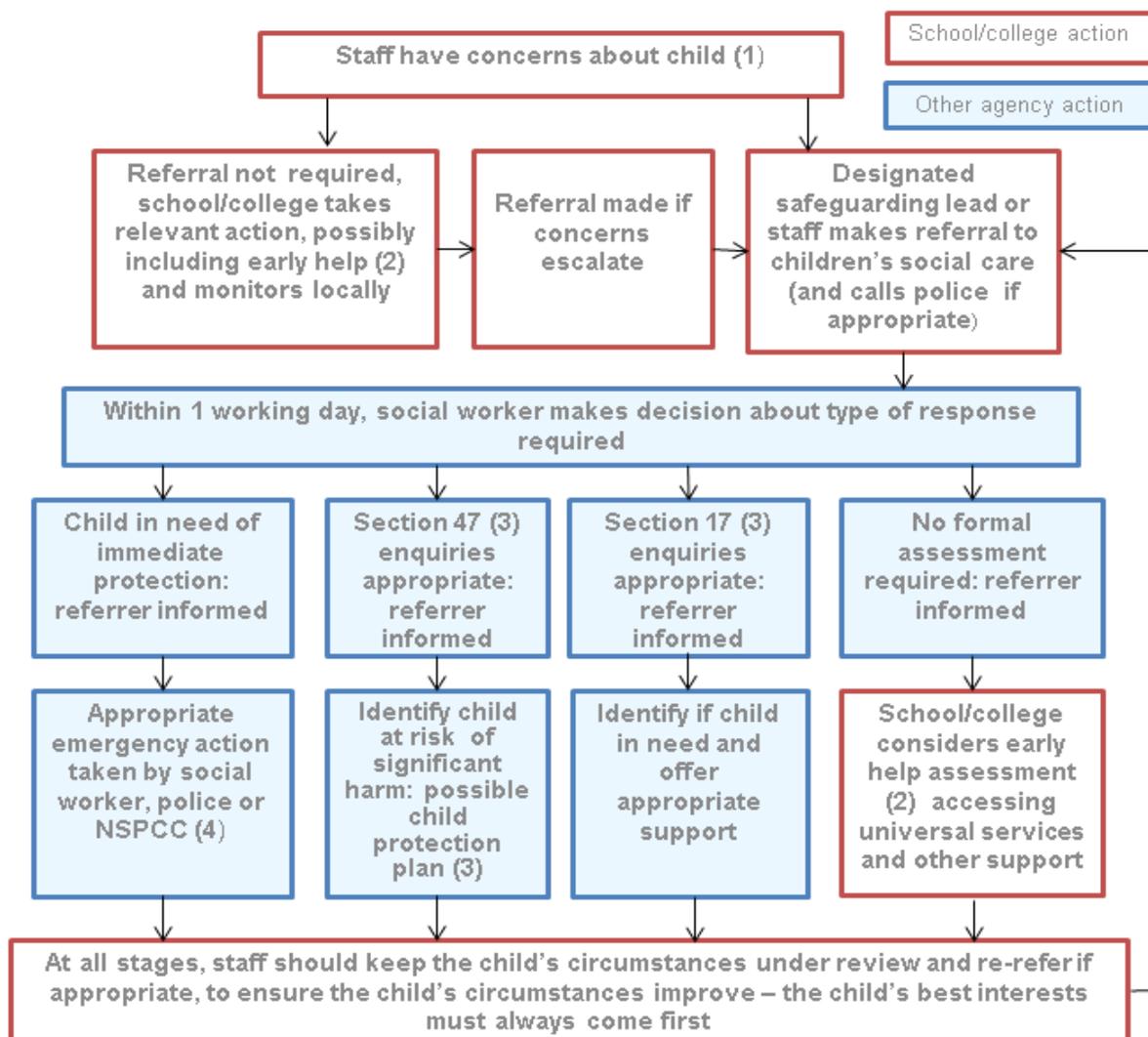
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral 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.

## **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.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Integrated Contact and Referral Team, if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Headteacher will be kept informed at all times.

## Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, and early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides details guidance on the early help process

3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and S47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working Together to Safeguarding Children](#)
4. This could include applying for an Emergency Protection Order (EPO)

### **Safe Schools/Safe Staff**

Governors have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy:

### **Whistle blowing/confidential reporting**

Barmston Village Primary School's Whistle Blowing/Confidential Reporting Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

### **Complaints / Allegation Management Towards or with a Child or Adult**

A Safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. Where the complaint involves the Headteacher this should be referred to the chair of governors.

Consultation without delay with the DO Jane Groom 5613901 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the DO. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

[www.sunderlandscb.com](http://www.sunderlandscb.com)

### **Training and Support**

All staff members should be aware of the systems within their school or college which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; Staff Behaviour Policy (sometimes called a code of conduct); Safer Working Practice Document and the Names of the Designated Safeguarding Lead and their deputies)

All staff members should also receive appropriate safeguarding and child protection training which is regularly updated. The governing body will decide the frequency and content of this CPD. At Barmston Village Primary School our whole school training is held every two years. In addition, all staff members should receive regular safeguarding and child protection updates via staff meetings termly as required but at least annually to provide them with relevant skills and knowledge to safeguard children effectively with opportunities to contribute to reviewing and shaping the safeguarding arrangements.

### **Professional Confidentiality**

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Barmston Village Primary School recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection Sunderland Local Safeguarding Children Board procedures [www.sunderlandscb.com](http://www.sunderlandscb.com)).

### **Record Keeping**

Well-kept records are essential to good safeguarding practice. Barmston Village Primary School is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the schools information sharing and recording policies to ensure recording keeping is compliant.

Safeguarding recording within Barmston Village Primary School is held electronically through a secure management system of CPOMS all staff have received training in the recording expectations and retention. Following a child leaving our school we follow the appropriate transfer procedures and retention guidelines. At Barmston Village Primary School we started electronic recording from September 2016. All recording prior to this is in paper format. Retention guidelines are followed accordingly.

### **Attendance at Safeguarding Conferences**

In the event of Barmston Village Primary School being invited to attend child protection conferences, the Designated Safeguarding Lead or deputies) will represent the school and/or identify the most appropriate trained member of staff to provide information relevant to child protection conference (initial/review).

### **Supporting Children**

Barmston Village Primary School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Barmston Village Primary School may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

As an Operation Encompass partner we work closely with the Operation Encompass Lead – Dianne Stockdale with regards to domestic violence incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupils homes.

Barmston Village Primary School also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See Peer on Peer abuse policy for detailed information.

Therefore Barmston Village Primary School will endeavour to support all its pupils through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A coherent management of behaviour and discipline policy & procedures inclusive of the use of reasonable force.
- Liaison with other professionals and agencies who support children and parents.

- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Barmston Village Primary School recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and must not be dismissed.

Barmston Village Primary School also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

This policy **MUST** be read in conjunction with other related policies in school.

These include:

- **A Robust Recruitment and Selection Policy**- inclusive of safer recruitment guidance and regulation for example a **single central record** which demonstrates the pre-employment vetting checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check) and supervision of those who don't meet this requirement.
- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.
- School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2016 and Working Together 2015.
- Schools Human Resources policies and procedures (See Sunderland Civic Council).
- Staff Behaviour Policy (code of conduct) Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, October 2015. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- 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 being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

- **Behaviour & Discipline Policy** – inclusive of the Use of Reasonable Force/positive handling.  
**Anti-Bullying Policy/Cyber Bullying.**
- **Online Safety Policy** inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting)
- **Inclusion & Special Education Needs Policy.**
- **The Schools Educational Visits/Off Site Policy** (reviewed annually) reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips, visits or pupils being creatively educated.
- **Peer on Peer Abuse Policy**
- **Photographic & Digital Imagery (Included within Online Safety Policy)** with parental consent forms annually signed.
- **Administration of Medicines Policy** and procedures with trained staff who manage this.
- **Supporting Pupils with Medical Conditions Policy** and implications for your workforce, pupils and partnership with parents.
- **Attendance Management Policy**- school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the school's admission register.
- **Missing Children Policy** – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- **Complaints Policy**
- **Allegation Management Policy**
- **Confidentiality and Whistle Blowing Policy.**
- **Information Sharing Policy** (internal and external exchange of information)
- **Looked After Children Policy** inclusive of named LA teacher whose role is to champion the achievement of LAC in your schools and work closely with the Designated Safeguarding Lead and the Virtual Head Teacher within the LA who has responsibility for the LAC.
- **Intimate Care and Care Plan Policy** – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
- Unaccompanied travel to and from school procedure to ensure pupils safety.
- **Single Equality Scheme.**
- **Spiritual, Moral, Social and Cultural Curriculum** inclusive of Female Genital Mutilation, Domestic abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.

**This template was originally developed by members of CAPE (The National Group of Education Leads for Safeguarding and Child Protection across the North West/East), Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local/regional need. In 2014, 2015 and 2016 this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools in light of the new statutory DfE guidance Keeping Children Safe in Education.**

It has been informed by the following legislation and national & local guidance

Education Act 2002 Section 175

[www.legislation.gov.uk/ukpga/2002/32/section/175](http://www.legislation.gov.uk/ukpga/2002/32/section/175)

Education (Independent School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

Non-Maintained Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/uksi/2015/728/made>

Keeping Children Safe in Education 2016

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/526153/Keeping\\_children\\_safe\\_in\\_education\\_guidance\\_from\\_5\\_September\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf)

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Working together to safeguard children HM GOV (2015)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Sunderland Safeguarding Children Board Procedures

[www.sunderlandscb.com](http://www.sunderlandscb.com)

Early help Referral Form

<https://www.togetherforchildren.org.uk/professionals/early-help>

CP Referral Form

[http://www.sunderlandscb.com/reporting\\_concerns.html](http://www.sunderlandscb.com/reporting_concerns.html)

What to do if you are worried a child is being abused 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Data Protection Act 1998

<http://www.legislation.gov.uk/ukpga/1998/29/contents>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

Freedom of Information Act 2000

[http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga\\_20000036\\_en.pdf](http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf)

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our School/Setting at any time that local solutions such as front door services in social care or the LADO details change. This policy may also be amended following the annual review with staff where our School/Setting's procedures or practices may change following whole staff discussion or training, to ensure it is the most effective policy in keeping our children safe.

This policy must be ratified by the governing body signed/dated by both the Headteacher and Chair.

Whole-School Policy: Child Protection

### Children and Young People

School.....Barmston Village Primary School.

Academic Year	Designated Safeguarding Lead	Deputy /deputies	Senior Board lead Safeguarding Governor
2016-17	Mrs Sara Bainbridge	Mrs Francesca Cowan Mrs Carly Matthews	Mrs Julie Stevens CoG Jacqui Cassidy
2017-18	Mrs Sara Bainbridge	Mrs Francesca Cowan Mrs Carly Matthews Mrs Simone Duffy	Mrs Julie Stevens CoG Debbie Allan

### Record of Review

Review Date	Changes made	Ratification Date by Governing Body
September 2014	Adoption of Template from CAPE/EST input approved by SSCB policy and Procedure sub-group July 2014	Oct 2014
September 2015	Adoption of Template from CAPE/Safeguarding First/Pam Gartland input approved by SSCB policy and Procedure sub-group September 2015	Oct 2015
September 2016	Adoption of Template from CAPE/Safeguarding First/Pam Gartland input approved by SSCB policy and Procedure sub-group September 2016	Oct 2016
September 2017	Adoption of Template from CAPE/Safeguarding First/Pam Gartland input approved by SSCB	Oct 2017

## **Appendix One - Recognising signs of child abuse**

### **Categories of Abuse:**

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

### **Signs of Abuse in Children:**

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

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

### **Risk Indicators**

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

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

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

In an abusive relationship the child may:

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

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)

- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

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

### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

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

### **Bruising**

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

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

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

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

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements

- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

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

### **Fractures**

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

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

### **Scars**

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

### **Recognising Emotional Abuse**

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

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

The following may be indicators of emotional abuse:

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

### **Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age

- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### **Sexual Abuse by Young People**

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

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

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour. Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### **Assessment**

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

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society’s standards for what is being proposed
  - Awareness of potential consequences and alternatives

- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

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

### **Recognising Neglect**

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

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

### **Child Sexual Exploitation**

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

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers

- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

## **Appendix Two – Forced Marriage and Female Genital Mutilation**

### **Forced Marriage (FM)**

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

The 'One Chance' rule

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

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

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

#### **What is FGM?**

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

#### **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

## Is FGM legal?

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

### Circumstances and occurrences that may point to FGM happening

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

### Signs that may indicate a child has undergone FGM:

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

### The 'One Chance' rule

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