



Child Protection and Safeguarding Policy April 2018

Statutory Policy

Gurnard Primary School

Policy Review

The policy was reviewed and agreed by the Governing Body on 24th April 2018.

This policy is reviewed on an annual basis.

It is due for review *Spring 2019* (up to 12 months from the above date).

Signature  Headteacher Date: 24th April 2018

Signature  Chair of Governors Date: 24th April 2018

All the governors and staff of Gurnard Primary School are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
	April 2016	VH	FGB	<ul style="list-style-type: none"> Guidance produced by Hampshire Local Authority. Guidance updated annually (due May 2016).
1	March 2017	VH	FGB	<ul style="list-style-type: none"> Updated to reflect changes to guidance in Keeping Children Safe in Education September 2016. Updated as a combined child protection and safeguarding policy. Updates for key contacts.
2	April 2018	VH	FGB	<ul style="list-style-type: none"> Updates to policy to meet requirements of Keeping Children Safe in Education September 2016 sections 6, 7, 9, 12, 14, 16, 22, 24, 28, 33, 49, 50, 53, 54, 56, 66, 77, 78, 84, 89, 101, 112, 116-9, 123, 125, 129, 135, 147, p52, p54, p56. Change from Designated Child Protection Officer (DCPO) to Designated Safeguarding Lead (DSL). Included guidance on Hampshire and Isle of Wight online toolkit for Neglect. Updates for key contacts and job titles.

Gurnard Primary School

Child Protection and Safeguarding Policy

April 2018

Definitions within this document

The umbrella term '**Safeguarding**' is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adulthood. Our safeguarding practice applies to every child.

Child Protection is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes Governors.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments.

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and/or failure to provide proper care. Explanations of these are given within the procedure document.

Policy Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. Staff members have a particularly important role to play with regards to safeguarding as they are in a unique position to identify concerns early. We maintain an attitude of "**it could happen here**" where safeguarding is concerned. Action will be taken to protect a child where that child is suffering harm or is likely to do so.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school and to inform parents and carers how we will safeguard their children whilst they are in our care. Specific guidance is available to staff within the procedure documents.

Aims

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to safeguarding children.

Principles and Values

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
- All staff have a key role in the prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Social Care or the Police, without notifying parents if this is in the child's best interests.

Leadership and Management

We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process. In this school any individual can contact the Designated Safeguarding Lead (DSL) if they have concerns about a child.

The **Designated Safeguarding Lead (DSL)** is **Mrs Lynn Torrance** (Inclusion Lead and Deputy Headteacher).

The **Deputy DSLs** are **Miss Vanessa Hicks** (Headteacher) and **Mrs Liz Denham** (Family Liaison Officer).

Mr David Finch (Assistant Headteacher) and **Mrs Angela McLuckie** (School Business Manager) are also Level 3 trained.

Mrs Emma Meek is the nominated Safeguarding Governor who will receive reports of allegations against the Headteacher and act on the behalf of the Governing Body.

Monitoring

The safety and emotional well-being of all families is paramount. The Headteacher, DSL and Family Liaison Officer meet every two weeks to discuss any children or families that are causing concern. They review any children that are currently under child protection (CP), child in need (CiN), Early Help (EH) or PEP (for looked after children) plans. Discussions are also held about new cases where concerns have been expressed or identified in relation to safeguarding or child protection issues. The nominated governor for safeguarding (**Mrs Emma Meek**) will monitor the impact and application of the *Child Protection and Safeguarding Policy* throughout the year and report to the Full Governing Body on an annual basis. We review this policy annually in line with DfE, Isle of Wight Safeguarding Children's Board and HCC/IWCC guidance.

Recruiting staff

It is the statutory duty of the school to prevent any person who poses a risk of harm to children from working with them. Before any member of staff is employed by the school, the interview panel will assess the suitability of **every** candidate for the post by:

- Verifying the candidate's identity, preferably from current photographic identification and proof of address;
- Obtaining a certificate for an enhanced DBS check with barred list information;
- Obtaining and checking references of all shortlisted candidates;
- Carefully considering any past disciplinary actions or allegations made against them;
- Verifying the candidate's right to work in the UK;
- Verifying the candidate's professional qualifications and experience.

In line with the guidance in *Keeping Children Safe in Education 2016*, at least one member of staff on the interviewing panel will have completed Safer Recruitment Training within the last 5 years.

As an employer we comply with the “Disqualification under the Childcare Act 2006” guidance (updated June 2016). Once a candidate has been appointed, they should complete a Staff Disqualification Declaration. The purpose of this document is to confirm that an individual has not been prevented from working with children, prohibited from teaching by a prohibition order, committed any offences against children, had their own children taken into care or had their children subject to a Child Protection Plan. This also extends to other people living in their household and is known as ‘Disqualification by association’. This form is completed on appointment and at the beginning of every academic year. All offers of employment are conditional, based on the satisfactory completion of the necessary pre-employment checks.

The School Business Manager is responsible for maintaining the Single Central Record which is used to log all safer recruitment checks, including details of DBS checks. Checks are recorded for all staff who are employed to work in the school; any existing staff where a safeguarding concern arises; are employed on a supply or casual basis, whether employed directly by the school or through an agency; all salaried initial teacher training applicants; all volunteers who have regular contact with children; all contractors engaging in regulated activity; and all people brought into the school to provide additional teaching or instruction for pupils but who are not staff members, for example specialist sports coaches or music teachers. An enhanced DBS check is completed for all governors and the governing body is responsible for applying for a certificate for all governors not in possession of one. An additional barred list check is completed for governors that engage in regulated activity. The school will obtain written notification from initial teacher training providers and any agency or third party organisation that they use, that the organisation has carried out the appropriate safeguarding checks.

Recruiting volunteers

The School Business Manager is responsible for the recruitment of volunteers. An initial meeting is held to determine the individual’s suitability and discuss what would be expected of them as a volunteer. Health and Safety and Safeguarding procedures are explained and potential volunteers are asked to read and complete the school’s Volunteer Pack. The pack includes guidance for volunteers and copies of the *Child Protection and Safeguarding Policy*, *Behaviour Policy* and *Data Protection Policy*. Potential volunteers are asked to bring in the required documentation to complete a DBS check, to complete a Disqualification Declaration and an enhanced DBS check if they are new to regulated activity. A risk assessment may be completed to decide whether to complete an enhanced DBS check for any volunteer not engaging in regulated activity. No volunteer will be left unsupervised until the necessary checks have been completed. Once the DBS is successful, volunteers are asked to bring in their certificate so that a copy can be viewed and a record of the number taken. Volunteers are expected to follow the same procedures for reporting safeguarding concerns as all other members of staff and will be subject to the same levels of support and scrutiny from the school.

Training

All teaching and support staff in education should be aware of the signs and symptoms of abuse and be able to respond appropriately. Training is provided to the whole school every three years with separate training to all new staff on appointment. The school’s safeguarding procedures and policy are explained to staff upon their induction. The DSL and Deputy DSL(s) will attend initial training for their role and then refresh this every two years. Any update in national or local guidance will be shared with all staff in termly safeguarding briefings and then revisited in the next whole school training.

Children with special educational needs and disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Staff should be aware that additional barriers can exist when recognising and acting on abuse and neglect of children with SEN and disabilities including:

- Assumptions that indicators of possible abuse relate to the child’s disabilities without further exploration
- Potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs

- Communication barriers and difficulties in overcoming these barriers.

Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing Bodies should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. The designated teacher for looked after children is Mrs Lynn Torrance. Her role is to:

- promote the educational achievement of children who are looked after.
- ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
- have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.
- have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.
- Work with the virtual school head to discuss how funding can be best used to support looked after children.

Children Missing Education

For the purpose of the Statutory Guidance on Children Missing Education (2015), children missing education are defined as those who are not on a school roll or receiving suitable education otherwise than at school. Those who are regularly absent or have missed school for a continuous period of 10 school days or more without permission may be at risk of becoming 'children missing education'.

Enquiries into the circumstances surrounding a child who is missing from school can be effectively supported by schools adopting an admissions procedure which requires a parent/carer to provide documentary evidence of their own and the child's identity and status in the UK, and the address that they are residing at. These checks should not become delaying factors in the admissions process.

If a member of the school staff becomes aware that a child may have run away or gone missing, they should try to establish with the parents/carers, what has happened. If this is not possible, or the child is missing, the DSL should, together with the class teacher, assess the child's vulnerability.

From the first day that a child does not attend school and there is no explanation or authorisation of the absence, the following steps should be taken:

- The school office staff will make contact with the parents/carers (person with parental responsibility for the child) to seek reassurance that the child is safe at home;
- The outcome of the contact should be assessed and if there are any concerns a consultation with the school DSL should take place to consider the child's vulnerability.

In the following circumstances a referral to children's social care and /or the police should always be made promptly:

- The child may be the victim of a crime;
- The child is subject of a Child Protection Plan;
- The child is subject of s47 enquiries;
- The child is looked after;
- There is a known person posing a risk to children in the household or in contact with the household;
- There is a history of the family moving frequently;
- There are serious issues of attendance.

The length of time that a child remains out of school could, of itself, be an alerting factor of risk of harm to the child. Accordingly if a situation is not resolved within 3 days the Education Welfare Service should be contacted, then referrals should be made to the police and LA Children's Social Care, as appropriate over the next two weeks.

Transfer of information when a pupil changes school

The Education (Pupil Information) (England) Regulations 2000 governs the transfer of information between schools.

- Regulation 10(3) states that 'The head teacher of the pupil's old school shall send the information within fifteen school days of the pupil's ceasing to be registered at the school'.

However:

- Regulation 10 (4) states that 'This regulation does not apply where it is not reasonably practicable for the head teacher of the old school to ascertain the pupil's new school or where the pupil was registered at his old school for less than four weeks'.

If the CME team or any other agency becomes aware the child has moved to another school the service should ensure all relevant agencies are informed so that arrangements can be made to forward records from the previous school.

As a school we will educate and encourage pupils to keep safe through:

- The content of the Personal, Social and Health Education (PSHE) and Sex and Relationships (SRE) curriculum.
- Teaching children about e-safety including using the internet appropriately and staying safe online.
- Use of filters for internet searches and websites to protect children in school.
- A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

Child Protection and Safeguarding Procedures

These procedures apply to all staff working in the school. It is important that staff are aware of all the content even if it does not apply to them.

The aim of our procedures is to provide a robust safeguarding framework which enables us to safeguard and promote the welfare of pupils as follows:

- Raise awareness of child protection and safeguarding roles and responsibilities with staff and governors.
- Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Support pupils in line with their child protection plan.
- Support children with additional needs through early help and external agencies.
- Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.
- Establish a safe environment in which children can learn and develop.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE), Isle of Wight Safeguarding Children's Board (IOWSCB) and Isle of Wight County Council (IWCC).

Staff Responsibilities

Staff have a key role to play in identifying concerns early and providing help for children.

Listening and responding

All staff receive training in how to listen and respond to children. They will allow the child to speak and only ask open questions to aid clarification.

Record keeping

Any member of staff who has concerns about the welfare of a child must share this information with the DSL.

- Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure) or the evidence that has led to the concerns.
- This report is given to the DSL who will analyse risk and refer onwards as necessary and appropriate.
- Referrals where urgent action is required should never be delayed in order for a full record to be written.

- Child protection records will be stored in a locked room and away from the main pupil records. The files are kept in good order and have a clear system. They are updated regularly and labelled clearly. Each document is dated and accounted for on a corresponding record sheet that is kept with the file. Written records are kept even if it is felt that no further action is needed.

Confidentiality

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who 'need to know'.
- All staff are aware that they cannot promise a child that they will keep a secret.
- Disciplinary action will be considered for any breach of confidentiality.

Reporting

- Staff will notify DSL of any child on a Child Protection Plan where there is an unexplained absence.
- Staff will report to DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.

Staff will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Contribute towards and shape safeguarding arrangements and policy.
- Maintain an attitude of "**it could happen here**" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that same day.
- Be prepared to identify children who may benefit from early help and be aware of their role in referring cases requiring early help.
- If the disclosure is an allegation against a member of staff they will follow the allegations procedures and policy (Annex 6).
- Follow the procedures set out by the IOWSCB and IWCC and take account of guidance issued by the DfE.
- Treat information with confidentiality but never promising to "keep a secret".
- Notify DSL of any child on a Child Protection Plan who has an unexplained absence.
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with or signpost them to opportunities to change the situation.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the Designated Safeguarding Lead (DSL) and Deputy DSLs are and know how to contact them.

Senior management team (including DSL) will:

- Ensure that the Child Protection and Safeguarding Policy is followed by all staff.
- Contribute to inter-agency working in line with DfE guidance (Working together to safeguard children – February 2017)
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings.

- Carry out tasks delegated by the Governing Body such as training of staff; safer recruitment; and maintaining a Single Central Register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow relevant procedures.

The DSL will:

In this school the DSL is Mrs Lynn Torrance (Inclusion Lead and Deputy Headteacher).

The Deputy DSLs are Miss Vanessa Hicks (Headteacher) and Mrs Liz Denham (Family Liaison Officer) who are trained to the same standard as the DSL.

In addition to the role of staff and senior management team the DSL will:

- Assist the Governing Body in fulfilling their responsibilities under Section 175 of the Education Act 2002.
- Retain ultimate responsibility for safeguarding and child protection, even if certain aspects of the role are delegated to deputies.
- Attend initial training for the role and refresh this every two years. This is by attending refresher training after the first two years and then demonstrating evidence of continuing professional development thereafter.
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details.
- Will always be available during school hours to discuss safeguarding concerns.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL.
- Ensure that whole school training occurs at least termly so that staff, governors and volunteers can fulfil their responsibilities.
- Ensure any members of staff joining the school outside of this training schedule receive an induction prior to commencement of their duties.
- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk.
- Ensure that copies of safeguarding records are transferred accordingly (separate from pupil files) when a child transfers school.
- Ensure that where a pupil transfers school and is on a child protection plan or is a looked after child, the information is passed to the new school immediately and that the child's social worker is informed.
- Link with the IOWSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Referral

The DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm; or risk of significant harm has been reached; or they are not clear if the threshold is met; then the DSL will contact Children's Social Care and/or the Police. Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate. If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible. In addition, the Local Authority should make a decision within one working day and inform the referrer of the outcome. Staff should follow up or escalate referrals when information is not forthcoming. Where a child's situation does not appear to be improving, the same member of staff with concerns should press for reconsideration.

The responsibilities of the Governing Body

The Governing Body is responsible for ensuring that:

- The school has effective safeguarding policies and procedures including a Child Protection and Safeguarding Policy and a Staff Code of Conduct and these are provided to all staff members on induction.
- The Child Protection and Safeguarding Policy is reviewed annually and made publically available.
- National and local guidance is followed, specifically *Keeping Children Safe in Education*.
- An annual audit of safeguarding is carried out and any concerns are remedied without delay.
- Recruitment, selection and induction follows safer recruitment practice.
- A member of the senior leadership team is designated as Designated Safeguarding Lead (DSL) and have this recorded in their job description.
- Staff have been trained appropriately and this is updated in line with guidance.
- Children are safeguarded from potentially harmful and inappropriate online material. As such, Governing Bodies should ensure appropriate filters and monitoring for IT systems are in place.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Allegations against staff are dealt with by the Headteacher in line with the agreed policy.
- They have identified a nominated governor for dealing with allegations against the Headteacher (**Mrs Emma Meek**).

Child Protection Procedures

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interests between the child and an adult, the interests of the child must be paramount. Where there is a safeguarding concern, Governing Bodies and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at their heart. These procedures should be read in conjunction with the flowchart (Annex 2).

If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information.
2. Report it to the DSL / Headteacher immediately.
3. The DSL or Headteacher will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL or Headteacher are not immediately available (see point 8 below).
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations.
 - Dates and times of any discussions they were involved in.
 - Any injuries.
 - Explanations given by the child/adult.
 - What action was taken.
 - Any actual words or phrases used by the child.

The records must be signed and dated by the author. Staff should maintain an appropriate level of confidentiality when liaising with relevant professionals.

Following a report of concerns from a member of staff, the DSL must:

1. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to Children's Social Care.

2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be taken into account. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact Children's Social Care on **0300 300 0117** (24 hour number) and make a clear statement of:
 - the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the child's family

If the DSL feels unsure about whether a referral is necessary, they can phone Children's Social Care to discuss concerns.

3. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or consider the Early Help process.
4. The DSL must confirm any referrals in writing to Children's Social Care, within 24 hours, including the actions that have been taken. The written referral should be made using the inter-agency referral form which will provide Children's Social Care with the supplementary information required about the child and family's circumstances.
5. If a child is in immediate danger and urgent protective action is required, the police should be called. The DSL should also notify Children's Social Care of the occurrence and what action has been taken.
6. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
7. When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DSL or Headteacher should take the child to the Accident and Emergency Unit at the nearest hospital, having first notified Children's Social Care. The DSL should seek advice about what action Children's Social Care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

When dealing with allegations against staff, governors and volunteers:

Please refer to the *Allegations of abuse against staff* policy March 2017 and the guidance in Annex 6. Only the Headteacher, delegated staff or nominated governor should deal with allegations, all other staff or governors must:

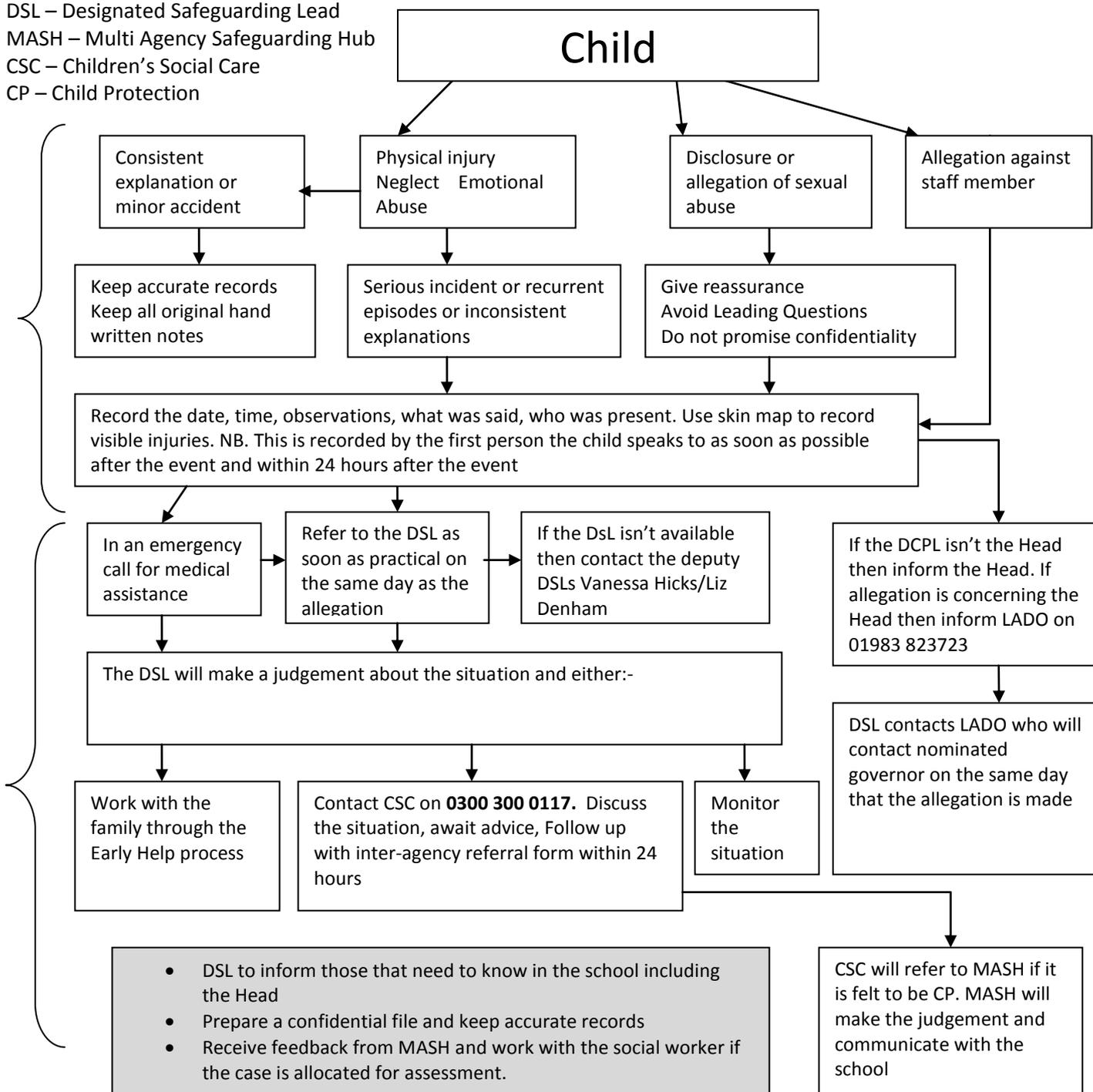
- Report any concerns about the conduct of any member of staff to the Headteacher as soon as immediately as possible and within 24 hours. 'Staff' includes adults in the school from external agencies; those in a temporary or supply basis within the school; and adults not directly involved in face to face work within the school environment.
- The Local Authority Designated Officer will be contacted and the relevant guidance will be followed.
- If the allegation concerns the Headteacher, the information needs to be passed to the LADO or the Chair of Governors and nominated Safeguarding Governor (**Mrs Emma Meek**) immediately.
- Allegations of abuse against a teacher who is no longer working at the school will be referred to the Police.
- Refer all cases of dismissal due to safeguarding concerns to the Disclosure and Barring Service (DBS).

Links to Safeguarding Resources

Issue	Links to Useful Resources
Health and Safety	https://www.gov.uk/health-safety-school-children
Anti – Bullying and Harassment & Discrimination	https://www.gov.uk/bullying-at-school https://www.gov.uk/government/publications/preventing-and-tackling-bullying
Anti-Racism	http://www.cps.gov.uk/northwest/working_with_you/hate_crime_schools_project/schools_project_racist_and_religious_hate_crime/
Physical Intervention	https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
Meeting the needs of pupils with medical conditions	https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
First Aid	https://www.gov.uk/government/publications/first-aid-in-schools
Drug and Substance Misuse	https://www.gov.uk/government/publications/drugs-advice-for-schools
Intimate Care	http://4lscb.proceduresonline.com/chapters/g_int_care.html
Internet Safety	http://ceop.police.uk/
School Site Security	https://www.gov.uk/government/publications/school-security
Safer Recruitment Policy	https://www.gov.uk/government/policies/helping-employers-make-safer-recruiting-decisions
Children Missing Education	http://4lscb.proceduresonline.com/isle_of_wight/p_ch_miss_care_home_ed.html#cme
Radicalisation	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf
Child Sexual Exploitation	https://www.gov.uk/government/publications/tackling-child-sexual-exploitation-action-plan http://4lscb.proceduresonline.com/chapters/p_missing_exploit_traff.html
Hampshire and Isle of Wight Neglect Strategy	https://secure.toolkitfiles.co.uk/clients/25263/sitedata/files/2946CS-Neglect-Strategy-web-version.pdf
Female Genital Mutilation	https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack
Missing, Exploited and Trafficked Children Protocol	http://www.proceduresonline.com/4lscb/shared_content_SCB_php/shared_files/4lscb_met_protocol.pdf

Flowchart for Child Protection Procedures

DSL – Designated Safeguarding Lead
 MASH – Multi Agency Safeguarding Hub
 CSC – Children’s Social Care
 CP – Child Protection



Model Recording Form

Child's Name:

D.o.b.

Name/title of person raising concern:

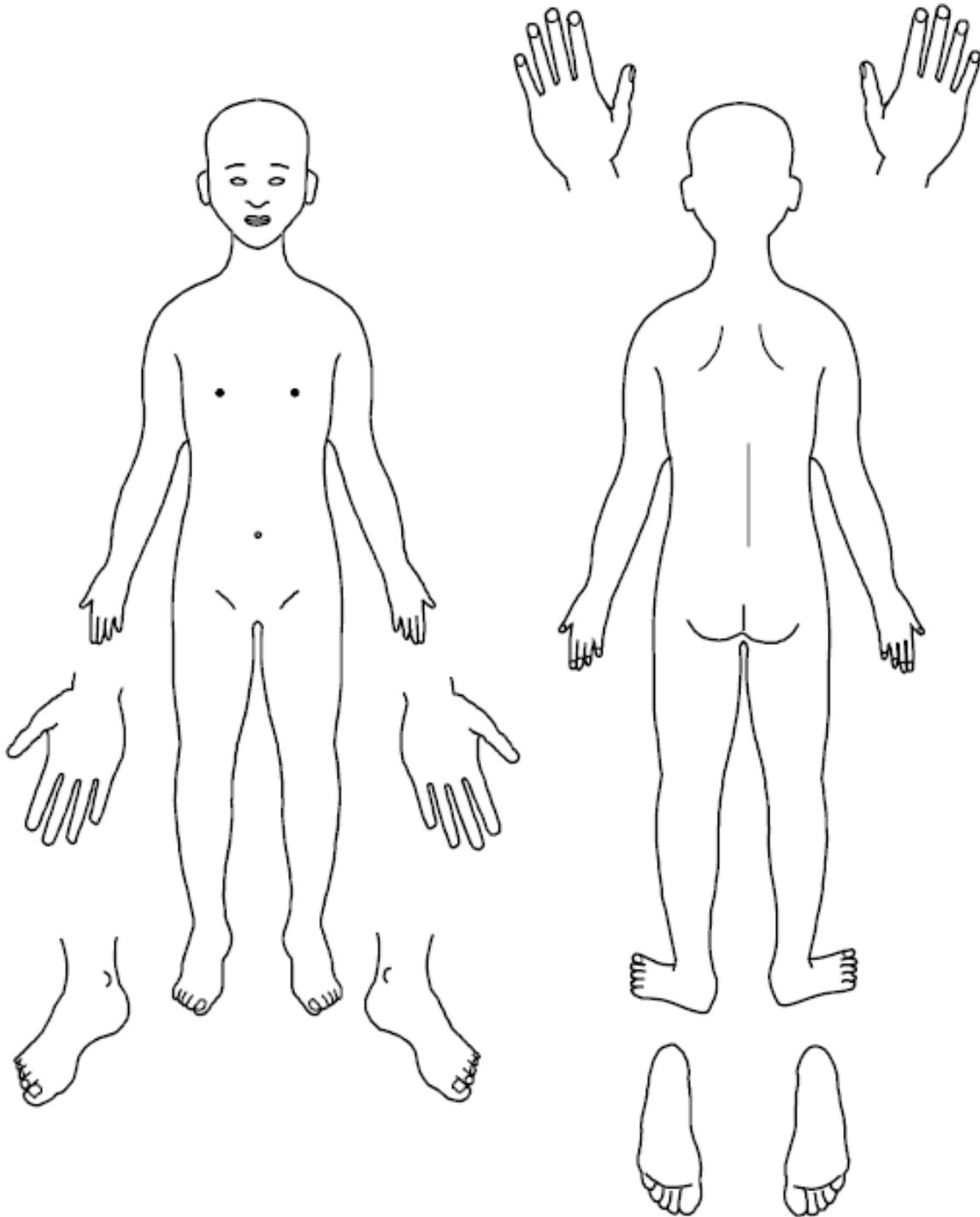
Date and Time	Details of concern	Action taken - To whom and organisation (Has a CAF or referral to Children's Social Care been considered?)	Outcome of action	Further actions required by whom and when	Review Date	Name and signature of person completing entry

Name:

Designation:

Copied to:

Skin Maps



Name of Child: _____

Date of birth: _____

Name of completer: _____

Date of recording: _____

Signed: _____



Any additional information

Dealing with disclosures

All staff should:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles - The Seven Rs

Receive

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said and take it seriously.
- Make a note of what has been said as soon as practicable.

Reassure

- Reassure the pupil, but only so far as is honest and reliable.
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential.'
- Do reassure e.g. you could say: "I believe you", "I am glad you came to me", "I am sorry this has happened", "We are going to do something together to get help."

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?'. Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff.

Report

- Share concerns with the designated safeguarding lead as soon as possible
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the Children's Services department directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration.

Record

- If possible make some very brief notes at the time, and write them up as soon as possible.
- Keep your original notes on file.
- Record the date, time, place, persons present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- Complete a body map to indicate the position of any noticeable bruising.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

Remember

- Support the child: listen, reassure, and be available.
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.
- Try to get some support for yourself if you need it.

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the Children's Services Department.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

Allegations against staff or volunteers

Procedure

Please see the *Allegations of abuse against staff* policy.

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school has:

- **behaved in a way that has harmed a child, or may have harmed a child;**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.**

In dealing with allegations or concerns against an adult in the school:

- Report any concerns about the conduct of any member of staff or volunteer to the Headteacher or their deputy as soon as possible.
- If an allegation is made against the Headteacher, the concerns need to be raised with the LADO or Chair of Governors as soon as possible.
- Once an allegation has been received by the Headteacher or Chair of Governors they will contact the Local Authority Designated Officer on 01983 823723

The LADO and the personnel provider for the school will support the school in following procedures set out in *Keeping Children Safe in Education* (2016) and the IOWSCB procedures.

The School has adopted the Isle of Wight *Whistleblowing at Work* Policy 2015. The school encourages staff to report Whistleblowing concerns as soon as possible, in the knowledge that their concerns will be taken seriously and investigated as appropriate, and that their confidentiality will be respected. This includes concerns about poor or unsafe practice with regards to the school's safeguarding regime. The Isle of Wight *Whistleblowing at Work* Policy seeks to reassure all staff that it is safe and acceptable to speak up and to enable them to raise any Whistleblowing concern they may have at an early stage and in the right way. In line with the policy, rather than wait for proof, the school would prefer staff to raise the matter when it is still a concern. A culture of openness and accountability is essential in order to prevent such situations occurring or to address them when they do occur.

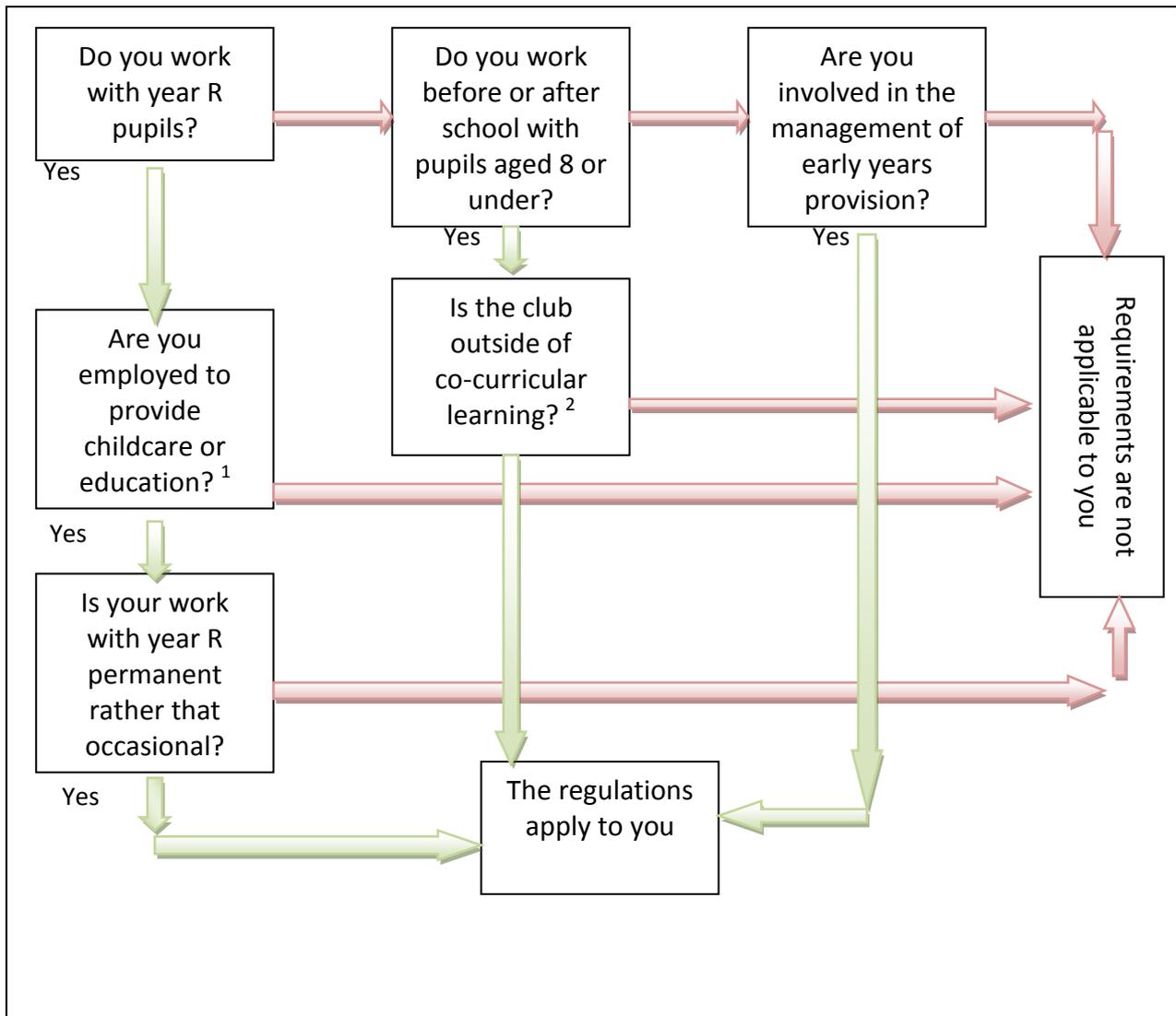
The NSPCC whistleblowing helpline is available for staff that do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and email: help@nspcc.org.uk

Annex 7

Disqualification under the Childcare Act 2006

This procedure should be read in conjunction with Disqualification under the Childcare Act 2006 Statutory Guidance (DfE - updated June 2016).

The requirement of the act is applicable to a limited number of school staff and the following flowchart can be used to help confirm if staff members are required to make disclosures to Ofsted in respect of themselves or members of their household.



¹ Caretakers, cleaners, drivers, transport escorts, catering and office staff are not employed to provide child care

² Co-curricular learning covers activities such as school music and school sports activities

Staff Disqualification Declaration

Staff Disqualification Declaration

It is the responsibility of all employees to safeguard children. You have been identified by your employer as working in a relevant setting with regards to the provision of the Disqualification under the Childcare Act 2006 Regulations and as such are being asked to self-declare any relevant details to the best of your knowledge asked for below. Knowingly making a false declaration or withholding information could constitute a criminal offence and could jeopardise any position have in the organisation:

Workplace	
Name	
Post	

Section 1 – Disqualification Criteria	
Are you included on the Disclosure and Barring Services' (DBS) Children's Barred list?	Yes/No
Have you ever been convicted of certain violent and sexual criminal offences (relevant offences) against children and adults which are found within Disqualification under the Childcare Act 2006 ?	Yes/No
Have you ever been made subject to any of the orders made in relation to the care of children which are found within Disqualification under the Childcare Act 2006 ?	Yes/No
Have you ever been refused or had cancelled your registration relating to childcare, or children's homes, or been prohibited from private fostering?	Yes/No
Have you ever been found to have committed an offence overseas which would constitute an offence regarding disqualification under the 2009 Regulations if it had been done in any part of the United Kingdom?	Yes/No
To the best of your knowledge is anyone in your household* disqualified from working with children under these Regulations (disqualification 'by association')? This means would anyone in your household answer yes to any of the above questions	Yes/No
*household – includes family members, lodgers, partners and spouse, house-sharers, household employees, foster children or anyone employed in your house	

Section 2 – Information about you	
If you have answered YES to any of the questions above you should provide details below in respect of yourself, or where relevant the member of your household. You may supply this information separately if you wish but it must accompany this form without delay	
Details of the order, restriction, conviction, caution etc.	
The date of these	

The relevant court(s) or body(ies)	
Please provide a copy of the relevant order, caution, conviction etc.	
Section 3 – Declaration	
In signing this form I confirm that the information provided is true to the best of my knowledge and that:	
<ul style="list-style-type: none"> • I understand my responsibilities to safeguard children • I understand that I must notify my employer immediately of anything that affects my suitability including any pending court appearances, cautions, warnings, convictions, orders or other determinations made in respect of me or a member of my household that may render me disqualified from working with children 	
Signed	
Print name	
Date	

Your employer will advise you what they will do with and how they will store your answers to the above questions. If you wish to have further details about the relevant guidance itself please use the following link

[Disqualification under the Childcare Act 2006](#)

Thank you for taking the time to complete this Self Declaration form.

Intimate Care

As a school we follow the guidance for good practice set out by IOW Safeguarding Children's Board below:

Guidelines for good practice (adapted from the Chailey Heritage Centre)

1. Treat every child with dignity and respect and ensure privacy appropriate to the child's age and the situation. Privacy is an important issue. Much intimate care is carried out by one staff member alone with one child. The 4LSCBs believe this practice should be actively supported unless the task requires two people. Having people working alone does increase the opportunity for possible abuse. However, this is balanced by the loss of privacy and lack of trust implied if two people have to be present - quite apart from the practical difficulties. It should also be noted that the presence of two people does not guarantee the safety of the child or young person - organised abuse by several perpetrators can, and does, take place. Therefore, staff should be supported in carrying out the intimate care of children alone unless the task requires the presence of two people. The 4LSCBs recognise that there are partner agencies that recommend two carers in specific circumstances. Where possible, the member of staff carrying out intimate care should be someone chosen by the child or young person. For older children it is preferable if the member of staff is the same gender as the young person. However, this is not always possible in practice. Agencies should consider the implications of using a single named member of staff for intimate care or a rota system in terms of risks of abuse.
2. Involve the child as far as possible in his or her own intimate care. Try to avoid doing things for a child that s/he can do alone, and if a child is able to help ensure that s/he is given the chance to do so. This is as important for tasks such as removing underclothes as it is for washing the private parts of a child's body. Support children in doing all that they can themselves. If a child is fully dependent on you, talk with her or him about what you are doing and give choices where possible.
3. Be responsive to a child's reactions. It is appropriate to "check" your practice by asking the child - particularly a child you have not previously cared for - "Is it OK to do it this way?"; "Can you wash there?"; "How does mummy do that?". If a child expresses dislike of a certain person carrying out her or his intimate care, try and find out why. Conversely, if a child has a "grudge" against you or dislikes you for some reason, ensure your line manager is aware of this.
4. Make sure practice in intimate care is as consistent as possible. Line managers have a responsibility for ensuring their staff have a consistent approach. This does not mean that everyone has to do things in an identical fashion, but it is important that approaches to intimate care are not markedly different between individuals. For example, do you use a flannel to wash a child's private parts rather than bare hands? Do you pull back a child's foreskin as part of daily washing? Is care during menstruation consistent across different staff?
5. Never do something unless you know how to do it. If you are not sure how to do something, ask. If you need to be shown more than once, ask again. Certain intimate care or treatment procedures, such as rectal examinations, must only be carried out by nursing or medical staff. Other procedures, such as giving rectal valium, suppositories or intermittent catheterisation, must only be carried out by staff who have been formally trained and assessed as competent.
6. If you are concerned that during the intimate care of a child:
 - You accidentally hurt the child;
 - The child seems sore or unusually tender in the genital area;
 - The child appears to be sexually aroused by your actions;

- The child misunderstands or misinterprets something;
- The child has a very emotional reaction without apparent cause (sudden crying or shouting).

Report any such incident as soon as possible to another person working with you and make a brief written note of it. This is for two reasons: first, because some of these could be cause for concern, and secondly, because the child or another adult might possibly misconstrue something you have done.

7. Additionally, if you are a member of staff who has noticed that a child's demeanour has changed directly following intimate care, e.g. sudden distress or withdrawal, this should be noted in writing and discussed with your designated person for child protection.
8. Encourage the child to have a positive image of her or his own body. Confident, assertive children who feel their body belongs to them are less vulnerable to abuse. As well as the basics like privacy, the approach you take to a child's intimate care can convey lots of messages about what her or his body is "worth". Your attitude to the child's intimate care is important. As far as appropriate and keeping in mind the child's age, routine care of a child should be relaxed.

Intimate care is to some extent individually defined, and varies according to personal experience, cultural expectations and gender. The 4LSCBs recognise that children who experience intimate care may be more vulnerable to abuse:-

- Children with additional needs are sometimes taught to do as they are told to a greater degree than other children. This can continue into later years. Children who are dependent or over-protected may have fewer opportunities to take decisions for themselves and may have limited choices. The child may come to believe they are passive and powerless.
- Increased numbers of adult carers may increase the vulnerability of the child, either by increasing the possibility of a carer harming them, or by adding to their sense of lack of attachment to a trusted adult
- Physical dependency in basic core needs, for example toileting, bathing, dressing, may increase the accessibility and opportunity for some carers to exploit being alone with and justify touching the child inappropriately.
- Repeated "invasion" of body space for physical or medical care may result in the child feeling ownership of their bodies has been taken from them.
- Children with additional needs can be isolated from knowledge and information about alternative sources of care and residence. This means, for example, that a child who is physically dependent on daily care may be more reluctant to disclose abuse, since they fear the loss of these needs being met. Their fear may also include who might replace their abusive carer

The above is taken largely from the publication 'Abuse and children who are disabled: a training and resource pack for trainers in child protection and disability, 1993'.

This guidance can be read in full at http://4lscb.proceduresonline.com/chapters/g_int_care.html

Young People with Medical Needs

There will be occasions when children are temporarily unable to attend school on a full time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable)

Hampshire and the Isle of Wight use the phrase “long-term” to define any period exceeding 15 continuous school days of absence from school because of medical needs.

Where it is clear that an absence will be for more than 15 continuous school days then inclusion service provision should begin at the earliest possible date and should not automatically be delayed until the 16th day of absence.

It is important that the referring school must notify the School Nurse service at the point it is identified that the child or young persons medical need is preventing their attendance at school.

At all times during the period of Education Welfare Service provision the young person will remain on the roll of their home school and the home school will retain ultimate educational responsibility for the young person.

Referral to the Education Inclusion Service:

Referral to the Education Welfare Service must be made by the young person’s home school. Referrals should normally be supported by either:

- a Hospital Consultant
- a Senior Clinical Medical Officer
- a Consultant Child Psychiatrist
- a General Practitioner (GP)
- a member of the Education Psychology Service

Briefing Sheet for Temporary and Supply Staff

For supply staff and those on short term contracts at Gurnard Primary School

While working in Gurnard Primary School, you have a duty of care towards the children here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school Designated Safeguarding Lead (DSL), who is Mrs Lynn Torrance.

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental.
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for.
- observing behavior that leads you to be concerned about a child or young person.
- a child or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive.
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish.
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the DSL, who should contact Children's Social Care if appropriate.

The school has a policy on safeguarding children which you can find, together with the local procedures to be followed by all staff, in the staff room.

Remember, if you have a concern, discuss it with the DSL.

Transporting Children on School Activities

All drivers must:

- Hold a valid driving licence for the type of vehicle being driven
- Be fit to drive
- Have no medical condition which affects their ability to drive
- Have a valid MOT for any vehicle older than 3 years old
- Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors, etc
- Ensure that any vehicle used has current road tax
- Ensure that they adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everybody in the vehicle

Insurance:

- Maintain valid insurance, as a minimum, for third party liability
- Check with their insurance company and inform them that the driver occasionally conveys children on school activities. This is unlikely to affect the cost of your insurance premium.

Safety:

- Be familiar with, and drive in accordance with, the Highway Code at all times
- Drive safely and observe the speed limit
- Before driving not to consume alcohol or drugs which may impair driving
- Ensure that all passengers wear seat belts as appropriate
- Use child proof locks on rear doors where necessary
- When travelling in a minibus: All children must travel in rear seats if a child car seat or an adult seat belt isn't fitted; use a child car seat if there's one available in a minibus; use an adult seat belt if child car seats are not fitted or are unsuitable.
- When travelling by car: children must use an EU-approved height-based child car seat until they're 12 years old or 135 centimetres tall, whichever comes first. This should normally be a Group 2 Forward-facing Booster Seat (Child weighing 15 kg - 25 kg roughly 4 to 6 years) or a Group 3 Forward-facing Booster Seat or cushion (Child weighing 22 kg - 36 kg roughly from 6 - 11 years).

Legislative Framework

This is a brief overview of the Legislation and Guidance that staff can refer to if they want more information.

United Nations Convention on the Rights of the Child (1989)

This is an international agreement setting out the minimum standards for protecting children's rights. It was incorporated into the law in the Children Act 1989. The Convention refers to all children up to the age of 18 years. In relation to safeguarding children, it states that:

- the best interests of the child should be a primary consideration when action is taken concerning them
- children are to be protected from all forms of discrimination
- every child has the inherent right to life, survival and development
- children should not be punished cruelly or in a way that belittles them
- children have the right to be protected from all forms of abuse and neglect and be given proper care by those looking after them
- children who are victims of abuse are entitled to the care and treatment needed to recover from the effects of their mistreatment.

Children Act 1989

The Children Act 1989 came into force in October 1991. It brought together legislation on caring for and protecting children and is still the framework for safeguarding children and promoting their welfare. The Children Act 1989 is underpinned by the following principles:

- **welfare principle** – the child's welfare is the paramount consideration in any decision which affects them.
- **parental responsibility** – replaces parental rights. Parents share parental responsibility with the local authority for a child in care.
- **partnership** – professionals and families must work together for the welfare of children
- **the child's voice** – a child's wishes and feelings should be sought and taken into account in making decisions affecting them (if they are old enough to understand).
- **family is best** – a child's own family is the best place for a child to be brought up.
- **no order principle** – a court order should not be made unless it is needed to improve the child's life.
- **diversity issues** – racial, cultural, religious and linguistic background must be taken into account in all decisions.

The main safeguarding provisions of the act are:

- **child protection (s47)** – a local authority has a duty to investigate if a child is thought to be suffering, or is likely to suffer, significant harm.
- **children in need (s17)** – a local authority has a duty to assess and provide services for a child in need if parents wish it.
- **inter-agency working** – health, education and other public sector agencies are required to assist Children's Social Care in safeguarding and promoting the welfare of children.
- **court orders** – a court can order a child to be taken into care or to be under a supervision order. It can also order a child to be given emergency protection or to be assessed.

Adoption and Children Act 2002

Section 120 extends the definition of significant harm so that actually witnessing violence can also constitute harm.

Children Act 2004

The act made it statutory to safeguard and promote the welfare of children across all statutory agencies. It set up local safeguarding children boards (LSCBs) to oversee the safeguarding of children, and required local authorities to produce annual children and young people's plans and appoint directors and lead members of Children's Services.

Human Rights Act 1998

The Human Rights Act applies the European Convention on Human Rights to UK law. Article 8, which covers respect for private and family life, limits state intervention in family life, which must be "...in the interests of national security, public safety or the economic well-being of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others." This ensures that a child's right to protection overrides a family's right to privacy. Article 3 covers the rights of an individual to be free from torture and inhuman and degrading treatment. It effectively imposes an obligation on the authorities to take preventative measures to protect a child at risk of harm.

Data Protection Acts 1984 and 1998

These acts relate to the recording of information, including information about children. Under the 1998 act personal information must be obtained fairly and processed lawfully. This information can be shared only in certain circumstances and it has to be accurate, relevant and kept securely. In certain circumstances, the act allows for disclosure of personal information without the consent of the subject, including that "...for the purpose and detection of crime, the apprehension or prosecution of offenders or when a failure to disclose information could place the protection of children, young people or vulnerable adults at risk." This is particularly relevant where an organisation or employer holds information about someone who could pose a risk to children.

Sexual Offences Act 2003

This provides a comprehensive legislative framework for sexual offences. It covers offences against adults (including people with mental disorders), as well as offences against children and sexual offences within the family. It also makes amendments to the laws governing the sex offenders register by introducing a requirement for those cautioned or convicted of specific categories of sexual offences to inform the police of their name and address and any changes to those details. The act also covers specific offences relating to the *abuse of trust* which applies when the child is under 18. These offences include:

- sexual activity with a child
- causing or inciting a child to engage in sexual activity
- engaging with sexual activity in the presence of a child
- causing a child to watch a sexual act.

The act lists occupations to which the abuse of trust laws apply. These include staff working in:

- institutions looking after children detained under a court order – e.g., a young offenders institution
- accommodation provided by local authorities and voluntary organisations under statutory provision
- hospitals, clinics, care homes, children's homes and residential family centres
- educational institutions.

The Act allows for a preventative order to be made to protect children from harm. This includes stopping offenders from visiting places where children may gather – e.g., parks and recreation grounds.

Education Act 2002

Section 175 of this act introduced a new statutory duty on local education authorities, maintained and independent schools and further education institutions to ensure that their responsibilities are carried out with a view to safeguarding and promoting the welfare of children and young people.

Guidance

This section deals with government guidance to agencies on safeguarding children and young people.

Working Together to Safeguard Children (HM Government, updated February 2017)

This document is the main national reference for safeguarding. It provides guidance on how agencies should work together to protect children. It covers the roles and responsibilities of all professionals who come into contact with children through their work and describes the child protection process. It replaces the 2010 and 2015 guidance with the same title.

What to Do if you're Worried a Child is Being Abused (HM Government, 2015)

This practice guidance was updated in 2015. It spells out the processes to be followed when there are concerns about a child's welfare, including their safety.

Keeping Children Safe in Education (Department for Education, updated September 2016)

Linked to the Education Act 2002, this guidance sets out the legal duties schools and further education colleges to safeguard and promote the welfare of children, and provides safeguarding guidance for all staff (part 1), safer recruitment, dealing with allegations and an overview of the role of Designated Safeguarding Lead (DSL)

Disqualification under the Childcare Act 2006 (Department for Education, updated June 2016)

This guidance clarifies who is covered by the act, what offences are relevant and how schools can meet their requirements

Safeguarding – Requirement for Governors

Safeguarding and promoting the welfare of pupils

General duty

Section 175 of the Education Act 2002 places a duty on the Governing Bodies of maintained schools, and regulations under section 157, about safeguarding pupils in Independent Schools (which include academies) requires academy trusts to have arrangements in place to ensure that they:

- carry out their functions with a view to safeguarding and promoting the welfare of children; and
- have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section.

Statutory guidance

‘Keeping Children Safe in Education’, places statutory requirements on all Governing Bodies, which must make sure their school has policies and procedures in place and take into account any statutory guidance issued by the Secretary of State, the DfE, any LA guidance and locally agreed inter-agency procedures.

Educational settings have a central role to play in the early identification of any welfare concerns about an individual child, additional needs they might have and indicators of possible abuse and neglect. To be effective, all schools should work with other organisations, share and receive information about individual children in order to protect them from harm. All schools should have regard to the guidance set out in Working Together to Safeguard Children (updated February 2017).

Allegations against staff and volunteers

Statutory guidance ‘Keeping Children Safe in Education’ (September 2016) sets out the procedures all schools must have in place for dealing with allegations.

The procedures should make it clear that all allegations should be reported straight away, normally to the Headteacher. The procedures should also identify the person, often the Chair of Governors, to whom reports should be made in the absence of the Headteacher, or in cases where the Headteacher themselves are the subject of the allegation or concern. Procedures should also include contact details for the LADO responsible for providing advice and monitoring cases. Under no circumstances should the governor approach the subject of the allegation before seeking advice from the DSL in school, the Headteacher, or LA LADO.

Employers have a duty of care to their employees. Governing bodies should make sure that the school provides effective support for anyone facing an allegation. They must also provide them with a named contact within school if they are suspended. If an allegation is made, the Headteacher, Chair of Governors or chair of the management committee (the ‘case manager’) should immediately discuss the case with the LA Designated Officer (LADO). This initial discussion allows the LADO and case manager to consider the nature, content and context of the allegation and agree a course of action.

Chairs of governing bodies are expected to work with the Headteacher (unless the allegation concerns the Headteacher) and LADO to confirm the facts about individual cases. They are also expected to reach a joint decision on the way forward in each case. Chairs have a key role in deciding courses of action, including disciplinary action, in those cases where a criminal investigation may not be required. In cases where allegations have been substantiated, the Chair should work with the LADO and Headteacher to determine

whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

All Governing Body members should have information training about safeguarding, whether the Governing Body acts collectively or an individual member takes the lead. This will make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

Governing Bodies should make sure that a senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding issues (DSL); providing advice and support to other staff; liaising with the LA; and working with other agencies.

Safe recruitment procedures

A key aspect of safeguarding is the vetting of applicants and prospective volunteers working with children to make sure they are not unsuitable.

The Governing Body of a maintained school is required, under the School Staffing (England) Regulations 2009, to ensure that safer recruitment procedures are applied. This includes making sure that at least one member of any appointment panel has completed 'safer recruitment' training.

Employment checks

When making appointments, Governing Bodies must take into account the requirements of equalities legislation and best employment practices. Once the Governing Body has chosen a preferred candidate, and before any appointment is made, it must ensure all required checks are completed, including

- check the identity of the candidate;
- their right to work in the United Kingdom and whether the candidate has the necessary health and mental fitness to teach; and
- whether any reasonable adjustments are required to allow teaching staff to provide effective and efficient teaching.

Governing Bodies should also:

- take up references from the applicant's current or former employer; and
- consider asking the candidate's current employer for details of any capability history in the previous two years, and the reasons for this.

For the majority of work in schools, governing bodies must obtain, for all new appointments, an enhanced Disclosure and Barring Service (DBS) check before, or as soon as practicable after appointment, and a barred list check before appointment if the work is within the scope of 'regulated activity' relating to children from the DBS website. The current statutory guidance 'Keeping Children Safe in Education' provides a chapter on the checks required. Should an individual start work in regulated activity before the DBS certificate is available, the individual will be supervised and all other checks, including a separate barred list check, will be completed.

The Governing Body is required to carry out additional checks if the applicant has lived outside the UK. Employers have a duty to check potential employees' documents before employing them, to ensure they have the right to work in the UK.

The Governing Body must reassure itself that all appropriate suitability checks have been undertaken and that the school keeps a single central record, detailing the range of checks it has carried out on its staff and volunteers.

The barred list check is a check that the person is not barred from 'regulated activity' – work that a barred person must not do. From September 2012, the amended definition of regulated activity in relation to children comprises, in summary:

unsupervised activities: teaching, training, instructing, caring for or supervising children, or providing advice/guidance on wellbeing, or driving a vehicle that is being used solely for the purpose of transporting children and their carers/escorts;

Disclosure and Barring Service (DBS) checks are completed for all governors, volunteers, after school club coaches and those in frequent contact with children.

Schools **must** refer to the Disclosure and Barring Service (DBS) anyone who has harmed or poses a risk of harm to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals is provided by the DBS.

Governing Bodies should ensure compliance with statutory guidance *Keeping Children Safe in Education* and ensure they effectively monitor implementation as part of their accountability framework.

What is Child Abuse?

The following definitions are taken from *Working Together to Safeguard Children* (updated February 2017). In addition to these, it should be understood that children can also be abused by Honour Based Violence, Forced Marriage, Female Genital Mutilation, peer-on-peer abuse, preventing radicalisation, violence against women and girls (VAWG) or DASH (Domestic Abuse, Stalking and Harassment). Definitions and guidance on these are included.

What is abuse and neglect?

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

Physical abuse

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

Emotional abuse

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

Neglect

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

- provide adequate food, clothing 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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect

Please refer to the Hampshire and Isle of Wight Neglect Strategy for detailed guidance:

<https://secure.toolkitfiles.co.uk/clients/25263/sitedata/files/2946CS-Neglect-Strategy-web-version.pdf>

The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

NSPCC research has highlighted the following examples of the neglect of children under 12

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if your worried a child is being abused* March 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. **Don't keep it to yourself.**

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated
- Looking sad, false smiles.

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies.

Additional guidance can be found in the Hampshire and Isle of Wight Neglect Strategy and online toolkit for Neglect.

Emotional Abuse

The nature of emotional abuse

Most harm is produced in '*low warmth, high criticism*' homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of Emotional Abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless, etc.)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away

- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g. wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school or leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical Abuse

The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the bony prominences – e.g., shins. Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face).
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped).
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head.
- Bruises on the back, chest, buttocks, or on the inside of the thighs.
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette.
- Scalds with upward splash marks or tide marks
- Untreated injuries

- Recurrent injuries or burns
- Bald patches.

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Sexual Abuse

The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to Child Sexual Exploitation (see below).

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives. Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age

- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour; onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of sexual abuse where a child is forced or coerced into performing sexual acts by an individual or group of people. It can be violent, humiliating and degrading to the victim. Sometimes the victim will be offered gifts ranging from food, jewellery and technology to money, alcohol and drugs. The individual carrying out the exploitation will often groom the victim by acting as their partner or offering them compliments. This abuse does not have to be physical as it can also happen online. Even if the victim thinks that they are voluntarily engaging in sexual activities, it is never consensual. Victims of CSE will often go missing from home, care or education at some point. Children in Care are considered to be at the greatest risk of CSE.

Keeping Children Safe in Education outlines several indicators to be aware of in relation to CSE. Children who:

- Appear with unexplained gifts or new possessions
- Associate with young people involved in exploitation
- Have older boyfriends or girlfriends
- Suffer from sexually transmitted infections or become pregnant
- Suffer from changes in emotional wellbeing
- Misuse drugs and alcohol
- Go missing for periods of time or regularly come home late
- Regularly miss school or do not take part in education.

Where CSE or the risk of it is suspected, staff must inform the DSL. Where appropriate the school will follow the procedures according to DfE guidance *What to do if you suspect a child is being sexually exploited*. This will include referring to Children's Social Care, the Police and the Local Authority. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf

Peer on peer abuse

Bullying of any kind is not accepted at Gurnard and the school's Anti-bullying Policy sets out clear procedures on dealing with bullying and the preventative measures taken by the school to promote a culture of respect and understanding. Peer on peer abuse can take many different forms including gender-based violence (such as sexualised behaviour or assaults against girls or initiation violence towards boys; racial abuse; or sexting. Peer-on-peer abuse is never acceptable and will not be tolerated by any member of the school community. It cannot be passed off as a joke, 'banter' or 'just part of growing up' and all reported cases must be taken seriously.

The Headteacher has a legal duty under the School Standards and Framework Act to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. The promotion of a caring, sharing, supportive school environment where pupils manifest high self-esteem is the best prevention of bullying behaviour. As part of nurturing this environment, school staff should be aware of gender issues that can be prevalent, proactive in identifying victim risk factors and addressing them.

Indicators may include: lacking close friends; being shy; coming from an overprotective family environment; being from a different racial or ethnic group to the majority; being different in some obvious respect from the majority; having special educational needs; having low self-esteem/confidence; lacking awareness of avoidance strategies; being a 'proactive victim'- a child who behaves inappropriately with others, such as barging in on games.

Pupils should be encouraged to be proactive when involved in or witnessing bullying behaviour by:

- Not allowing someone to be deliberately left out of a group;
- Not smiling or laughing when someone is being bullied;
- Telling a member of staff what is happening;
- Encouraging the bullied pupil to join in with their activities or groups;
- Telling the bullying pupil to stop what they are doing;
- Showing the bullying pupil they disapprove of their actions.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- If the incident is of a serious nature a clear account of the incident will be recorded on a memo sheet and given to one of the Senior Leadership Team.
- If appropriate the Senior Leader will interview all concerned and will record the incident
- If appropriate the accused and victim will be spoken to together and parents informed
- Class teachers will be kept informed and if it persists other appropriate staff will be advised
- Parents will be kept informed
- The Senior Leader will monitor the situation and report back to parents the outcomes of any involvement.
- Punitive measures will be used as appropriate and in consultation with all parties concerned

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence
- Staff monitoring

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil
- Staff monitoring.

Sexting

'Sexting' is the sending of sexually explicit messages via mobile phones or computers, typically involving self-generated images sent between peers. 'Sexting' is not a gender-neutral practice and is often coercive (with boys pressuring girls to send images of themselves) and is linked to sexual harassment, bullying and even violence. Self-generated images from 'sexting' can also be used later as a form of harassment and abuse known as 'revenge pornography' which involves the distribution (or threat of distribution) of images, without the consent of those depicted, in order to threaten, control, bully, harm or humiliate them.

Incidents are managed in line with the guidance in [Sexting in schools and colleges: Responding to incidents and safeguarding young people](#). The advice covers a variety of issues, including: responding to disclosures, handling devices and imagery, risk assessing situations, involving other agencies (including escalation to the police and children's social care), recording incidents, involving parents and preventative education.

Honour Based Violence

Honour based violence is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and / or community by breaking their honour code. It can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members.

http://4lscb.proceduresonline.com/isle_of_wight/p_honor_based_viol.html

Violence Against Women and Girls (VAWG)

Violence Against Women and Girls (VAWG) is the term given to all forms of violence and abuse experienced disproportionately by women and girls, or experienced by them because of their gender, including rape, domestic violence, forced marriage, FGM and sexual harassment. VAWG is linked to women and girls' inequality and is neither acceptable nor inevitable. Schools play a vital role in helping young people develop healthy relationships based on equality and respect.

Forced Marriage

Forced Marriage is a marriage performed without the full and free consent of one or both parties (children under 16 and people with some learning disabilities, for example, cannot legally consent). Emotional, financial, physical and sexual threats and abuse, as well as notions of 'honour,' can all be used to force someone to marry and forced marriage can lead to physical violence, rape and even murder.

Female Genital Mutilation (FGM)

- FGM is defined by the World Health Organisation as "all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons". FGM can have severe short and long term health consequences, including severe pain and shock, infection, fatal haemorrhaging, cysts, and complications in pregnancy and childbirth. Women and girls living with FGM can also experience long term effects on their physical, emotional and sexual health.

- The most common age for FGM to be carried out is between four and ten years old.
- FGM is illegal in the UK under the Female Genital Mutilation Act 2003 (amended by sections 70-75 of the Serious Crime Act 2015). Since 31 October 2015, teachers in England and Wales have been legally required to report 'known' cases of FGM in under 18s, which they identify in the course of their professional work, to the police.
- If a member of staff suspects that a child could be at risk of suffering FGM, they must **immediately report their concerns to the Police** and notify the DSL and the Headteacher. It is the responsibility of the member of staff (not the DSL or Headteacher) to report the concern to the Police. Failure to report concerns will result in disciplinary action.
- School staff should not examine pupils for signs of FGM.
- FGM is a practice that takes place worldwide in at least 28 African countries and in parts of the Middle and Far East. It also takes place within parts of Western Europe and other developed countries, primarily among immigrant and refugee communities. UK communities that are at risk of FGM include Somali, Kenyan, Ethiopian, Sierra Leonean, Sudanese, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian women and girls.
- FGM is a complex issue - despite the harm it causes, many women and men from practising communities consider it to be normal to protect their cultural identity. FGM is believed to be a way of ensuring virginity and chastity. It is used to safeguard girls from sex outside marriage and from having sexual feelings. Although FGM is practised by secular communities, it is most often claimed to be carried out in accordance with religious beliefs. FGM is not supported by any religious doctrine.
- A 2015 study estimated that approximately 60,000 girls aged 0 to 14 were born in England and Wales to mothers who had undergone FGM; and approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.
- It is an offence for any person (regardless of their nationality or residence status) to:
 - perform FGM in England and Wales (section 1 of the act)
 - assist a girl to carry out FGM on herself in England and Wales (section 2 of the act)
 - assist (from England or Wales) a non-UK person to carry out FGM outside the UK on a UK national or UK resident (section 3 of the act)
- If the mutilation takes place in England or Wales, the nationality or residence status of the victim is irrelevant.
- An FGM protection order is a civil law measure which provides a means of protecting actual or potential victims from FGM. Applications for an FGM protection order can be made to the High Court or family court in England and Wales with the purpose of protecting a girl or woman against the commission of a genital mutilation offence or protecting a girl or woman where such an offence has been committed.
- Tackling Female Genital Mutilation (FGM) on the Isle of Wight: A Partnership Approach
<https://secure.toolkitfiles.co.uk/clients/25263/sitedata/files/FGM-Strategy-Final-version-January-2016.pdf>

PREVENT (preventing radicalisation)

Prevent is the name given to a national strategy which aims to stop people from becoming violent extremists or supporting terrorism. Prevent aims to deal with all forms of extremism including Far Right racist extremism, animal rights extremism and religious extremism. Protecting children from the risk of radicalisation is part of the school's safeguarding duties. All school staff are required to undertake online training on the Prevent Duty and Channel Programme and to complete an assessment to demonstrate their understanding of their responsibilities. Gurnard Primary School recognises the importance of promoting community cohesion, exploring British Values and discussing what children see online and in the media is a safe and understanding environment. PSHE lessons encourage children to express their opinions and challenge each other respectfully. Appropriate filtering is in place to protect pupils from accessing extremist materials online. Staff will never show political bias or attempt to indoctrinate children.

There is no single way of identifying a child that is being drawn into extremism. Early indicators may include:

- Notable changes in behaviour/mood
- May begin to express extreme political or radical views
- Appear increasingly sympathetic to terrorist acts
- Appearance and dress may change
- Friends may change and may spend excess time on their own or on the internet.

By raising concerns and making a referral, the child or adult believed to be at risk of radicalisation will be able to get support, and this can prevent them becoming involved in potentially violent activities, long before any criminal activity occurs.

The school will make a measured and appropriate judgement in what action to take when a concern is expressed that a child may be being radicalised. Staff who are concerned, either through observed behaviour or having a concern expressed to them, should speak to the DSL or Deputy DSL immediately. If appropriate, the DSL will contact the IOW Safeguarding Children's Board on 01983 814545; refer vulnerable pupils to the Channel Programme or, in an emergency, will call the Police on 999.

Useful Contacts

Key Personnel	Name (s)	Telephone No.
Designated Safeguarding Lead	Mrs Lynn Torrance, Deputy Headteacher and Inclusion Lead	Gurnard Primary School 01983 295713 lynn.torrance@gurnardprimaryschool.co.uk
Deputy Designated Safeguarding Lead	Miss Vanessa Hicks, Headteacher Mrs Liz Denham, Family Liaison Officer	Gurnard Primary School 01983 295713
Nominated Governor	Mrs Emma Meek	Gurnard Primary School 01983 295713 emma.meek@gurnardprimaryschool.co.uk
Children's Social Care		0300 300 0117 (24 hour number)
Police		101 or in emergencies 999
Local Authority Designated Officer (LADO)	Paul Barnard	Safeguarding Unit 01983 821000 Ext 5833 paul.barnard@iow.gov.uk
School Nurse	Alison Price	School Health Team 01983 821388
Children's Services Department District Manager	Area Director IOW Kathy Marriott	01983 821000 Ext 6454 kathy.marriott@iow.gov.uk
Early Help Team	Yolanda Gavaghan Team Administrator (January 2018)	01983 821000 Ext 6776