

# FAIRFIELD COMMUNITY PRIMARY SCHOOL

*Aiming for Happiness and High Standards*



## *Safeguarding Policy*

# **Fairfield Community Primary School**

## **Safeguarding Policy (Child Protection)**

### **Mission Statement**

*At Fairfield Community Primary School, we aim to provide a safe, secure environment which will promote **Happiness and High standards**.*

*We aim to meet the needs and celebrate the achievements of all pupils, who, through high expectations and high standards of teaching will reach their own potential regardless of ability.*

*We offer equal opportunities to all in the belief that Fairfield children will take their places as productive, valued and tolerant members of society.*

### **Rationale**

The safety and welfare of the children in our care are our paramount concerns and their protection is our priority. We fully recognise our responsibilities for safeguarding and aim to provide a secure and caring environment, where all children will feel safe and valued. We adopt a whole school approach to safeguarding and it underpins everything we do. This document provides a policy on child protection with links to other policies that address the wider issues of safeguarding. (E.g: Safer Recruitment, Online Safety etc.).

This policy has been developed to ensure the school fulfils the principles, requirements and any statutory duties established by the Children Act 1989; the Education Act 2002 (Section 175); the Children Act 2004; Working Together to Safeguard Children 2018; Keeping Children Safe in Education 2018 and Prevent Duty Advice 2015. Other government publications have been used to develop this policy and are referred to in the relevant sections. The school will also follow the procedures set out by Bury Safeguarding Children Board (BSCB) in conjunction with The Greater Manchester Safeguarding Partnership (GMSP). These policies / procedures can be viewed on <http://www.safeguardingburychildren.org/index.aspx?articleid=8934>

This policy applies to all staff, governors and volunteers working in the school. All policies are subject to on-going evaluation and full annual review.

All policies are made available to parents and are available for inspection and reference at all times.

## 1. Staff Roles and Responsibilities

We understand that the school should provide a stable and secure element in the lives of all children and that all staff have a role to fulfil in relation to safeguarding children. We recognise that, because of the day to day contact with children and their families, all members of staff are well placed to observe and spot potential indicators of abuse and are also equipped to provide wider information and insight that could contribute to Contextual Safeguarding. In line with Keeping Children Safe in Education 2018 Fairfield adopts a whole school approach to safeguarding. Staff will maintain an “**it could happen here**” attitude **and will always act in the best interest of the child.**

- 1.1. **The Designated Safeguarding Lead (DSL) is Mr C.J. Ashley (Head teacher) as such he is responsible for safeguarding / child protection within the school.** In his absence Mrs D. Channell (Deputy Head teacher) Mrs K. Tomlinson (F.S. Leader and SENCO) and Mrs T. Beswick (Family Support Advisor) are Deputy Designated Safeguarding Leads. The DSL and deputies are most likely to have a complete safeguarding picture and are the appropriate people to advise on the response to safeguarding concerns.
- 1.2. The nominated governor responsible for safeguarding / child protection is Mrs A. Testa.
- 1.3. All members of staff understand their responsibility to be alert to the signs and symptoms of abuse (Appendix A) and their responsibility for the **immediate** referral of any concerns to the Designated Safeguarding Lead (or deputies).
- 1.4. If exceptional circumstances result in none of the above individuals being available, this will not delay appropriate action being taken. Concerns should be raised with a member of the Senior Leadership Team who will take advice from MASH and inform the DSL of any action taken as soon as possible.
- 1.5. All members of staff will establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- 1.6. All members of staff will uphold professional standards; implement the school’s Health and Safety and Behaviour policies in order to maintain a safe and secure setting.
- 1.7. All members of staff will ensure that children know that there are adults in the school whom they can approach if they are distressed or worried
- 1.8. All members of staff are aware that they must maintain professional relationships when working with children and will be mindful of how they approach children both physically and verbally. All contact should be appropriate to the child’s age and emotional understanding and unnecessary or potentially inappropriate contact will be avoided
- 1.9. **Social media should NEVER be used** to contact children / families within the school community on a professional or social level. If children, parents / carers try to instigate contact through social media staff should explain that they are not legally permitted to respond and it is not appropriate to do so.
- 1.10. Staff should not use any social media to discuss school issues with their friends / family. Any use of social media communication between colleagues should be on a social level and must never include any

reference to the school, its pupils or its business. Staff must be mindful not to post anything that could bring the school or their profession into disrepute. (See also Acceptable Use Policy).

- 1.11. Wherever possible staff should refrain from entering into business arrangements with parents / carers or members of the wider school community to avoid conflict of interest. If such arrangements are made on the behalf of the school, they should be declared and the register of pecuniary interests should be signed.
- 1.12. All members of staff will be made aware of the school's whistle blowing policy and are encouraged to raise any concerns relating to practice in school in line with the policy.

## 2. Recognising Child Abuse

Child abuse manifests itself in a variety of ways, some overt and some less obvious. All members of staff are committed to maintaining a vigilant approach to identify potential cases and clearly understand that:

ABUSE IS ABUSE AND WILL NEVER BE TOLERATED OR PASSED OFF.

- 2.1. For the purpose of this policy, abuse is defined under 4 categories:
  - 2.1.1. **Physical Abuse**
  - 2.1.2. **Emotional Abuse**
  - 2.1.3. **Sexual Abuse**
  - 2.1.4. **Neglect**

More detailed information is provided in **Appendix A.**

- 2.2. All members of staff are aware of the signs and symptoms of abuse as described in Appendix A.
- 2.3. All members of staff are aware that a child may display a range of symptoms and that these may have other causes.
- 2.4. All members of staff will maintain an objective and non-judgemental approach when considering symptoms but will remember that their first priority is the protection of the child.
- 2.5. Unless the initial concerns are related to sexual abuse, FGM or fabricated illness (formerly known as Munchausen's Syndrome) they will always be discussed with parents / carers and their explanations / comments will be noted. **This discussion should only take place once the Designated Safeguarding Lead has been informed of the initial concern and has contacted the MASH advice and assessment team to establish what further action should be taken.**

### 3. Raising Awareness of Child Protection Issues

The school is committed to raising awareness of child protection / safeguarding issues and to equipping children with the skills needed to keep them safe. It aims to do this by:

- 3.1. Adopting a whole school approach to maintaining the involvement of all stakeholders and ensuring that safeguarding is a recurrent theme through policies and procedures.
- 3.2. Ensuring staff have access to appropriate, regularly updated training and resources.
- 3.3. Ensuring staff receive regular safeguarding / child protection briefings (e.g. via e-mails and staff meetings) to maintain relevant safeguarding skills and knowledge.
- 3.4. Including opportunities in the PSHE and SRE curriculum that will help children to develop skills they need to recognise and stay safe from abuse. (Full details are available in The PSHE and SRE policy).
- 3.5. Using the PSHE and SRE curriculum to minimise the risk of peer on peer abuse by developing children's understanding of appropriate behaviour.
- 3.6. Ensuring that everyday sexist language and stereotypes are challenged.
- 3.7. Using national events / campaigns e.g. Internet Safety Day and Anti-Bullying Week to highlight issues.
- 3.8. Offering appropriate advice and support to staff, children and parents / carers, e.g. with regard to Online Safety. (Further details in Online Safety Policy, Acceptable Use Policy and Pupil Planners).

### 4. Dealing with Suspected Abuse / Allegations of Abuse

The school is committed to fulfilling its responsibilities by treating any suspected or alleged abuse seriously, objectively and sensitively. Any suspicion or disclosure of abuse must be reported to the Designated Safeguarding Lead immediately to ensure that initial inquiries and records comply with school and BSCB/ GMS policies.

- 4.1. All members of staff are encouraged and supported to trust their professional judgement and must make immediate reports of any concerns to the Designated Safeguarding Lead.
- 4.2. Serious issues that could be linked to physical / sexual abuse e.g. unexplained injuries, inappropriate sexual behaviour or disclosure by a child **MUST be recorded on a "High Concern Form" (Appendix B orange heading / pink paper) and should be handed on the same day to the Designated Safeguarding Lead or one of his deputies in his absence.** The Designated Safeguarding Lead will assess what further action is required and take the appropriate action.
- 4.3. **Since 31 October 2015 there has been a mandatory reporting duty placed on teachers with regard to FGM. "Teachers MUST personally report to the police where they discover that an act of FGM appears to have been carried out"** They should also inform the DSL of the disclosure / discovery.

- 4.4. Low level concerns that may be indicators of underlying issues of neglect and emotional abuse e.g. lack of uniform, hygiene issues or lack of breakfast / lunch **Must be recorded on a “Concern Form” (Appendix B blue heading / yellow paper) and should be handed as soon as possible to the Designated Safeguarding Lead or one of his deputies in his absence.** The Designated Safeguarding Lead will assess what further action is required and take the appropriate action.
- 4.5. Providing as much detail as possible on the concern forms helps to identify issues and patterns. It can also give a broader picture of the child’s life in and out of school that can be used in the Contextual Safeguarding process.
- 4.6. **Staff must not take any investigative action e.g. questioning or photographing.**
- 4.7. The Designated Safeguarding Lead will inform other members of staff on a need to know basis. **Concerns should not be shared with other members of staff.**
- 4.8. Unless the initial concern is related to sexual abuse, FGM or fabricated illness (formerly known as Munchausen’s Syndrome), or discussion is considered detrimental to on-going investigation and may increase the risk of harm, it will always be discussed with parents / carers and their explanations / comments will be noted. **This discussion should take place once the Designated Safeguarding Lead has been informed and agreed further action. If in doubt the duty officer within the MASH team should be contacted for advice.**
- 4.9. All members of staff will demonstrate great care in distinguishing between fact and opinion when recording suspected incidents.
- 4.10. Full written records of all reported incidents will be produced and maintained, even where there is no need to refer the matter immediately.
- 4.11. These records will be completed by the Designated Safeguarding Lead or his deputies.
- 4.12. The Designated Safeguarding Lead will ensure that all records are kept securely, separate from the main children’s records, and in a locked location.
- 4.13. **All members of staff will ensure that all suspicions and allegations are treated sensitively and confidentially. Incidents and cases are not matters for general discussion.**
- 4.14. Any child involved in alleged incidents will be comforted and reassured.
- 4.15. In incidents where a child makes an allegation or a disclosure the member of staff concerned **will:**
- 4.15.1. Remain calm.
  - 4.15.2. Listen carefully to all the child has to say.
  - 4.15.3. Ensure the child is safe, comfortable and not left alone.
  - 4.15.4. Reassure the child that they are not to blame.
  - 4.15.5. Make an accurate record of the discussion.
- 4.16. In incidents where a child makes an allegation or a disclosure the member of staff concerned **will not:**
- 4.16.1. Make any observable judgement
  - 4.16.2. Ask leading questions that put words into the child’s mouth.
  - 4.16.3. Try to investigate by questioning child or any other individual involved or by taking photographs.

- 4.16.4. Make promises that cannot be kept e.g. promising not to tell anyone else. (If a child making a disclosure and asks that no one else is told or that someone won't "get into trouble" the adult needs to explain "I am not allowed to promise that").

## 5. Referring Allegations to Child Protection Agencies

5.1. If the Designated Safeguarding Lead has reasonable grounds to believe that a child has been, or is in danger of being, subject to abuse, the following procedure will be implemented, in line with (BSCB / GMSP) procedures.

5.2. Contact will be made, at the earliest opportunity, with the:

### **Multi Agency Safeguarding Hub (MASH) 0161 253 5678**

- 5.2.1. The Designated Safeguarding Lead will communicate as much information about the allegation and related incidents as is consistent with advice from the social services and the police.
- 5.2.2. At all times the safety, protection and interests of the children concerned will take precedence. The school will work with and support parents / carers as far as they are legally able.
- 5.2.3. All members of staff will assist the social services and the police, as far as they are able, during any investigation of abuse. This will include disclosing written and verbal information and evidence and may require attendance at case conferences / court.

## 6. Recruitment and Training

The school is committed to fulfilling its responsibilities with regard to child protection and safeguarding by employing appropriately qualified staff, in line with statutory guidance advice given in *Keeping Children Safe in Education* (September 2018). All members of staff are given the relevant Level 3 training and support to perform their roles effectively and are issued with part one of *Keeping Children Safe in Education* (September 2018). All members of the governing body receive safeguarding training and are issued with a copy of *Keeping Children Safe in Education* (September 2018). Mr C. J. Ashley, Mrs A Testa (Safeguarding Governor) and Mr D. Miller (Chair of Governors) and Mrs R Horton (School Business Manager) have completed the one-day training for safer recruitment.

- 6.1. A Single Central Record of Recruitment is held and maintained by the school business manager.
- 6.2. All staff members are carefully recruited and their references are verified to ensure their suitability to work with children.
- 6.3. All staff, governors and regular volunteers have full and up to date Disclosure and Barring Checks (DBS) (Formerly CRB checks) to confirm their eligibility to work with children. These are renewed every 3 years.

- 6.4. All staff, governors and regular volunteers are given a copy of this Safeguarding Policy, *Keeping Children Safe in Education Part 1 (2018)* and any related policies and the implications on their role are fully explained.
- 6.5. All members of staff are made aware of the main forms of abuse and their symptoms as defined in *Keeping Children Safe in Education (2018)*. (Appendix A).
- 6.6. All members of staff are made aware of their responsibilities in relation to the disclosure or discovery of child abuse and the school's procedures for dealing with such incidents.
- 6.7. All staff members of staff are made aware of Bury (BSCB/ GMSP) procedures and where to locate them.
- 6.8. The Head teacher is responsible for ensuring that appropriate, effective, on-going training is provided to ensure that staff maintain knowledge of child protection issues and are aware of any new developments.
- 6.9. The Head teacher is responsible for the provision of appropriate levels of management and supervision to ensure all staff can fulfil their responsibilities with regard to child protection and are supported in doing so.

## **7. Dealing with Allegations Against Staff**

Any allegation made against any member of school staff will be fully investigated. Ofsted will be informed of any allegations of abuse made against any member of staff, and of any abuse that is alleged to have taken place on school premises or during outings. Allegations against staff members will be reported to the Local Authority Designated Officer (LADO).

**LADO (C/O MASH) 0161 253 5678 (0161 253 6606 outside office hours) or emailing [Childwellbeing@bury.gov.uk](mailto:Childwellbeing@bury.gov.uk)**

**OFSTED Helpline 0845 601 4771**

- 7.1. If an allegation is made against a member of staff the head teacher / deputy head teacher will immediately follow BCSB / GMSP guidelines using the guidance set out in Part 4 of *Keeping Children Safe in Education (2018)*.
- 7.2. If the allegation is against the head teacher the Chair of Governors will be notified by one of the Deputy Safeguarding Leads and he will follow the appropriate procedures as above.

## 8. Safe Caring

All members of staff are made aware of the school's safeguarding procedures and are committed to working in accordance to the principles of safe caring. Further guidance is set out in *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (March 2009)*

- 8.1. Every effort will be made to avoid or minimise the time when members of staff are left alone with a child. If it is necessary for a member of staff to be alone with a child then the door of the room should be kept open and another member of staff should be informed.
- 8.2. If a child makes inappropriate physical or verbal contact with a member of staff or another child the incident must be reported to the Designated Safeguarding Lead and must be recorded in the Incident Record Book.
- 8.3. Members of staff will never carry out a personal task for a child that they can do for themselves. If such contact is essential, a member of staff will assist the child as required but will always be accompanied by another member of staff whilst doing so and the incident will be recorded.
- 8.4. Unless a child has a specific medical need staff should not accompany children into the toilet again if this is essential they must be accompanied by another member of staff and the incident must be recorded.
- 8.5. If a child without an otherwise agreed medical care plan has a toileting accident and needs changing the first action is to contact the child's parents / carers and ask them to come into school to deal with the incident.
- 8.6. All members of staff will be mindful of how they approach children both physically and verbally. All contact should be appropriate to the child's age and emotional understanding and unnecessary or potentially inappropriate contact will be avoided.
- 8.7. All members of staff are aware of the government's advice on Use of Reasonable Force (2013) and the majority of teaching and support staff have completed "Team Teach" training in de-escalation and safe handling techniques. This is designed to reduce the number of incidents where physical intervention is required and to ensure the safety of pupils and staff if there is no alternative to physical intervention,(See Team Teach Policy)
- 8.8. Children should never sit on an adult's knee in school and if a child tries to hug a member of staff the attempt should be gently deflected and the appropriate safe handling technique employed. An adult may hold the hand of a pupil in FS or KS1 but this should be avoided in KS2 unless the pupil has an EHC Plan.
- 8.9. Members of staff are aware that their actions, however well intentioned, may be misconstrued and therefore they must ensure that they consider, and are aware of, the implications of their actions at all times.

## 9. Supporting Victims / Witnesses of Abuse

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and guilty. At school their behaviour may be challenging and defiant or they may be withdrawn. We understand that school may be the only predictable element in the lives of children in need and as such, the school will endeavour to support the pupil, in accordance with any agreed child protection plan, through:

- 9.1. The content of the curriculum.
- 9.2. The school mission statement which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- 9.3. The school Behaviour Policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not blamed for any abuse which has occurred.
- 9.4. Establishing effective relationships, and liaison with other agencies that support the pupil such as social services, child and adult mental health service, education welfare service and educational psychology service.
- 9.5. Notifying social services if there is an unexplained absence of more than two days for any child in need.
- 9.6. Ensuring that, where a child in need leaves, their information is transferred to their new school immediately and that the child's social worker is informed.
- 9.7. By encouraging pupils' spiritual, moral, social and cultural development we promote fundamental British values and anti-oppressive practice. We provide positive role models, promoting diversity by acknowledging and respecting the individual needs of the child. Recognising that children come from multi-cultural backgrounds, we develop policies that ensure we embrace:
  - 9.7.1. Diversity in religion and faith
  - 9.7.2. Diversity of race
  - 9.7.3. Diversity of ethnicity
  - 9.7.4. Diversity of gender and sexual orientation
  - 9.7.5. The disability equality duty

(See Promoting Fundamental British Values, PSHE and RE policies).

## 10. Specific Safeguarding Issues

Some of the key areas identified in Keeping Children Safe in Education 2018 are outlined below but this is not an exhaustive list and links to more extensive guidance and information are available in Part 1 and Annex A of the KCSIE document.

All members of staff are aware that abuse is not only a matter of adults abusing children and that it can also take place between children and young adults. Peer on peer abuse is no less serious than any other form of abuse and will be dealt with accordingly.

### Peer on Peer Abuse

Members of staff need to be aware that safeguarding issues can manifest themselves via **peer on peer abuse**. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment, gender based violence and sexting.

### Sexual Violence and Sexual Harassment between Children

**Sexual violence** refers to physical acts that would be considered sexual offence under the Sexual Offences Act 2003:

- Rape
- Assault by Penetration
- Sexual Assault

**A child under the age of 13 can never consent to ANY sexual activity. The age of consent is 16.**

**Sexual harassment** refers to “unwanted conduct of a sexual nature” that can occur offline:

- Sexual comments, telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling sexualised names.
- Sexual jokes / taunting
- Inappropriate physical behaviour e.g. deliberately brushing against someone, interfering with someone’s clothes.
- Displaying pictures, photos or drawings of a sexual nature.

online:

- Non-consensual sharing of sexual images and videos
- Sexualised online bullying
- Unwanted sexual comments and messages on social media.
- Sexual coercion and threats.

All members of staff at Fairfield School understand the importance of:

- Making it clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and is not an inevitable part of growing up.

- Not tolerating or dismissing sexual violence or harassment as “banter” “part of growing up” “just having a laugh” or “boys being boys”
- Challenging behaviour such as inappropriate touching, flicking bras, lifting up skirts.
- Understanding that sexist stereotypes and language needs to be challenged as part of a whole school approach.

Any concerns should be reported immediately to the DSL who will deal with the allegations and support victims and perpetrators in line with government advice outlined in Part 5 and Annex A of Keeping Children Safe in Education 2018, Section 4 of this policy and BSCB /GMSP procedures.

### **Cyber Bullying**

Children and young people can suffer bullying through their use of technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to the children and young people we will ensure we have in place appropriate measures such as security filtering, and an Acceptable Use Policy linked to our Online Safety Policy.

- Children are taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see.
- Year 6 pupils are allowed to bring phones to school but they must be handed in to their teacher at the start of the day and are kept securely until the end of the school day.
- We will ensure that all members of staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites. Our Online Safety Policy clearly states that mobile phone or electronic communications with a student at our school is not acceptable. Where it is suspected that a child is at risk from internet abuse or cyber bullying concerns should be reported to the DSL who will report concerns to parents / carers and to the appropriate agency.

### **Sexting**

- Sexting means sending indecent images (pictures and/or videos) of yourself or others or sending sexually explicit messages. Sexting is commonly known as “trading nudes”, “dirties” or “pic for pic”.
- Sexting can happen on any electronic device that allows sharing of media and messages including smartphones, tablets, laptops or mobiles.
- In the UK the age of consent for sexual intercourse is 16. However, it is an offence to make, distribute, possess or show any indecent images of anyone aged under 18, even if the content was created with the consent of that young person. (Protection of Children Act, 1978).

If staff become aware of or suspect such activity is taking place any concerns should be reported to the DSL in line with this procedure so the matter may be investigated with pupils and parents.

All members of staff will be mindful of these issues and not assume that they are issues for older children or other communities.

Some members of our communities may hold beliefs that are common within their cultures but which are against the laws of England. The staff and governors of Fairfield School will not condone practices that are illegal and which are harmful to children.

### **Radicalisation and Extremism**

- We recognise our duty to have “due regard to the need to prevent people from being drawn into terrorism”, as set out in Section 26 of the Counter- Terrorism and Security Act 2015 and the statutory guidance in The Prevent Duty document (DfE June 2015).
- *Radicalisation* – refers to process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism – is defined by HM Government as ‘**vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas**’.
- In this school we recognise that safeguarding against radicalisation and extremism is no different from any other safeguarding issue. Staff will be alert to changes in children that could indicate they may need help or protection and will use their judgement in identifying children who may be at risk of radicalisation. Any action taken will be proportionate and in line with school policy and local Channel policies.
- The Prevent Strategy / Channel Programme local contact for Bury is Michelle Allen (Community Cohesion Officer). She can be contacted on 0161 253 5231 or via [m.allen@bury.gov.uk](mailto:m.allen@bury.gov.uk)
- A Fundamental British Values Policy is in place.
- Staff and governors have received training on the Prevent Duty and the Channel programme.
- We promote respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs whilst respecting those of others. We aim to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. Pupils learn about democracy, government and how laws are made and upheld.
- Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- We recognise that children with low aspirations can be more vulnerable to radicalisation and therefore we aim to develop self-confidence, self-respect and encourage high standards and expectations.

### **So Called “Honour Based” Violence**

- The term Honour based violence covers all crimes which are committed to protect or defend the “honour” of the family and or the community including forced marriage, FGM and ritualistic abuse.
- Whatever the motivation they are forms of abuse and should be treated as such.
- It is important to be alert for signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, not participating in school activities and unreasonable restrictions at home.
- Where it is suspected that a child/young person is at risk from honour based violence the DSL should be informed and will report these concerns to the appropriate agency.

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

- FGM includes all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.
- Some communities consider it a religious act and cultural requirement.
- This is against the law in the United Kingdom and is a form of child abuse that can have long lasting, harmful consequences. It is also illegal for someone to arrange for a child to go abroad with the intention of having her circumcised.
- **Since 31 October 2015 there has been a mandatory reporting duty placed on teachers with regard to FGM. “Teachers MUST personally report to the police where they discover that an act of FGM appears to have been carried out”** They should also inform the DSL of the disclosure / discovery unless they have good reason not to.
- If FGM is suspected or a child may be at risk these concerns should still be discussed with the DSL and normal procedures will be followed.

### **Underage Marriage / Forced Marriage**

- Forcing a person into a marriage is a crime in England and Wales. Both parties must give their full and free consent to the marriage.
- In England, a young person can marry from the age of 16 with parental consent or from 18 without parental consent.
- Some communities use religion and culture to coerce individuals into marriage and believe it is acceptable to marry at a younger age.
- We are aware that schools can play an important role in safeguarding children from forced marriage and any concerns will be reported to the DSL in line with this policy.
- The Forced Marriage Unit can be contacted on 020 7008 0151 or [fmufco.gov.uk](mailto:fmufco.gov.uk)

We are aware of safeguarding issues and that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger. We are also aware that issues outside school and beyond the child’s control can leave children vulnerable and open to exploitation.

## **Child Sexual Exploitation**

This is a form of sexual abuse. It takes place where an individual or group uses an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity. Often the victims are offered something they want in exchange for their cooperation and the perpetrators achieve financial advantage or increased status.

- It can involve violent, humiliating and degrading sexual assaults and can involve young people being forced into trading sexual activity for money, drugs, affection or status.
- Consent cannot be given even if the child may have been conditioned to believe they are participating voluntarily.
- It does not always involve physical conduct and can take place on line.
- It can be perpetrated by individuals or groups, males or females, children or adults.
- It can be a one-off incident or a series of incidents.
- It can be opportunistic or organised.

Staff should be aware of possible indicators of sexual exploitation including:

- Children who go missing from home.
- Children with unexplained gifts or possessions
- Changes in emotional wellbeing
- Children regularly missing school
- Children who have older boyfriends / girlfriends or who spend significant time with groups of older children / young people.
- Misuse of drugs or alcohol
- Children who suffer from STIs or become pregnant

Any concerns should be reported to the DSL in line with this procedure

## **Child Criminal Exploitation: County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom or exploit children and young people to carry drugs and money from urban areas to suburban / rural areas or market and seaside towns.

- It is typified by some form of power imbalance in favour of the exploiters. Age being the most obvious but other factors e.g. gender, cognitive ability, physical strength, status and economic resources can be exploited.
- It is still exploitation even it appears consensual.
- It can involve force/ enticement to ensure compliance and is often accompanied by violence or threats of violence.
- Staff should consider if pupils may be vulnerable to this type of exploitation and should be vigilant to identify any possible indicators.

Any concerns should be reported to the DSL in line with this procedure.

## **Domestic Abuse**

- The cross-government definition of domestic violence and abuse is **“Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse (psychological, physical,**

**sexual, financial or emotional) between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.”**

- We understand the long lasting emotional and psychological impact that domestic abuse can have on children who witness or overhear it, (even if the parents / carers think they are unaware).
- Children may blame themselves for the abuse and events that result from the abuse e.g. having to leave the family home.
- The NSPCC and Safe Lives organisations offer advice on identifying children affected by domestic abuse.

If a child is a member of a household where domestic abuse is known or suspected to be taking place, staff must be vigilant and report their concerns to the DSL in line with this policy.

### **Children Missing Education**

- We understand that children are best protected by regularly attending school where they will be safe from harm and where professionals can monitor their well-being. We also recognise that a child going missing in education is a potential sign of abuse or neglect and that early intervention is necessary to identify any underlying safeguarding risk.
- We encourage the full attendance of all of our children at school and have procedures in place to monitor attendance rigorously. This includes the employment of a Parent Support Adviser and an Attendance Officer.
- Where we have concerns that a child is missing education, we will liaise with the appropriate agencies in line with the statutory guidance set out in Children Missing in Education (2016).
- The school has procedures in place to ensure compliance with the **Education (Pupil Registration) (England) Regulations 2006 as amended**

### **Children in the Court System**

- Children are sometimes required to give evidence in criminal courts for crimes committed against them or crimes they have witnessed.
- If this arises in school members of staff should be mindful of the impact this can have on the child and their family.
- Keeping Children Safe in Education 2018 Annex A contains links to guidelines to support children 5-11 year olds / 12-17 year olds

### **Children with Family Members in Prison**

- Approximately 200,000 children a year have a parent sent to prison.
- These children are at increased risk of poor outcomes e.g. poverty, stigma, isolation and poor mental health.
- Any members of staff working with these children should be aware of the potential impact on the child and offer appropriate support.
- Annex A of Keeping Children Safe in Education 2018 contains a link to NICCO information to support professionals working with children of offenders.

## **Homelessness**

- Being homeless or at risk of becoming homeless presents a great risk to a child's welfare.
- Staff should report any concerns regarding this issue to the DSL / deputies.
- Our Family Support Adviser has the expertise to assist families in need of support and to sign post them to the appropriate housing authorities.
- If an ongoing situation results in a child being harmed, or at the risk of being harmed, the DSL will take appropriate action.
- Links to further information are contained in Annex A of Keeping Children Safe in Education 2018.

## **Trafficked Children**

- Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud.
- Where a member of staff is made aware of suspected or actual child trafficking / exploitation the DSL will refer any concerns to the MASH team.

## **Private Fostering**

- Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child is a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:
  - A parent
  - A person who is not a parent but has parental responsibility
  - A close relative
  - A Local Authority

for more than 28 days and where the care is intended to continue. It is a statutory duty for the school to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

## **Safeguarding Disabled Children**

- Disabled children have exactly the same human rights to be safe from abuse and neglect non-disabled children.
- Disabled children do however; require additional action as they can be more vulnerable due to their additional needs e.g. physical, sensory cognitive or communication impairment (Safeguarding Disabled Children, 2009).
- They may also be more vulnerable to bullying and intimidation.
- We will ensure that our children with special educational need or disability (SEND) are listened to and responded to appropriately where they have concerns regarding abuse.

- We will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

### **Further guidance**

Links to useful websites and guidance are available in Annex A of *Keeping Children Safe in Education (2018)* on the following issues:

- abuse
- bullying including cyberbullying
- child sexual exploitation (CSE)
- children and the court system
- children missing education
- children missing from home or care
- children with family members in prison
- criminal exploitation of children and vulnerable adults: county lines
- domestic abuse
- drugs
- fabricated or induced illness
- faith based abuse
- female genital mutilation (FGM)
- forced marriage-
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- homelessness
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexual violence and sexual harassment between children in schools and colleges
- sexting
- trafficking and modern slavery

## **11. Related Policies**

We recognise that there are a number of other policies that are relevant to safeguarding and promoting children's welfare. These are listed in:

Appendix C.

We will ensure that these policies are updated on a regular basis to reflect the changing needs of the children and families who attend our school.

## Appendix A

### Definitions of Abuse Taken from *Keeping Children Safe in Education ( 2018)* and Signs and Indicators of Abuse

#### Abuse

**Definition:** Abuse: a form 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 others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

#### Physical Abuse

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

#### Emotional Abuse

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

#### Sexual Abuse

**Definition:** 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**

**Definition:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Signs and Indicators

| Physical   | Emotional   | Sexual  | Neglect  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• Unexplained injuries</li> <li>• Injuries on certain parts of the body</li> <li>• Injuries in various stages of healing</li> <li>• Injuries that reflect an article used</li> <li>• Flinching when approached</li> <li>• Reluctant to change</li> <li>• Crying / emotional</li> <li>• Afraid of home</li> <li>• Behavioural extremes</li> <li>• Apathy / depression</li> <li>• Wanting arms and legs covered even in very hot weather</li> <li>• Scratches</li> <li>• Bite marks</li> <li>• Bruises- in places that are not usually harmed in play</li> <li>• Burns of all kinds</li> <li>• Fearful watchfulness</li> <li>• Failure to thrive</li> </ul> | <ul style="list-style-type: none"> <li>• Extreme withdrawal</li> <li>• Extreme aggression</li> <li>• Constant wetting or soiling</li> <li>• Frequent vomiting</li> <li>• Persistent rocking movement</li> <li>• Very poor language development</li> <li>• Inability to relate to peers or adults</li> <li>• Failure to thrive</li> <li>• Attention seeking</li> <li>• Low self esteem</li> <li>• Apathy</li> <li>• Depression / Self harm</li> </ul> <p style="text-align: center;"><u>Perpetrator</u></p> <ul style="list-style-type: none"> <li>• Drink/drug/solvent abuse</li> <li>• Persistently Overprotective</li> <li>• Constantly shouting at, threatening or demeaning a child</li> <li>• Withholding love and affection</li> <li>• Regularly humiliating a child</li> </ul> | <ul style="list-style-type: none"> <li>• Itching / soreness in the genital area</li> <li>• Unexplained rashes or marks in the genital area</li> <li>• Pain on urination</li> <li>• Difficulty in walking or sitting</li> <li>• Stained or bloody underclothes</li> <li>• Recurrent tummy pains or headaches</li> <li>• Bruises on inner thighs or buttocks</li> <li>• Frequent masturbation</li> <li>• Inappropriate sexual behaviour / knowledge / language for age</li> <li>• Making sexual advances to adults or other children</li> <li>• Wary of adults / being approached</li> <li>• Running away from home</li> <li>• Unexplained gifts / money</li> <li>• Eating disorders / self-harm</li> </ul> | <ul style="list-style-type: none"> <li>• Constant hunger / stealing food</li> <li>• Over eats when food is available</li> <li>• Poor standard of hygiene</li> <li>• Untreated illness</li> <li>• Extreme tiredness</li> <li>• Unkempt</li> <li>• Medical appointments missed</li> <li>• Poor growth</li> <li>• Poor / late attendance</li> <li>• Being regularly left alone or unsupervised</li> <li>• Dressed inappropriately for weather conditions</li> <li>• Having few friends and / or being withdrawn</li> <li>• Ill equipped for school</li> </ul> |

**Remember:**

**“It Could Happen Here”**

Be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

- Look for clusters of signs and symptoms. Many of the indicators above may be caused by other problems but should still be noted.
- Consider the context of the child not just their school life but the social and economic factors that influence their lives outside the school.
- Always act in the best interests of the child.

**Be a “Good Role Model” for Staff in Safeguarding Children**  
**(Remember the 5 Rs)**

| <b>R</b>   | <b>Please DO NOT</b>  |
|--|---|
| <ul style="list-style-type: none"><li>• <b>Recognise</b></li><li>• <b>Respond</b></li><li>• <b>Record</b></li><li>• <b>Report</b></li><li>• <b>Refer</b></li></ul> | <ul style="list-style-type: none"><li>• <b>Ignore children</b></li><li>• <b>Dismiss their talk</b></li><li>• <b>Investigate yourself</b></li><li>• <b>Examine any child</b></li><li>• <b>Take any photographs</b></li><li>• <b>Treat any injuries</b></li><li>• <b>Attempt to resolve</b></li><li>• <b>Work in isolation</b></li><li>• <b>Tell everyone</b></li></ul> |

## **Appendix B**

### **High Concern Form and Concern Form**

## Appendix C

### List of policies related to safeguarding

|   |
|---|
| Acceptable Use Policy   |
| Anti-Bullying (with reference to internet & mobile phone bullying)    |
| Attendance Targets  |
| Behaviour management  |
| Disability Equality Duty  |
| Drugs and Substance Misuse  |
| Educating Children with Medical Needs                                 |
| Equal Opportunities   |
| Extended School (Before and After School Activities)                  |
| First Aid (including management of medical conditions, intimate care) |
| Gender Equality   |
| Health and Safety   |
| Looked After Children   |
| Management of Allegations (made against staff)                        |
| Online Safety   |
| Parenting Contracts   |
| PSHE curriculum   |
| Racial Equality   |
| Recruitment and Selection   |
| Safeguarding Statement  |
| Sex and Relationship Education  |
| Special Educational Needs   |
| Staff Appraisal   |
| Staff Handbook  |
| Use of positive handling and restraint                                |
| Visitors Policy   |
| Use of photographs / video  |
| Whistle blowing   |
| Work Placement (Work experience / Students)                           |