Ashurst Primary School

Child Protection and Safeguarding Policy

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Approved by Governors:

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Part One – Definitions and types of abuse

1.0 Introduction

Ashurst Primary School recognises its obligation under Section 175 of the Education Act 2002 to promote and safeguard the welfare of all its pupils and sees its Child Protection and Safeguarding Policy as fulfilling a key part of this duty.

- Ashurst Primary School recognises that the welfare of the child is paramount, as enshrined in the Children Act 1989.
- *All* children and young people have a right to equal protection regardless of age, disability, gender, racial heritage, religious belief, family circumstance, ability, sexual orientation or identity.
- Ashurst Primary School is committed to anti-discriminatory practice and recognises the additional needs of children from minority ethnic groups and disabled children, and the additional barriers they may face, especially around communication.
- We believe that every child has the right to be happy, healthy and safe. The aim of this policy is to safeguard and promote our pupils' welfare, safety, health and development by fostering an honest, open, caring and supportive climate.

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (Keeping Children Safe in Education 2018– DfE Part One: 4)

In order to fulfil this responsibility effectively the School will ensure its approach is child-centred and will consider at all times what is in the best interests of the child.

Our whole School child protection and safeguarding policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. This policy also makes explicit the School's commitment to the development of good practice and sound internal School procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

As part of Ashurst's overarching commitment to the safeguarding of all children on site our wraparound care facility, OSCAR Club, follows all procedures, school systems and practice outlined in this policy. All OSCAR staff receive appropriate training and follow the expected codes of practice when dealing with safeguarding concerns and referrals. The OSCAR club manager has received Designated Safeguarding

Lead training to ensure the highest standards of knowledge and procedures and to ensure consistency across school.

1.1 There are three main elements to our Child Protection and Safeguarding provision:

(a) **Prevention** through teaching, PSHE, pastoral support and strong, authentic relationships with pupils and families

(b) **Procedures** for identifying and reporting concerns or suspected cases of abuse in order to **protect** children.

(c) **Support** for pupils who may be/have been subject to abuse and support for families in order to address and prevent safeguarding issues and achieve positive outcomes.

1.2 Our Child Protection and Safeguarding Policy applies to all staff and volunteers working in the School, agency workers, community education staff and School governors. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play. (Keeping Children Safe in Education 2018 – DfE Part One:2)

1.3 Learning Assistants, Lunchtime Organisers, Caretaking staff and Office staff, as well as the Designated Safeguarding Leads and teachers can be the first point of disclosure for a child. Concerned parents, carers or members of the community may also contact the DSLs or School governors if they are concerned about a child. Ashurst Primary school recognises that *Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action*. **(Keeping Children Safe in Education 2018 – DfE Part One:2)**

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.
Referrals should be made to Children's Social Care on 01744 676600

2.0 Types and definitions of abuse

2.1 Ashurst Primary School understands that abuse can take many different forms. School staff and governors receive regular training to understand the different forms of abuse and their signs and symptoms.

2.2 Definitions and examples of the different forms of abuse can be found in **Appendix 1** of this document.

2.3 The four main categories of abuse are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

2.4 In accordance with Keeping Children Safe in Education 2018 (DfE Part One: 42-46 and Annex A pg. 77 - 87) Ashurst Primary School also recognises safeguarding issues which children may be at risk of, which include:

- Peer on Peer Abuse
- Child Criminal Exploitation and County Lines
- Female Genital Mutilation or FGM

- Honour based violence
- Radicalisation and Extremism.
- Forced Marriage
- Child Sexual Exploitation or CSE
- Private Fostering
- Child Missing in Education
- Gender-based violence
- Homelessness

Definitions and guidance on these safeguarding issues are in Appendix 1 of this document.

Specific safeguarding Issues

3.0 Prevent Duty

3.1 Ashurst Primary School recognises its duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the **Prevent duty.**

3.2 Ashurst's objectives in light of the Government's PREVENT strategy are as follows:

(a) All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are is and why we need to be vigilant in School. School staff will complete PREVENT training.

(b) All governors, teachers, teaching assistants and non-teaching staff will know what the School policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.

(c) All parents/carers and pupils will know that the School has policies in place to keep pupils safe from harm and that the School regularly reviews its systems to ensure they are appropriate and effective.

3.3 Ashurst Primary School will aim to build the resilience of children at Ashurst by:

(a) Providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

(b) Promoting the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. This will be done throughout the curriculum, PSHE, Circle Time, and through pastoral intervention.

(PREVENT strategy – HM government)
3.4 More detailed information regarding Prevent can be found in Appendix 2

4.0 Peer on Peer Abuse

4.1 The School recognises that children can abuse other children. Peer on peer abuse can take many forms. This is can include, but may not be limited to:

- bullying (including cyberbullying)

- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm

- sexual violence and sexual harassment

- sexting (also known as youth produced sexual imagery) and

- initiation/hazing type violence and rituals

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Further guidance on each of these can be found in Appendix 3.

The School recognises that abuse issues can sometimes be gender specific e.g. girls being sexually touched or assaulted and boys being subject to initiation/hazing type violence.'

4.2 Abuse is abuse and **must never be tolerated** or passed off as "banter" or "part of growing up".

4.3 The School will:

(a) Ensure School staff and volunteers receive training on peer-on-peer abuse as part of their regular safeguarding training, with regular updates to ensure they are clear as to the School's policy and procedures with regards to peer on peer abuse.

(b) Act to minimise the risk of peer-on–peer abuse through an established ethos of respect, friendship, courtesy and kindness with a clear, high profile Positive Behaviour Policy and Anti-Bullying Policy which set out the School's expectations and consequences for unacceptable behaviour together with visible staff presence at all times throughout the school day. The School will educate all pupils on healthy relationships through the curriculum, PSHE and age appropriate sex education.

(c) Ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child with full consideration to impact on that individual child's emotional and mental health and well-being.

(d) Ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Children will have the opportunity to express their views and give feedback via emotional registers, circle time, direct work with the Pastoral Manager, contact with class teacher, worry boxes and pupil surveys.

(e) Ensure that where a concern regarding peer on peer abuse has been disclosed to the Designated Safeguarding Lead(s) advice and guidance will be sought from Children's Social Care and where a crime has been committed or there is a risk of crime being committed the Police will be contacted.

(f) Respond to the unacceptable behaviour, for example, if a pupil's behaviour negatively impacts on the safety and welfare of other pupils then risk assessments will be undertaken and safeguards will be put in place to promote the well-being and safety of all pupils

(g) Ensure that the victim and perpetrator will be provided with support to prevent any reoccurrence of inappropriate or abusive behaviour. Support may include signposting or referral to external agencies such as CAMHS, Behaviour Improvement Team, Barnardos, Children's Social Care and School Health.

4.4 Procedure for handling allegations of peer on peer abuse

1. First response risk assessment must take place. Listening to the victim and assessing any immediate danger/threats. Victim and alleged perpetrator should be separated at this point to enable further investigation and reduce risks. Notify DSL/DDSL immediately.
2. If victim and alleged perpetrator are together, separate them at this point to enable further investigation and reduce risks.
3. Decision made as to whether incident needs to be reported to police/children's services.
4. Report of peer on peer abuse allegation form must be completed and passed immediately to the DSL/DDSL. This must be scanned and uploaded to CPOMS by the person completing the report.
5. Completion of 'peer on peer abuse risk assessment' (Appendix 4) by DSL/DDSL if the alleged incident is related to.
6. If the incident relates to bullying, 7 steps approach will be triggered as detailed in anti-bullying policy. This will be carried out by senior leadership team or class teachers.

For reports of sexual violence and sexual harassment: whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim. The proximity or the victim and perpetrator on school premises and implications for transport to and from school should

also be considered. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

4.5 The School approach to managing peer-on-peer allegations is in line with guidance from KCSIE 2018, DfE guidance in 'Sexual violence and Sexual harassment between children in schools and colleges May 2018' and Managing Peer on Peer Allegations guidance from The UK Council for Child Internet Safety (UKCCIS).

4.6 Detailed guidance about Peer-on Peer Abuse can be found in **Appendix 3**

4.7 This process is also identified as part of Ashurst's Anti-Bullying Policy.

5.0 Female Genital Mutilation (FGM)

5.1 Definition:
FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female organs. It is illegal in the UK and a form of child abuse with long-lasting consequences. (Keeping Children Safe in Education September 2018 Annex A p.81)

FGM Mandatory reporting duty for teachers

5.2 Section 5B of the Female Genital Mutilation Act 2003 (as inserted by s. 74 of the Serious Crime Act 2015) places a statutory duty on teachers to report to the police where they discover; either through disclosure by the victim, or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

5.3 It will be rare for staff to see visual evidence of FGM and they should not be examining pupils.

5.4 The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another professional has already made a report; there is no requirement to make a second.

5.5 The duty does not apply in relation to at risk or suspected cases, or in cases where the woman is over 18.   In these cases normal safeguarding procedures as outlined in this policy should be followed.

5.6 Where there is a risk to life or likelihood of serious immediate harm professionals should report the case immediately to police, dialling 999 if appropriate.

Identifying cases of FGM
5.7 Visually identified cases
There are no circumstances in school in which a child should be being examined. It is possible that a member of staff perhaps assisting a child in the toilet, or changing a nappy (in line with intimate care plan), may see something which appears to show FGM may have taken place.   In such circumstances the member of staff must make a report under the duty, but should not conduct any further examination of the child.

5.8 Verbally disclosed cases
If a child discloses to a member of staff that she has had FGM (whether she uses the term FGM or any other term or description such as 'cut', then the duty applies.

The duty applies to cases directly disclosed by the victim; if a parent, guardian, sibling or other individual discloses that a girl under 18 has had FGM, the duty does not apply and a report to the

police is not mandatory. In such a case the disclosure must be handled in line with School child protection and safeguarding procedures as outlined in this policy.

5.9 Reporting of cases of FGM

Reports must be made as soon as possible after a case is discovered.

Reports should be made by calling 101.
Staff should provide the following information:
- Explain you are making a report under the FGM mandatory reporting duty
- Your details (name, contact details, role, place of work)
- Details of the School's Designated Safeguarding Lead (name, contact details, place of work)
- The girl's details (name, age, DOB, Address)
- Confirm that you have undertaken, or will undertake safeguarding actions as required by Working together to safeguard children.

  You will be given a reference number for the call and should ensure you document this in your records.

5. 10 Record Keeping
Throughout the process staff must ensure a comprehensive record of any discussions held and subsequent decisions made in line with the School's Child Protection and safeguarding policy. Records must include:
- Circumstances surrounding initial identification/disclosure of FGM
- Details of any safeguarding actions taken
- When and how the case was reported to the police, including case reference number

  Staff must ensure that the DSL/DDSL is kept updated throughout the process.

5.11 Informing the child's family:
In line with safeguarding best practice the girl and/or her parents/carers should be contacted to explain the report, why it is being made and what is means. Staff should communicate sensitively with the girl/family.
Wherever possible the member of staff should have this discussion in advance or in parallel to the report being made.
However, if you believe telling the child/parents about the report may result in a risk of serious harm to the child or anyone else, or the family fleeing the country, you should not discuss it.
If the member of staff is unsure or has concerns this should be discussed with the DSL/DDSL.

5.12 Failure to comply with the duty:
In line with 'Mandatory Reporting of Female Genital Mutilation – procedural information' (Home Office) the school is required to consider any failure to comply with the duty in accordance with staff disciplinary procedures.

Where the school determines it is appropriate to dismiss the teacher as a result of the failure to comply, or the teacher would have been dismissed had they not resigned, the school must consider whether to refer the matter to the National College of Teaching and leadership (NCTL).

6.0 Child Criminal Exploitation/County Lines

6.1 Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

6.2 Indicators of Criminal exploitation/County Lines:
- Returning home late, staying out all night or going missing

- Being found in areas away from home

- Increasing drug use, or being found to have large amounts of drugs on them

- Being secretive about who they are talking to and where they are going

- Unexplained absences from school, college, training or work

- Unexplained money, phone(s), clothes or jewellery

- Increasingly disruptive or aggressive behaviour

- Using sexual, drug-related or violent language you wouldn't expect them to know

- Coming home with injuries or looking particularly dishevelled

- Having hotel cards or keys to unknown places.

Staff in schools, further education colleges and other education establishments, are uniquely placed to recognise and refer children who are abused through criminal exploitation. They are also in a position to help children to avoid being criminally exploited and to support abused children to recover. Personal, Social and Health Education (PSHE) programmes can help children make informed and healthy choices about issues such as sexual activity, grooming techniques, drug use and keeping themselves safe.
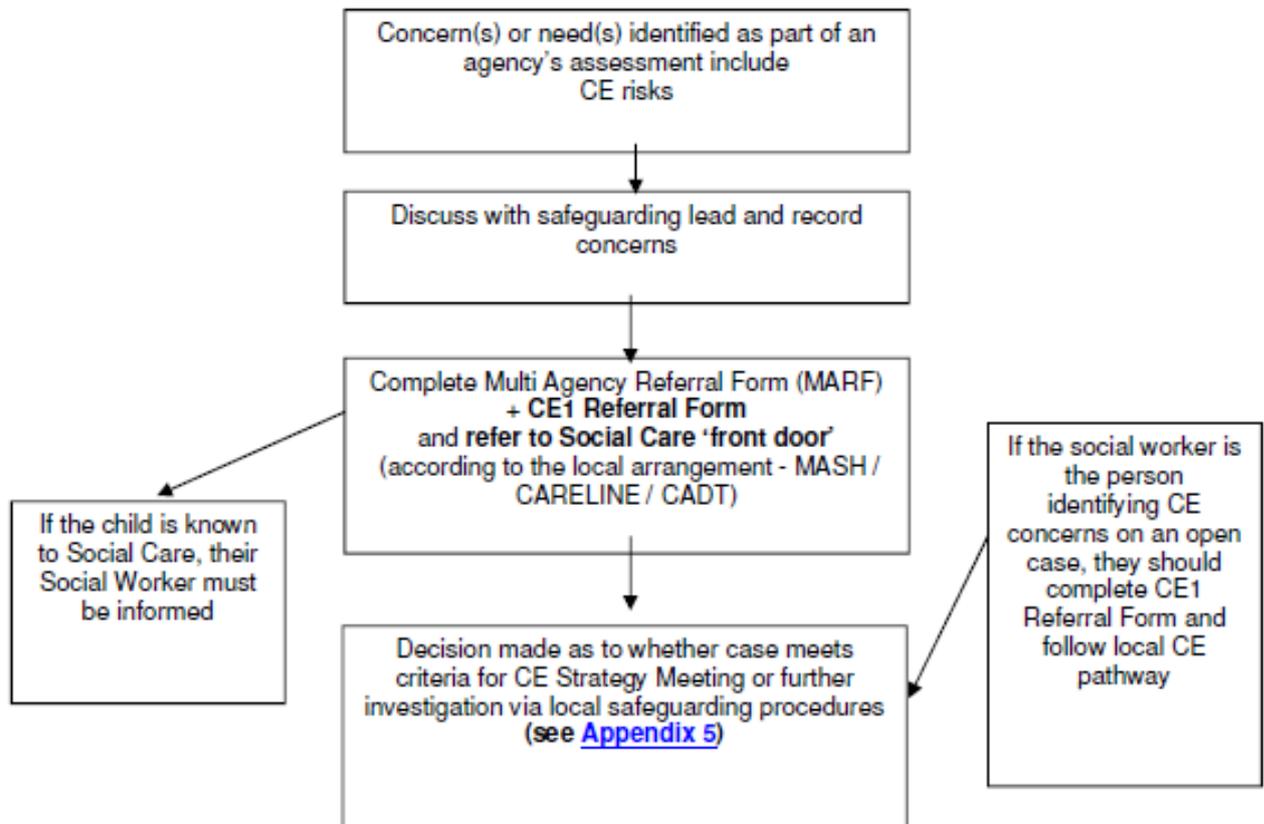
Schools should also be aware of who is picking up or meeting children at the end of the school day and also be aware of their respective 'E-Safety' processes which help inform children and families on how to be safe online. Representatives from education have an active role, which is not limited to prevention, but also to sharing information in respect of children and young people with whom they share a great deal of time and experiences. It is anticipated that children missing education lead will have regular representation at the monthly MACE meeting and provide, amongst other information, when a child or young person has been missing from education.

6.3 Procedure
If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. The pan Merseyside PAN Merseyside Multi-Agency Child Exploitation Protocol (see below 6.4) and Ashurst safeguarding procedure as outlined in this policy should be followed.

6.4 Referral process (Pan Merseyside Multi-Agency Child Exploitation Protocol)

Referral process re: concerns a child is being sexually and / or criminally exploited

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┌─────────────────────────────────┐
│ Concern(s) or need(s) identified │
│ as part of an agency's           │
│ assessment include CE risks      │
└─────────────────────────────────┘
              ↓
┌─────────────────────────────────┐
│ Discuss with safeguarding lead   │
│ and record concerns              │
└─────────────────────────────────┘
              ↓
┌─────────────────────────────────┐
│ Complete Multi Agency Referral   │
│ Form (MARF) + CE1 Referral Form  │
│ and refer to Social Care 'front  │
│ door' (according to the local    │
│ arrangement - MASH / CARELINE /  │
│ CADT)                            │
└─────────────────────────────────┘
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If the child is known to Social Care, their Social Worker must be informed

If the social worker is the person identifying CE concerns on an open case, they should complete CE1 Referral Form and follow local CE pathway

Decision made as to whether case meets criteria for CE Strategy Meeting or further investigation via local safeguarding procedures (see Appendix 5)

ALL CE1 Referral Forms should be sent to the MACE Forum in each local area, to ensure all Child Exploitation information is collated at a central point to inform data analysis

PLEASE SEE EACH LOCAL AREA CHILD EXPLOITATION PATHWAY FOR FURTHER INFORMATION

Part Two: Roles and responsibilities

7.0 The Role of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads

(a) To be fully conversant with the Local Authority and School Safeguarding Procedure
(b) To provide all staff with advice in regard to safeguarding
(c) To make a decision whether to refer the matter to Children's Social Care where a concern is reported. The referral will note all previous interventions by the School with the child, any relevant history relating to the child, their siblings or the family
(d) To ensure that appropriate action is taken in School and that the correct procedures are followed in all cases of suspected / actual abuse
(e) To maintain a record of pupils in School who are on the child protection plans and keep this updated as notification is received. To liaise with the Education Welfare Officer, School nurse, other professionals as appropriate to ensure that these children are monitored.
(f) To maintain records within the School about those children whose safety and welfare are causing concern.
(g) To attend / participate in child protection conferences, core group meetings, family actions meetings as appropriate or to ensure that another member of staff (who has a good knowledge of the circumstances) attends. In the rare occasion of no such person being able to attend, then the Designated Safeguarding Lead will provide a report to the meeting chair.

(h) To inform the Children and Young People's Services Safeguarding Children unit in writing using the LA pro forma when a child on the CPR leaves the School and to inform the new School of the child's status on the register,

(i) To ensure that safeguarding files are transferred to a child's new School as quickly as possible,

(j) To organise and monitor training / information as appropriate for all staff.

(k) To be trained personally at a single and multi-agency level and to undertake refresher training as necessary.

(l) To attend local authority/LSCB meetings/training and forums on a termly basis.

(m) To hold safeguarding induction sessions for new staff and volunteers working across School.

(n) To keep safeguarding high profile within the School by refreshing volunteers, staff and parents on initiatives and developments as the need arises.

(o) To ensure that staff and volunteers are issued with and have read the latest safeguarding guidance and policies

(p) To ensure that the curriculum offers opportunities for raising pupils awareness and for developing strategies for their protection.

(q) To ensure that staff are aware of how to avoid placing themselves at risk when dealing with pupils.

(r) To ensure that the School Child Protection and Safeguarding policy is updated annually and in line with the most recent guidance

(s) To ensure the School is fulfilling its PREVENT Duty

(t) To report to the Named Governor for Child Protection termly.

(u) To meet with the Head Teacher each half term for supervision meetings

8.0 The role of the Senior Leadership Team

(a) The Senior Leadership Team is responsible for ensuring the effectiveness of Child Protection and Safeguarding Procedures within School.

(b) It is recognised that as Safeguarding is a shared responsibility for all staff within School. The Designated Safeguarding Lead will share decisions with the Head Teacher and the Senior Leadership Team and keep them apprised of ongoing cases and concerns.

(c) If the DSL/DDSL a member of the Senior Leadership Team should be informed immediately about any concern.

(d) In the unlikely event of no member of SLT team being available, or if a course of action is unclear then Children's Social Care should be contacted (01744 676600)

(e) The Senior Leadership Team will discuss child protection and safeguarding issues within School regularly in SLT meetings.

(f) To ensure that Safe Recruitment procedures are carried out to help deter, reject or identify people who might abuse pupils or are otherwise unsuited to working with them by having appropriate procedures for appointing staff (see Recruitment Policy)

9.0 The role of the Governing Body

(a) The Governing Body are aware of their role in overseeing the School's arrangements for safeguarding.

(b) They are aware of the expectations for them to remedy any deficiencies in safeguarding systems without delay.

(c) They will review all safeguarding structures annually.

(d) Governors will not investigate concerns and allegations, ask for information about individual children or cases, act independently or create unnecessary work for staff.

(e) The Governing Body will sanction a robust child protection policy, review the policy annually monitor and evaluate its effectiveness and be satisfied that it is being complied with.

(f) It should ensure that a designated teacher together with a nominated governor for child protection is in place.

(g) It will recognise the importance of the role of the designated teacher and support them, ensuring the training necessary to be effective is undertaken. Ensure cover is provided when needed and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on-going child protection issues.

(h) It will recognise the contribution the School can make to helping children keep safe through the teaching of self-protection skills and encouragement of responsible attitudes to adult life through the Personal, Social and Health Education/Citizenship curriculum.

(i) The Governing Body will ensure that there are safe and effective recruitment policies and disciplinary procedures in place including relevant members of staff having up-to-date recruitment training.

10.0 The Role of the Named Governor

10.1 The named Governor for Child Protection and Safeguarding is **Mrs Michelle Foster** (Chair of Governors)

10.2 The named governor will:

- Support the School in safeguarding children
- Support the staff in ensuring child safety
- Foster links between the Governing Body and the School
- Support the Governing Body in carrying out its statutory duties

The above will be met through:

(a) Discussions with staff and Governors about how the School promotes safeguarding through curricular and extra-curricular activities, School policies and procedures. Such developments are included in the termly head teacher's report and newsletters.

(b) Attending safeguarding training led by the School and external agencies

(c) Liaising with Designated Safeguarding Lead and providing feedback from such meetings for all Governors

(d) Receiving, and feeding back on, monitoring reports from the Designated Safeguarding Lead detailing the number and type of incidents recorded in School

(e) Ensuring the Safeguarding Policy is reviewed and monitored annually

(f) Ensuring that staff and Governors receive relevant training

(g) Ensuring sufficient time and resources are allocated to allow the Designated Safeguarding Lead(s) to fulfil their responsibilities

(h) Reporting back to the relevant committee or the Governing Body as and when appropriate

(i) Awareness of the importance of confidentiality

11.0 The Role of All School Staff

More detailed guidance for staff dealing with a concern or disclosure is held in Appendix 4 of this document.

(a) All staff and volunteers have a responsibility for the safeguarding of children

(b) All staff have read and understood the Child Protection Policy, Keeping Children Safe in Education (Part 1), Prevent Duty Guidance and the Employee Code of Conduct. This is recorded through the return of a signed and dated acknowledgement form

(c) If a member of staff has a concern about a child / young person's well-being they MUST report this concern to the Designated Safeguarding Lead (DSL), no matter how small the concern may appear. This must be done via CPOMS.

(d) Staff may have a concern based on:

   i. Something the child/young person/parent has told you
   ii. Something you have noticed about the child's behaviour, health, or appearance
   iii. Something another professional said or did
   iv. Something they have seen or been told in the community

Regardless of how the concern has come to light it should always be reported to the DSL.

(e) Staff should remember that even if they think their concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

(f) Staff MUST share concerns in a timely manner so that School can make every attempt to safeguard the child

(g) Staff must ensure they do not promise the child/parent confidentiality

(h) Staff should reassure the child and explain what will happen next, for example, 'I am worried about your bruise and I need to tell Mrs Hall so that she can help us think about how to keep you safe'

(i) Staff must be careful not to lead the child and should be careful to use open questions

(j) The DSL must be informed immediately by logging an incident on CPOMS and informing the DSL/DDSL in person..

(k) If neither the DSL/DDSL is available, the member of staff should speak to another member of the Senior Leadership Team. If there is no other member of the SLT available, a referral must be made to Children's Social Care by that member of staff and/or contacting the police where necessary.

(l) Staff should remember that the duty remains with them until the information has been passed to the DSL or a referral made to Children's Social Care/the Police

(m) The concern should be logged on CPOMS as soon as possible after the event, noting:

   i. Name of child
   ii. Date, time and place
   iii. Who else was present
   iv. What was said / What happened / What you noticed … speech, behaviour, mood, drawings, games or appearance
   v. If child or parent spoke, their words should be recorded rather than the member of staff's interpretation
   vi. Analysis of what has been disclosed or observed and why it is a cause for concern

(n) The DSL (Pastoral Manager) and DDSL (Head Teacher should be tagged in all concerns recorded on CPOMS, as well as being notified in person.

(o) When the DSL receives the concern, they will make a decision about what action (if any) is to be taken. If the DSL is unable to consult with the Head Teacher Immediately they will inform the Head Teacher of the concern and actions taken as soon as possible.

(p) The DSL and Head Teacher will ensure that staff are given sufficient information to support the child and safeguard them. However, staff will be aware that once the concern has been passed to DSL it may not be possible to inform the member of staff of the outcome due to the confidential nature of the case.

(q) The DSL will decide upon the appropriate action and will record this, as well as the outcome,on CPOMS

Part 3: Protecting Vulnerable Pupils

12.0 Early Help at Ashurst Primary School

Ashurst Primary School recognises the importance of high self-esteem, supportive friends, positive relationships with trusted adults and early intervention in ensuring the prevention of harm and safeguarding children.

12.1   The School will therefore:

(a) Establish and maintain an ethos where children feel safe and secure. Children will be encouraged to talk and are listened to.
(b) Ensure all children know that they can approach a trusted adult in School if they are worried or in difficulty
(c) Ensure that children are helped to keep themselves safe by embedding skills throughout the School; in the curriculum, assemblies, through PSHE and circle time, and through pastoral interventions. This will equip children with the skills they need to stay safe, raise awareness of the different forms of harassment and bullying and will help children to develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
(d) Provide opportunities for pupils to develop their voice and to listen to their concerns through organized circle time, through planned assembly time, School council meetings, pupil surveys and peer listening activities.
(e) Communicate with parents on a regular basis to discuss concerns and give parents the opportunity to make an appointment if they need to discuss concerns with a member of staff at any time.
(f) Make every effort to establish effective working relationships with parents and colleagues from other agencies.
(g) Ensure that staff and governors receive up to date safeguarding training in line with St Helens LSCB guidance.

12.2   Ashurst Primary School believes that effective early help is essential for ensuring better outcomes for children and families and our goal is for all children in St Helens to be safe, healthy and to be able to achieve their full potential, regardless of the situation in which they were born and raised.

12.3   There is robust evidence that adverse experiences in childhood lead to significant social and health problems in later life. Early help is about providing the right help for children and families as soon as problems start to emerge and whilst the evidence shows that the greatest impact can be made when the child is very young, problems can become evident throughout childhood and adolescence and effective early help is about prompt intervention as soon as it is needed. There is evidence to show that what a child experiences during the early years (starting in the womb) lays down a foundation for the whole of their life, which needs to be reflected in our strategy. Secure attachment and the ability to communicate and the development of language rich environments underpin a child's future development. If we get it right as soon as problems start to emerge we can reduce the need for more specialised, costly interventions later on and more importantly, we can improve outcomes for children and young people.

 (Multi-agency Early Help Strategy for: Children, Young people and Families in St Helens 2016-2019) subject to change with new local authority early help strategy 2018.

12.4   The School is committed to delivering the Local Authority's strategy for Early Help to ensure that families have help and support as soon as they need it to prevent need for intervention at a higher level.

12.5   The school recognises the importance of Early Help and the identification of unmet needs and vulnerabilities of its pupils. It is essential to work in partnership with other agencies to promote the welfare of the pupils and to keep them safe.

12.6   The Early Help process involves working with children and their families to engage and include them as equal partners and to support them to access additional services and support them to access additional services that can promote positive outcomes.

12.7   School will deliver Early Help in the following ways:

(a) Completion of Early Help Assessment (EHAT) with families where a need is identified
(b) Sharing of information with other agencies to help inform the EHAT and identify areas of need
(c) The Pastoral Manager (DSL) and/or SENCO will take the lead professional role where appropriate to coordinate multi-agency support, ensuring outcomes are achieved and all relevant professionals are accountable. Providing challenge to other agencies where appropriate and necessary.
(d) Signposting and referral to appropriate agencies and services
(e) Liaising regularly with multi-agency partners
(f) Ensuring the voice of the child is always sought and heard in multi-agency working
(g) Providing appropriate levels of support and challenge to families
(h) Continuous reflection and assessment of cases through a regular supervision process to ensure progress is made and there is no drift, including escalation to a higher level on the continuum of need where concerns increase or progress is not made.
(i) Any parent or carer can request an Early Help Assessment is carried out, or the School may contact parents/carers where a need or concern is identified to offer support including EHAT.
(j) Early Help support is a consent based service, therefore without the consent of parent/carer the school will be unable to proceed with the provision of support or referrals to other agencies who may be able to help.

13.0 Parenting support

(a) All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).
(b) Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.
(c)In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely early-help interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social care intervention.
(d)As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:
    (i) providing details of community based parenting courses (such as Triple P) and with parental consent making referrals to enable parents to access these courses
    (ii) linking to web based parenting resources (for example http://www.familylives.org.uk/ Barnardos, NSPCC)
    (iii) Discussing the issue with the parent and supporting them in making their own plans of how to respond differently
(iv) Considering referral to appropriate early help services such as EHAT, early Help Panel, Families First St Helens, Home Start, Children's Centres and Safe Families

14.0 Looked After Children and Previously Looked After Children

14.1 Ashurst Primary School recognises that the most common reason for children becoming looked after is as a result of abuse and/or neglect.

14.2 The School believes that Looked After Children (LAC) and previously looked after children have a right to expect the outcomes we want for every child. All Schools and settings have a role in supporting the local authority to achieve the highest possible educational standards and outcomes for LAC irrespective of their placing authority.

14.3 The School is compliant with its duty under "Promoting the education of lookedafter children and previously looked after children Statutory guidance for local authorities", Feb 2018.

14.4 The School ensures there is a common understanding amongst all staff of the needs of Looked After Children, and staff are supported in identifying their areas of strength and their capacity to improve in their work with Children Looked After.

14.5 The Designated Teacher for LAC - Mrs Lisa Houghton (HT) and Nominated Lead for LAC – Mrs Suzanne Hall (Pastoral Manager) will ensure they have the details of the child's legal status, social worker and name of virtual School head in the local authority that looks after the child.

14.6 The DSL will ensure what every Looked After Child on roll has an up-to-date PEP document each term.

14.7 The DSL will attend Looked After Child Reviews or any care planning meeting held in respect of a LAC on roll at the School. If the DSL or deputy are unable to attend a LAC review or meeting a report will be provided.

14.8 More detailed information is held in the School's Looked After Child Policy.

Part Three: Child Protection Procedure at Ashurst
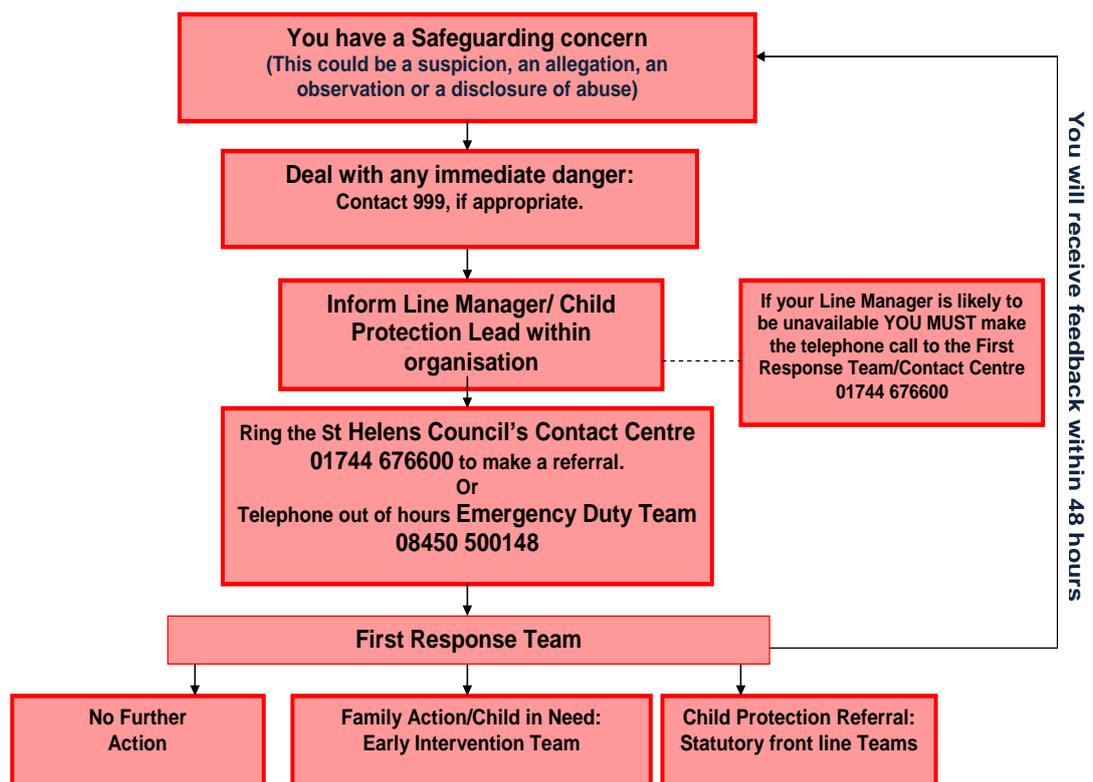
15.0   Safeguarding Procedure at Ashurst

15.1   Ashurst Primary School follows the procedures set out by St Helens Local Safeguarding Children Board. LSCB procedures are available at http://sthelenslscb.org.uk/policies-procedures/

15.2   Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow LSCB process for reporting concerns about children (See below).

This flowchart and the Local Authority's Continuum of Need are displayed in the staff room on the safeguarding information board, the Pastoral Manager's office, the general office, and the Head Teacher's office.

St Helens Multi-Agency LSCB:
Process for reporting concerns about Children (Under 18)

You have a Safeguarding concern
(This could be a suspicion, an allegation, an observation or a disclosure of abuse)

↓

Deal with any immediate danger:
Contact 999, if appropriate.

↓

Inform Line Manager/ Child Protection Lead within organisation

If your Line Manager is likely to be unavailable YOU MUST make the telephone call to the First Response Team/Contact Centre 01744 676600

↓

Ring the St Helens Council's Contact Centre 01744 676600 to make a referral.
Or
Telephone out of hours **Emergency Duty Team 08450 500148**

↓

First Response Team

No Further Action | **Family Action/Child in Need:** Early Intervention Team | **Child Protection Referral:** Statutory front line Teams

You will receive feedback within 48 hours

15.3   In addition to LSCB procedures Ashurst Primary School has clear internal procedures for dealing with safeguarding concerns. These are adopted and followed by all staff members and volunteers.

15.4 **The School will:**

(a) Ensure it has a designated safeguarding lead and two deputy designated safeguarding leads who are responsible for dealing with safeguarding issues within School. The DSL and DDSLs have undertaken Designated Safeguarding Lead training provided by the Local Authority.

(b) Recognise the key role of the Designated Senior Lead and deputies and arrange all necessary support and training.

(c) Receive additional training in order to best support children and their families and achieve positive outcomes regardless of individual circumstances or challenges.

(d) Ensure every member of staff and every governor knows:

The name of the Designated Senior Leads and their roles. They are:

Designated Safeguarding Lead: Pastoral Manager – Mrs Suzanne Hall (DSL)

Deputy Designated Safeguarding Lead: Head Teacher – Mrs Lisa Houghton

Deputy Designated Safeguarding Lead: Deputy Head Teacher – Mrs Rebecca King

The name of the Governor responsible for safeguarding is: Mrs Michelle Foster – Chair of Governors

(e) Ensure all staff and volunteers receive a Child Protection and Safeguarding Induction (including issuing the Child Protection and Safeguarding Policy which staff must sign to confirm they have read and understood). Staff and volunteers will therefore be aware of: (i) their personal responsibilities, (ii) the local policy and procedures, (iii) the need to be vigilant in identifying cases of abuse, (iv) the appropriate way to take action and support a child who makes a disclosure.

(f) Ensure that all members of staff receive safeguarding and refresher training in line with current LSCB's requirements, guidance and training materials. Safeguarding training will ensure members of staff and governors are aware of the need to be alert to signs and symptoms of abuse and know how to effectively respond to a child who makes a disclosure.

(g) Ensure that parents and carers have an understanding of the responsibility placed on the School and staff to safeguard children in accordance with *Keeping Children Safe in Education (September 2018)* and *Working Together to Safeguard Children (July 2018)*

(h) Notify Children's Social Care team if there are concerns regarding a child's welfare or safety

(i) School recognises that it is good practice to inform parents where the decision is made to refer to social services where there is a child protection concern as relationships of mutual trust are part of the School ethos. However, parents may not be contacted if:

i Informing the parents may put the child at risk of serious harm, or,

ii Informing the parents may jeopardise Children's Social Care/ Police enquiry or attempt to protect the child

(j) Notify Social Care if:

(i) it should have to exclude a pupil on a Child Protection Plan or who has involvement with social care, either for a fixed term or permanently.

(ii) There is an unexplained absence of a pupil on a Child Protection Plan or who has involvement with social care.

(k) Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at Initial Case Conferences, Core Group Meetings, Child Protection Review Conferences and Family Action Meetings.

(l) Keep a record of concerns about children on CPOMS (noting the date, event and action taken) even when there is no need to refer the matter to Social Care.

(m) Ensure that records are kept secure and in a locked location. All archived files of children who have left the School will be kept securely and stored for 25 years.

(n) Ensure that where a child transfers to another school information is passed on to the new school. If a child is on a CP Plan, Child in Need, Early Help or there are any other concerns, and leaves the School the DSL will contact the new School to inform the HT of confidential issues. A meetings and/or transfer of files is arranged during that conversation. Where the receiving school uses CPOMS, the child's record will be transferred electronically via CPOMS. Where a child is removed from roll to be educated at home, the file will be copied to the Local Authority. A Form of Authority is completed to confirm the transfer of files; this is then held on file by the Head Teacher.

(o) Adhere to the procedures set out by the St Helens Safeguarding Children Board and their Safeguarding Procedures when an allegation is made against a member of staff. All allegations will be referred to the Local Authority Designated Officer (LADO).

(p) Employ robust and secure safer recruitment procedures which are always mindful of protecting children from unsuitable people.

(q) All temporary staff will be a brief Safeguarding leaflet which covers the action they should take if they have any concerns. Posters throughout the School show who the DSLs are (with pictures) and remind staff and visitors to refer to them immediately where there is a concern

(r) Ensure that all our practice is family centred and puts the voice of the child first.

(s) Seek guidance from the Education Safeguarding Team

(t) Seek guidance from the Governing Body.

More detailed guidance for staff dealing with a concern or disclosure is held in Appendix 4 of this document.

16.0 Safer Recruitment

16.1 The school staffing (England) regulations 2009 require governing bodies of maintained schools to ensure at least one of the persons who conducts an interview has completed safer recruitment training. Governing bodies of maintained schools may choose appropriate training and may take advice from their LSCB safeguarding in doing so.
16.2 The Head Teacher, Deputy Head Teacher and School Business Manager have completed safer recruitment training.
16.3 All recruitment of staff at Ashurst adheres to St Helens recruitment procedures.

17.0 Safeguarding and Attendance

17.1 The Child Protection and Safeguarding Policy links directly to the School Attendance Policy.

17.2 If a child is absent who is deemed to be vulnerable and contact is not made with the School regarding their absence, the DSL/DDSL or another member of staff may call to the family home to ensure the child's safety, or the DSL may request that the Education Welfare Service carry out a visit.

17.3 If a child who is on a Child Protection Plan or is a Looked After Child is absent and contact is not made with the School regarding their absence, then the Pastoral Manager or another member of staff will inform Children's Social Care.

17.4 When a child is Missing from Education, Ashurst Primary School will follow Local Authority procedures and will work with the appropriate agencies, including the Education Welfare Service.

17.5 The School will always strive to put the correct interventions into place to ensure that Persistent Absentees improve their attendance.

17.6 Ashurst Primary School has a Missing Child Policy which should be read alongside this policy. The Missing Child Policy outlines the procedure to be followed if a child goes missing during the School day.

18.0 Information Sharing

18.1 Ashurst Primary School recognises that effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision.

18.2 The most important consideration for staff is whether sharing information is likely to safeguard and protect a child.

18.3 Working Together to Safeguard Children 2018 (26) states that 'Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children, which must always be the paramount concern.

18.4 Staff must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).

18.5 To share information effectively: staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'

18.6 Where staff need to share special category personal data, they should be aware that the Data Protection Act 2018 _contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information_. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

18.7 Staff should not assume that someone else will pass on information that they think may be critical to keeping a child safe. If a practitioner has concerns about a child's welfare and considers that they may be a child in need or that the child has suffered or is likely to suffer significant harm, then they should share the information with local authority children's social care and/or the police.

18.8 Staff should be particularly alert to the importance of sharing information when a child moves from one local authority into another, due to the risk that knowledge pertinent to keeping a child safe could be lost.

18.9 Staff should aim to gain consent to share information, but should be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a practitioner has reason to believe that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. When decisions are made to share or withhold information, practitioners should record who has been given the information and why

19.0 The safeguarding role of parents/carers

19.1 The School recognises the vitally important role of parents and carers in safeguarding children and is committed to supporting parents and carers in this role.

19.2 Parents are informed of the School's duties and responsibilities under the Safeguarding procedures by a statement in the School prospectus and the School website.

19.3 Parents will be given a copy of the School Child Protection and Safeguarding Policy within their pack when their child starts at Ashurst.

19.4 School will also periodically send parents safeguarding updates where appropriate in response to local or national issues.

20.0 Record Keeping

20.1 Well-kept, accurate records are essential to good child protection practice. The School is clear about the need to record any concerns held about a child or children within our School, the status of such records and when these records should be passed over to other agencies.

20.2 The school utilises CPOMS online child protection online management system for the recording of concerns. Any member of staff who has a concern must log their concern via CPOMS and alert the DSL/DDSL.

20.3 For staff without an ICT log in (such as caretaking staff) blank copies of the safety and welfare concern pro forma are stored in the *Head Teachers Office, Class Rooms, Nursery, DSL's office and the School Office* to enable staff to access at all times. The concern will then be logged on CPOMS by the DSL/DDSL.

20.4 Historic concern forms (prior to the use of CPOMS, 2018) and Safeguarding/ Child Protection referral forms are stored in the Pastoral Room in individual children's files. The cabinet is locked and only the *Head Teacher, Deputy Head Teacher, Pastoral Manager (DSL) and SENCO have access.*

20.5 Historic electronic chronologies (used prior to CPOMS) are held for children that document concerns, correspondences and referrals made. Child Chronologies are held on the teacher share within a 'safeguarding' file which is accessible only to *Head Teacher, Deputy Head Teacher, Pastoral Manager (DSL) and SENCO.*

20.6 Children about whom there are concerns are recorded on the vulnerable children register which is updated annually (reviewed termly).

20.7 When there is a sufficient concern, a referral may be made to social care. Where this action is taken a copy of the referral to social care is uploaded to CPOMS.

20.8 If a child transfers or leaves School, the School will pass on safeguarding file and chronologies as well as CPOMS records.

20.9. Reports prepared for child protection conferences should focus on the child's:

- Educational progress and achievements

- Attendance

- Behaviour

- Participation

- Relations with other children and young people

- Presentation, where appropriate

- Interaction with other children and adults

20.10 School follows the 'Signs of Safety' model for report writing. The format identifies:- What is working well, What we are worried about and What needs to happen.

21.0 Single Central Record

21.1 Holding a single central record is a statutory requirement. This record includes all staff, supply staff, regular visiting staff such as peripatetic teachers and regular volunteers.

21.2 The record is in tabular form and includes

(a) Names and addresses and dates of birth
(b) Evidence that all teachers have been checked against list 99
(c) Evidence that all staff employed since March 2002, who have regular contact with children, have been CRB checked
(d) Evidence that staff appointed since May 2006 have been CRB checked
(e) Evidence that supply teachers who work at the School regularly have a CRB.
(f) Evidence that volunteers, including Governors who have regular contact with children, have CRB checks
(g) The dates checks were carried out
(h) Evidence that all teachers have qualified teacher status
(i) Evidence of permission to work for those who are not nationals of a European Economic Area

21.3 The SCR will be updated by the SBM and HT.

22.0   Allegations against Staff

22.1 Ashurst Primary School has an Allegations Against Staff Policy which is reviewed and updated annually. It should be read in conjunction with the Child Protection and Safeguarding Policy.

22.2 Allegations should be reported to the Head teacher and in their absence to the Deputy Head Teacher or DSL who will follow recommendations by the LSCB.

22.3 If the allegation is against the Head Teacher then the member of staff should inform the Deputy Head Teacher and/or Chair of Governors.

22.4 Each member of staff has read and signed to confirm they have understood the Allegations against Staff Policy.

22.5 New members of staff will be issued with this policy as part of their induction

23.0   Role of the LADO

23.1 The LADO works within Children's Safeguarding Unit and will be alerted to all cases in which it is alleged that a person who works with children has:

1. behaved in a way that has harmed, or may have harmed, a child

2. possibly committed a criminal offence against children, or related to a child
3. behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

23.2 The LADO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work.

23.3 The LADO is involved from the initial phase of the allegation through to the conclusion of the case.

23.4 The LADO will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

23.5 The LADO helps co-ordinate information sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

24.0 Escalation

24.1 The School will follow St Helens Local Authority Escalation Procedures where there is a concern that agencies are not working well together and as a result the child is not making good enough progress and is at risk.

24.2 In most cases the lead professional should be the first contact-if that is not resolved then the DSL(s) will contact their manager.

24.3 In cases involving social care, initial discussion should be with the social worker and followed in writing with a copy being sent to the respective team manager and the LSCB Business Manager.

24.4 If this does not resolve the problem then the team manager should be contacted by telephone and in writing.

24.5 If the issue remains unresolved the operational manager should be contacted. If the issue remains a concern the services manager should be contacted. Once a case has been escalated the respective social worker and/or manager should provide a written reply within seven working days to the professional who has initiated the procedure. A copy of all correspondence and outcomes should be sent to the Safeguarding Service Manager.

24.6 For cases involving Social Care the concerns should be discussed initially with the social worker, If this does not resolve the problem the Team Manager should be alerted – by phone or in writing within one working day.

24.7 If the comparable line managers cannot achieve resolution and the issue remains unresolved then an escalation notice will be necessary. This will usually be completed by the DSL, HT or DHT.

24.8 The Escalation Notice will record information and document the issue raised and this will be forwarded to the Service Manager or agency equivalent within 5 working days. A copy of this notice will be sent to the LSCB Business Manager Atlas House, Corporation Street, St Helens.

24.9 A copy of the full Multi Agency Escalation Policy can be found at www.sthelenslscb.org.uk

25.0 Evaluation of Safeguarding Procedures

25.1 The effectiveness and Impact of safeguarding procedures, curriculum and pastoral support is measured through the use of case studies, attainment data and through surveys, which are completed by children, stakeholders and parents on an annual basis.

25.2   Strengths and areas for future action are identified.

25.3   Results are shared with staff, children, parents and governors and inform the SIP.

25.4   The Child Protection and Safeguarding Policy, and the School's safeguarding procedures are reviewed annually.

25.5   The school has completed the S. 175 Audit as per Local Authority requirements and will review this in line with LA guidance.

25.6   The DSL undertakes termly supervision with the Head Teacher and Chair of Governors, in addition to half-termly peer supervision within the network cluster of schools.

Part Five: Links to Other Policies

26.0.   Information Technology

26.1 Our ICT Policy has been developed based on LA and government guidance. It relates to other policies including those for bullying and child protection. It has been agreed by our senior leadership teams, our staff and approved by our **Governing body.**

26.2   The School's ICT Policy will be reviewed annually, will be available on the staff drive in School and its importance will be explained and regularly referred to as part of staff learning.

26.3   All computers within Schools are fitted with a recommended e-safety software package. Apple i-pads are filtered through the server. This will allow the school to monitor the appropriate use of ICT equipment. All staff, learners and families within our School are made aware of this software and its usage and all incidents will be dealt with using the appropriate procedures to safeguard children.

26.4   Staff will be aware that all users of the Schools systems must use their personal account because all digital traffic is monitored and traced to the individual user. Discretion and professional conduct is essential. Learners will be informed that network and Internet use is monitored by e-safety Software.

26.5   E-safety rules will be posted in all wireless active rooms and discussed with the learners at the start of every year and at regular intervals throughout the year (termly).

26.6   All pupils are taught to handle hardware correctly and to access software and the internet safely

26.7   Parents'/Carers' attention will be drawn to the ICT Policy and e-safety in newsletters, the School prospectus and on the School Website.

27.0 Links to other policies
The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As such, this overarching policy will link to other policies which will provide more information and greater detail. This policy should be read in conjunction with other related policies in School, local and national guidance.

27.1   Key Ashurst Policies include:

Code of Conduct
Whistleblowing Policy

Allegations against Staff
Health and Safety policy/ Health Care Plans
Administering Medicine
SEN Policy
SRE Policy
PSHE Policy
Positive Behaviour Policy
Care & Control Policy
Mobile Phone Policy
Drugs Education Policy
E safety Policy
Anti-Bullying Policy
Attendance Policy
Missing Child Policy
Recruitment Policy
OSCAR Club policy

27.2 All policies are available to view on staff share, on the school website and in the School office.

28.0 Key national guidance:
Ashurst's child protection and safeguarding policy is written in line with, but not limited to, the following guidance:
Guidance for Safe Working Practice for Adults who work with Children and Young People
Keeping Children Safe in Education (September 2018)
Working Together to Safeguarded Children (2018)
The Prevent Duty Departmental advice for Schools and childcare providers (June 2015)

Signed:_____ **(Chair of Governors) Date:**_____

Signed:_____**(Headteacher) Date:**_____

Review Date: October 2019

Child Protection and Safeguarding Policy Appendices

Contents:

Recognising abuse

The four main categories of abuse are:

Physical Abuse

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. Types of physical abuse include:

- Hitting or smacking

- Shaking

- Throwing

- Poisoning

- Burning and scalding

- Drowning

- Suffocating

- Fabricating or Inducing Symptoms

- Any other way of causing physical harm

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. This may involve:

- Conveying they are worthless, unloved, and inadequate or only valued insofar as they meet the needs of another person.

- Not giving a child opportunity to express their views, 'making fun' of what they say or how they communicate.

- Inappropriate expectations for their age or development – including overprotection.

- Seeing or hearing the ill treatment of other such as domestic violence or abuse.

- Serious bullying and causing the child to feel frightened or in danger.

- Exploitation or corruption of children.

- All types of ill-treatment of a child. Even if a child is subject to another abuse from another category, they will still experience a level of emotional abuse.

Sexual Abuse

Sexual abuse is forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. This includes:

- Physical contact including penetrative and non-penetrative acts.
- Involving children looking at or in the production of sexual images.
- Watching sexual activities

- Encouraging children to behave in sexually inappropriate ways
- Grooming a child in preparation for abuse

Neglect

Neglect is the persistent failure to meet a child's basic physical, developmental and/or psychological needs, likely to result in the serious impairment of a child's health or development. This can also occur during pregnancy as a result of parental substance misuse. This includes when a parent or carer fails to provide:

- Adequate food clothing or shelter (including exclusion from home and abandonment).

- Protection from physical and emotional harm and danger.

- Ensure adequate supervision.

- Access to appropriate medical care or treatment.

- Meeting the child's basic emotional needs.

Ashurst Primary School also recognises the following additional forms of abuse which children may be at risk of:

Female Genital Mutilation [FGM]

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child.

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures. FGM is illegal in the UK

(HM Government: Multi-Agency Practice Guidelines: Female Genital Mutilation)

Key Points:

- It is NOT a religious practice.

- Occurs mostly to girls aged 5-8 years old; but up to around 15.

- It has been a criminal offence in the United Kingdom since 1985.

- Offence since 2003 to take girls abroad

- Criminal penalties include up to 14 years in prison.

Reasons for this cultural practice include:

- Cultural identity – an initiation into womanhood.

- Gender identity – moving from a girl to a woman – enhancing femininity

- Sexual control – reduce the woman's desire for sex

- Hygiene/cleanliness – unmutilated women are regarded as unclean.

Risk Factors include:

- Low level integration into UK society

- Mother or sister who has undergone FGM

- Girls who are withdrawn from PSHE

- A visiting female elder from the country of origin

- Being taken on a long holiday to the family's country of origin

- Talk about a 'special' event or procedure to 'become a woman'

High Risk Time

This procedure often takes place in the summer, as the recovery period for FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from School or where the family request an 'authorised absence' for just before or just after the summer School holidays.
Although it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long periods of absence with symptoms of FGM, advice should be sought from the police or social services.

Process to identify pupils at risk of FGM

- Ashurst Primary School looks to unify the cultural backgrounds of pupils, risk factors and possible symptoms to form a process to effectively identify pupils who may be at risk of FGM.
- The School will work with additional agencies such as the Police, Social Care and Children's Services in order to prevent any harm being caused to any pupil who may be at risk of Female Genital Mutilation.
- If a possible case of FGM is suspected, the Designated Senior Lead will contact Children's Social Care immediately and make a referral.

Post FGM symptoms include:

- Difficulty walking, sitting or standing

- Spend longer than normal in the bathroom or toilet

- Unusual behaviour after a lengthy absence

- Reluctance to undergo normal medical examinations

- Asking for help, but may not be explicit about the problem due to embarrassment or fear.

Longer term problems include:

- Difficulties urinating or incontinence

- Frequent or chronic vaginal, pelvic or urinary infections

- Menstrual problems

- Kidney damage and possible failure

- Cysts and abscesses

- Pain when having sex

- Infertility

- Complications during pregnancy and child birth

Forced Marriage

A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced.

(HM Government: The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage)

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.
(Foreign and Commonwealth Office and Home office Guidance on Forced Marriage)
Potential warning signs or indicators that a child is at risk of Forced Marriage

- Absence and persistent absence

- Request for extended leave of absence and failure to return from visits to country of origin

- Fear about forthcoming School holidays

- Surveillance by siblings or cousins at School

- Decline in behaviour, engagement, performance opr punctuality

- Poor exam results

- Being withdrawn from School by those with parental responsibility

- Removal from a day centre of a person with a physical or learning disability

- Not allowed to attend extra-curricular activities

- Sudden announcement of engagement to a stranger

- Prevented from going on to further/higher education

The School acknowledges that persistent absence from School or requests for leave of absence can be an indicator of a potential safeguarding risk. The issues surrounding Forced Marriage link directly to the School attendance policy; any absences from School will be followed up in accordance with this policy. This is to ensure that we make every effort to know a child's whereabouts and can safeguard them to the best of our ability.

What to do if you have a concern regarding Forced Marriage?

Forced Marriage is an offence and if this is happening to a child under the age of 18 it is considered to be child abuse. If you suspect that a child or young person is being forced to marry then you must share your concerns with the Designated Senior Lead, Mrs Hall, who will make appropriate contact with Children's Social Care or the Police. The Forced Marriage unit can be contacted for advice and help in making the referral.

Child Sexual Exploitation [CSE]

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activates. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/ mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.

Identifying Cases of CSE

Staff should be aware of the key indicators of children being sexually exploited which can include:

- Going missing for periods of time or regularly coming home late;

- Regularly missing School or education or not taking part in education;

- Appearing with unexplained gifts or new possessions;

- Associating with other young people involved in exploitation;

- Having older boyfriends or girlfriends;

- Suffering from sexually transmitted infections;

- Mood swings or changes in emotional wellbeing;

- Drug and alcohol misuse; and

- Displaying inappropriate sexualised behaviour.

Practitioners should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

(Department for Education: What to do if you suspect a child is being sexually exploited. A step by step guide for frontline practitioners)

How do we manage suspected cases of Child Sexual Exploitation?

The School will respond to suspected cases of Child Sexual Exploitation in relation to St Helens LSCB safeguarding procedures.
If a child or young person is at risk or suspected of being sexually exploited, concerns should be passed on immediately to the Designated Safeguarding Lead, Suzanne Hall**.** The concern will then be referred onto Social Care.

Honour Based Violence

The terms "honour crime" or "honour-based violence" or "izzat" embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/ community members. Victims will have multiple perpetrators not only in the UK; HBV can be a trigger for a forced marriage.

(HM Government: The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage)

Prevention of abuse:

Ashurst Primary School will:

(a) Establish and maintain an ethos where children feel safe and secure. Children will be encouraged to talk and are listened to.

(b) Ensure all children know that they can approach a trusted adult in School if they are worried or in difficulty

(c) Ensure that children are helped to keep themselves safe by embedding skills throughout the School; in the curriculum, through PSHE and circle time, and through pastoral interventions.

(d) Ensure that staff receive up to date safeguarding training

Appendix 2: PREVENT DUTY

Radicalisation/Extremism

Ashurst Primary School is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

In order to fulfil the Prevent duty, it is essential that School staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is part of Schools' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.
(The Prevent Duty: Departmental advice for Schools and childcare providers June 2015)

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views. 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.
(PREVENT strategy -HM government)

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.

Increase in prejudice-related incidents committed by that person – these may include;

- Physical or verbal assault
- Provocative behaviour
- Damage to property
- Derogatory name calling
- Possession of prejudice-related materials
- Prejudice related ridicule or name calling
- Inappropriate forms of address
- Refusal to co-operate
- Attempts to recruit to prejudice-related organisations
- Condoning or supporting violence towards others.

Ashurst's objectives in light of the Government's PREVENT strategy are as follows:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are is and why we need to be vigilant in School. School staff will complete PREVENT training.
- All governors, teachers, teaching assistants and non-teaching staff will know what the School policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.
- All parents/carers and pupils will know that the School has policies in place to keep pupils safe from harm and that the School regularly reviews its systems to ensure they are appropriate and effective. *Ashurst Primary School will aim to build the resilience of children at Ashurst by:*
- Providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.
- Promoting the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values. This will be done throughout the curriculum, PSHE, Circle Time, and through pastoral intervention.

(PREVENT strategy – HM government)

Appendix 3: Peer on Peer Abuse

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidently before considering the action or punishment to be undertaken.

Sexual violence and sexual harassment Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour among School aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.
In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.
It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside
of the immediate support young people may require in these instances, the School will have no choice but to involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.
However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private School, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.
The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage.
Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps
person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.
Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.
If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in School so that they have someone named that they can talk to, support strategies for

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

Preventative Strategies for Schools and Settings

For all Schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

Firstly, and most importantly for Schools and settings is recognition that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that each School/setting has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes could be brought in to talk to young people about specific issues in support of the prevention of peer on peer abuse.

Finally, it is useful to ensure young people are part of changing their circumstances and that of the procedures within Schools. Having a School council and pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in School and one where all young people understand the boundaries of behaviour before it becomes abusive.

Ashurst Primary School
Report of Peer on Peer Abuse Allegation

Date of Record: _____

Person/child making initial allegation:
_____

Child's Name(s) Victim(s) of alleged abuse:

Name(s) of alleged Perpetrator or Perpetrators:
_____
_____
_____

Name(s) of other children who may be victims of the Perpetrator/Perpetrators:
_____
_____
_____

Places where the alleged incident has taken place:
_____
_____
_____

Nature of the incidents:

Physical abuse ☐   Sexting ☐   Sexual violence ☐   Sexual harassment ☐

Initiation/Rituals ☐   Other ☐
_____
_____
_____
_____
_____
_____

Action Taken:
_____
_____
_____
_____
_____

Person Making Report: _____

Ashurst Primary School
Peer on Peer Abuse Risk Assessment – Master

Victim	
Alleged Perpetrator	
Context of allegation	
Risk Assessment completed by:	
Date:	

Hazards/ Risk Factors	Actions to reduce risks	Date implemented
Risks to other pupils and staff in response to allegation **-violence** **-verbally abusive** **-distressed and upset** **-mental health affected** **-isolation**		
Environment and location in which victim and perpetrator are situated normally in close proximity.		
Further risk of interactions verbal or physical.		
Emotional well-being affected		

Ashurst Primary School
Peer on Peer Abuse Risk Assessment – Example Risk Assessment

Victim	
Alleged Perpetrator	
Context of allegation	
Risk Assessment completed by:	
Date:	

Hazards/ Risk Factors	Actions to reduce risks	Date implemented
Risks to other pupils and staff in response to allegation -violence -verbally abusive -distressed and upset -mental health affected -isolation	- Two members of staff where possible present to support and assist with reactions. - Staff Teach Teach trained in dealing with any de-escalation and at a last resort applying positive handling if required. - Staff listen and support - Referral to CAMHS if required - Pastoral Lead support in follow up actions to support emotional well-being	
Environment and location in which victim and perpetrator are situated normally in close proximity.	- Perpetrator and victim separated. - Comfortable location within school provided where both victim and perpetrator feel safe and listened to. - Locations ensure no contact between victim and perpetrator during investigation process. - Appropriate arrangements made after investigation to ensure both victim and perpetrator are supported. - Clear communication with both victim and perpetrator about procedure	
Further risk of interactions verbal or physical.	- Perpetrator and victim separated. - Comfortable location within school provided where both victim and perpetrator feel safe and listened to.	
Emotional well-being affected	- Pastoral support within school - Voice of the child - Counselling referral and sessions provided - CAMHS referral if required	

Appendix 5

Advice for Staff and helpers in School

This information will be provided to all staff on induction to the School and will be part of the induction policy. It will also be made available to parent helpers who volunteer in School.

A child may confide in any member of staff and don't always go to teachers. Staff to whom an allegation is made should remember:

Receive

- Listen to the child
- If you are shocked by what they say, try not to show it
- Take what they say seriously
- Accept what the child says
- Be careful not to burden the child with guilt by asking "Why didn't you tell me earlier?"

Reassure

- Stay calm and reassure the child that they have done the right thing in talking to you.
- It is essential to be honest with the child. Do not make promises you may not be able to keep.
- Do not give undertakings of absolute confidentiality. YOU CANNOT PROMISE TO KEEP A SECRET!
- Try to alleviate any feelings of guilt that the child displays. For example, you could say "You're not to blame."
- Acknowledge how hard it must have been for the child to tell you what happened.
- Empathise with the child – do not tell them what they should be feeling.
- Assure the pupil that only those who need to know will be informed (namely Child Protection Contact.)

React

- React to the pupil only as far as necessary for you to establish whether or not you need to refer this matter: but do not "interrogate" them for full details.
- Do not ask leading questions.
- Ask open-ended questions.
- Do not criticise the perpetrator: the pupil may love him/her and reconciliation may be possible.
- Do not ask the pupil to repeat everything to another member of staff.
- Explain what you might have to do next and whom you have to talk to.
- Inform the designated teacher for Child Protection.
- Try to see the matter through yourself and keep contact with the pupil.
- Ensure that if a Social Services interview is to follow, the pupil has a "Support Person" there if they wish (it could be yourself).
- Make a note of the discussion, as soon as is reasonably practicable and pass on to the designated teacher. The note should be recorded on Ashurst Child Safety and Welfare Concern form, it should record the time, date, place and people who were present as well as what was said — this may be used in any subsequent court proceedings. Safety and Welfare Concern form can be found on the Safeguarding Information Board in the Staffroom, the school office, classrooms, nursery, HT's office and the Pastoral Manager's Office.
- Finally, but most importantly, inform the DSL and give your completed Safety and Welfare Concern Form to them. Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to the assessment or implementing child protection plans.

Appendix 6

Additional Information

Advice for Children

A poster will be on display throughout the School. This poster will be pointed out to children at the start of each School year and be referred to at appropriate times. The poster will contain the following information.
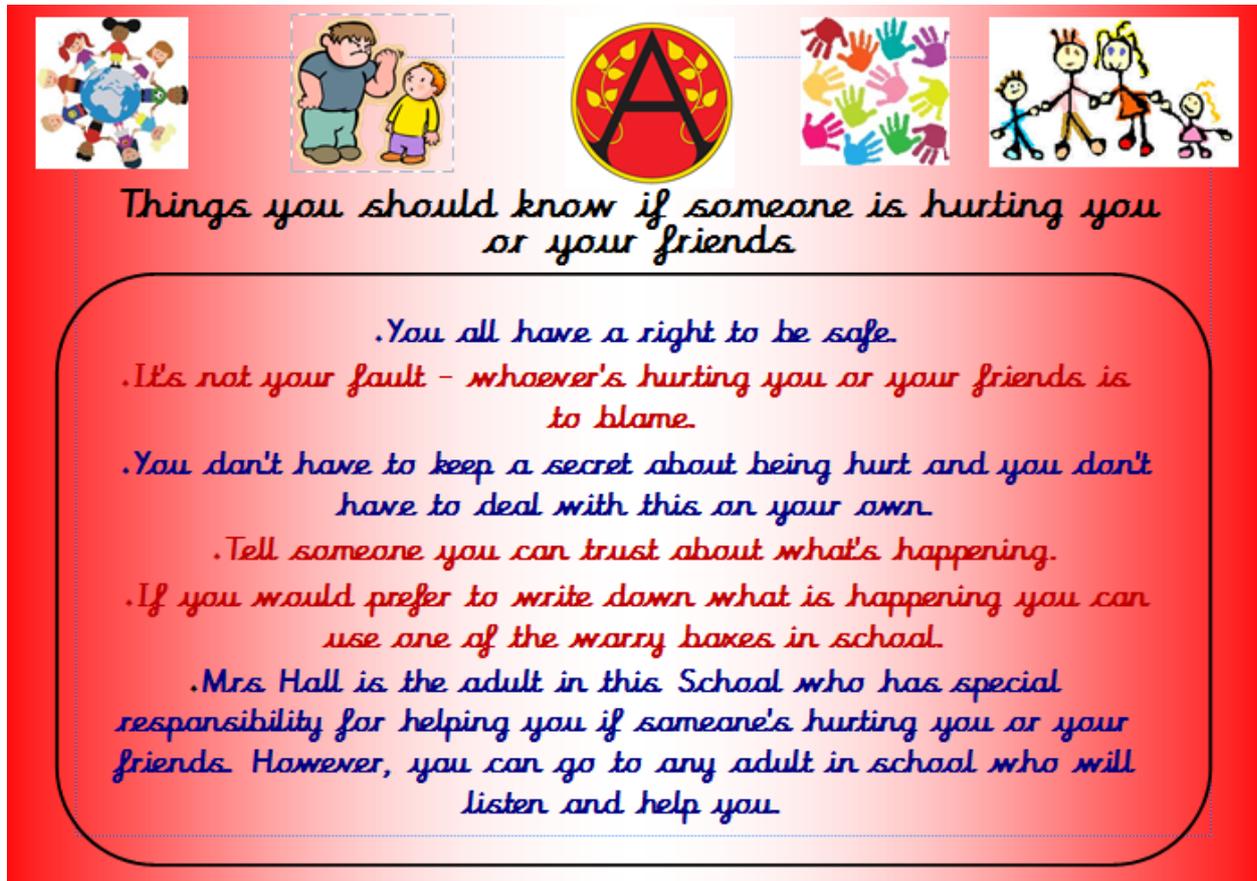
Things you should know if someone is hurting you or your friends

.You all have a right to be safe.

.It's not your fault – whoever's hurting you or your friends is to blame.

.You don't have to keep a secret about being hurt and you don't have to deal with this on your own.

.Tell someone you can trust about what's happening.

.If you would prefer to write down what is happening you can use one of the worry boxes in school.

.Mrs Hall is the adult in this School who has special responsibility for helping you if someone's hurting you or your friends. However, you can go to any adult in school who will listen and help you.

Appendix 7 Safety and Welfare Concern Form

Excellence Everyday

SAFETY AND WELFARE CONCERN FORM

Name of Child: **Date:**   **Time:**   **Class:**

Nature of concern (including incidents, reports by pupils, dates)

Staff Name: **Position:**

Time form completed: **Signed:**

PLEASE PASS THIS FORM TO EITHER: SUZANNE HALL OR REBECCA KING

Date received: **Time received:**   **Signed:**

Action to be taken	Action completed √	Initials	Date	Evidence
Parents/carers informed				
Add to chronology				Chronology

Outcome