

# **Frithwood Primary School**

## **Safeguarding and Child Protection policy**

**D. Morse F. Saunders**  
**September 2018**

**Review September 2019**

1. This policy has been authorised by the Governors, is addressed to all pupils, members of staff, governors, volunteers and visitors to the school. It is freely available and is published on the school website. It applies wherever staff or volunteers are working with pupils even when they are away from the school, for example at an activity centre or on an educational visit.
2. The welfare of our pupils will always be our central concern informed by the school's ethos and by legal requirements. Pupils are actively encouraged to raise personal and general concerns with members of staff. All pupils should recognise when they are at risk and how to get help when they need it.
3. The Headteachers, the Designated Leads and the Designated Deputies have very important roles in being available to all members of the school community to offer advice on matters relating to safeguarding.

### **2018-2019**

<b>Designated Safeguarding Leads</b>	<b>Frances Saunders</b>	<b>Dean Morse</b>
<b>Designated Safeguarding Deputies</b>	<b>Jacqui Walton Jones</b>	<b>Denise Clark</b>
<b>Designated Safeguarding Governor</b>	<b>Katherine Cooper</b>	

4. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children 2018
5. The Governors of Frithwood School, are fully and properly informed of matters relating to Child Protection and Safeguarding. The Governors have full access to all the facts surrounding safeguarding concerns and the school's response, as and when it is appropriate. They have overall responsibility for the response made and to those in their care when events take place. To support them in that work, a Governor is identified as having a role in and commitment to Child Protection and Safeguarding.
6. The Designated Leads will ensure that the performance of the safeguarding and child protection regime is reported to regular meetings of the Governing Board. Exceptional incidents will be reported to the Chair.
7. 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 in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider at all times what is in the **best interests** of the child.

8. All staff should be aware of the challenges faced by pupils in understanding what they are being asked and in explaining what has happened to them. While staff must be mindful of the importance of not leading or suggesting, they will need to ensure that the pupils understand and are understood. Many pupils will choose to have a member of staff with them if they have any interviews or meetings with outside agencies and will be made aware of the opportunity to do so.

## **Commitment**

9. Frithwood Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share that commitment. The School will take measures to:
  - a) ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the current statutory guidance.
  - b) ensure that all staff receive the child protection policy, relevant statutory documentation and staff handbook which outlines the staff code of conduct including use of social media. In addition to this all staff will receive a copy of Part One Keeping Children Safe in Education 2018 and sign to say that they have read the document. We will take a proportional risk-based approach to the level of information provided to temporary staff and volunteers. Annexe a
  - c) ensure that we carry out all necessary checks on the suitability of people who serve on the school's governing board in accordance with the above regulations and guidance given in *Keeping Children Safe in Education 2018*
  - d) ensure that where the school ceases to use the services of any person (whether employed, contracted, a volunteer or pupil) because that person has engaged in conduct that harmed (or is likely to harm) a child or if they otherwise pose a risk of harm to a child, a detailed report is made to the Disclosure and Barring service as soon as possible and in any event within one month. Ceasing to use a person's services includes dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.
  - e) ensure that whenever staff from another organisation are working with our pupils on another site, we have received assurances from competent authorities within that organisation, that appropriate child protection checks and procedures apply to those staff.

- f) follow the All London Child Protection Procedures.
  - g) protect each pupil from any form of abuse, whether from an adult or another pupil.
  - h) be alert to signs of abuse both in the school and from outside.
  - i) deal appropriately with each suspicion or allegation of abuse against a member of staff, volunteer or governor in accordance with *“Dealing with Allegations of Abuse against Teachers and Other Staff”*, and by consulting with the Local Authority Designated Officer (LADO).
  - j) operate procedures which promote this policy.
  - k) operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.
  - l) support children who have been abused in accordance with an agreed multi-agency child protection plan if applicable.
  - m) be alert to the medical needs of children with medical conditions.
  - n) operate robust health & safety procedures.
  - o) ensure that school premises are as secure as circumstances permit.
  - p) provide staff with training about taking sensible steps when working with individual pupils to ensure they are not in secluded or private areas.
  - q) operate clear and supportive policies on drugs, alcohol and substance misuse.
  - r) maintain a positive school atmosphere which will help prevent incidents from occurring, supported by the teaching and pastoral support offered to pupils.
10. Every child protection concern, complaint, or suspicion of abuse from within or outside the school will be taken seriously and followed up and, as set out in this policy, will be referred to an external authority such as the Local Authority Designated Officer (LADO) Children’s Services, or child protection lead for education. In each case, the matter will be referred to Children’s Services and where appropriate, Children’s Services in the child’s home area. This includes allegations of historic abuse. In the case of those working in a school, the guidance in *Dealing with Allegations of Abuse against Teachers and Other Staff* is

specific, namely that the employer (school) should report to the Local Authority Designated Officer (LADO) all cases where it is alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

## **Roles and responsibilities**

11. The Headteachers share joint responsibility as the Designated Leads for Child Protection. The Headteachers take the lead responsibility for safeguarding and child protection.
12. The school has appointed senior members of staff with the necessary status and authority. Designated Deputies, Jacqui Walton Jones and Denise Clark, will also be responsible for matters relating to child protection and welfare. Samantha Watts our SENCo also has relevant Level Three training.
13. Whilst the activities of the Designated Safeguarding Leads can be delegated to the Designated Deputies, the ultimate lead responsibility remains with the Headteachers as safeguarding leads.
14. During term time one of the Designated Safeguarding Leads or Designated Deputies will always be available during school hours for staff to discuss and safeguarding concerns. Appropriate arrangements are made with the local authority for cover arrangements out of hours and during holiday times.
15. The main responsibilities of all Designated Leads and Deputies are:
  - a) To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
  - b) To be fully conversant with the Local Authority and school Child Protection and Safeguarding Policy and procedures.
  - c) To be available to all staff of the school community for consultation on child protection issues.
  - d) To co-ordinate the child protection procedures in the school.
  - e) To maintain an ongoing training programme for all school employees.
  - f) To monitor the keeping, confidentiality and storage of records in relation to child protection.

- g) To liaise with the Local Authority Designated Officer (LADO).
  - h) To ensure that appropriate action is taken in the school and that procedures are followed in all Child Protection concerns and actual or suspected cases of child abuse.
  - i) To contact the duty social worker within twenty-four hours to seek advice on concerns brought by staff, volunteers or pupils. To also check whether or not the pupil or pupil's family involved is known to Children's Services.
  - j) To monitor records of pupils in the school who are subject to a child protection plan. To ensure that their records are maintained and updated as notification is received.
  - k) To liaise with other professionals to ensure that children who are subject to a child protection plan are monitored.
  - l) Where appropriate, to take part in the child protection conferences or reviews. If a Designated Lead cannot attend, he or she will ensure that a Designated Deputy or a key member of staff attends. Where this is not possible a written report will be provided for the conference by the school. It is acknowledged that this should occur rarely as the involvement of school staff is vital given the close involvement with the child.
  - m) To inform the child's Social Worker in writing when a child who is subject to a child protection plan moves to another school and to inform the new school of the child's status.
  - n) In consultation with the Headteachers, to monitor staff development and training needs with regard to child protection issues and to ensure that training provided is current and relevant.
  - o) To ensure that the curriculum offers opportunities for raising pupil awareness of child protection issues and developing strategies for ensuring their own protection, for example through the personal, social, health and citizenship education (PSHE) programme, and reflect this in the school improvement plan.
  - p) The Headteachers and School Leadership Team will annually review the school's policy on Child Protection and Safeguarding and look at how the duties have been discharged, and will report on this to the Governing Board.
16. If one of the Designated Leads is unavailable or is him/herself the subject of a complaint, his / her duties will be carried out by the other Designated Lead or a Designated Deputy who has received appropriate training in safeguarding and inter-agency working.
17. In addition to formal training all designated staff will take time regularly, but at least annually, to be abreast of current practice, update knowledge and skills and attend local meetings relevant to their role.

## **Employees, Governors, School Advisors and Volunteers**

18. The Headteachers and all other employees of the School, as well as every Volunteer and School Advisor who works with pupils, is under a general legal duty:
- a) to protect children from abuse and promote their welfare.
  - b) to be aware of the school's practice and policies on Safeguarding and Child Protection and to follow them.
  - c) to know how to access and implement the procedures, independently if necessary.
  - d) in dealing with a child protection issue to remain as objective as possible, never assuming that they know which categories of children are at risk.
  - e) to keep an appropriate record of any significant complaint, conversation or event. Information should be recorded verbatim, if possible. They should not prompt, lead or suggest information to the child.
  - f) to refer to the Designated Leads or, in his/her absence, the Designated Deputy immediately.
  - g) in the case of allegations brought against a colleague, to refer the incident to the Designated Leads or Designated Deputies who will then refer this to the Headteachers immediately (please see the section below on Staff Allegations).
  - h) to undertake appropriate training including induction training and refresher training at regular intervals required by each individual course e.g. every two or three years.
  - i) Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

## **Whistle blowing**

19. All staff are required to report to the Designated Leads any concern or allegations about school practices or the behaviour of colleagues or pupils which are likely to put pupils at risk of abuse or other serious harm. Such reports are made to the Headteachers and the Local Authority Designated Officer (LADO). If the concerns are about the Head Teacher then the Chair of Governors and LADO must be informed. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. There is a separate policy on whistle blowing which should be read in conjunction with this summary.

## **Training**

20. The Designated Leads have undertaken child protection training and training in inter-agency working and will attend refresher training at two yearly intervals. In addition to this

the DSLS and Deputy DSLs will undertake regular updates and remain abreast of relevant issues. This training may be provided locally or by an alternative certified provider ie.Kidscape.

21. Records of training will be monitored by the Governing Board.
22. Every year at the beginning of the school year, all staff and volunteers who work in the school are reminded of the provisions in this Child Protection and Safeguarding Policy. In addition to this they receive safeguarding and child protection Level 1 training which is regularly updated through emails, bulletins and staff meetings, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
23. The Governing Board will ensure that all staff members undergo child protection and safeguarding training at induction. The Safeguarding and Child Protection policy will be updated annually and read by all members of the Governing Board. All Governors will be directed towards key documentation and updates.
24. Every recruitment panel includes at least one member of staff who has undergone safer recruitment training with refresher training every three years.
25. The Governing Board will receive appropriate and up-to-date child protection and safer recruitment training to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities. Refresher training will occur every three years.
26. If they have not attended the training for staff generally, temporary and voluntary staff who work with children are made aware of the school's arrangements for safeguarding and their responsibilities as above whilst they are waiting to attend the next available safeguarding course.
27. A central record of all safeguarding training undertaken by members of staff and others will be kept in the school office.
28. A Designated Lead or a Designated Deputy will attend, wherever possible, the safeguarding schools cluster meeting, which will meet at least termly and whose members can be gathered for advice at any time. This meeting is a good opportunity to share good practice and to outline concerns. It is chaired by the LADO.

## **Safer Recruitment**

29. In addition to obtaining the DBS certificate an additional check will be made on anyone who is appointed to carry out teaching work ensure that they are not prohibited from teaching.

30. References will be requested for all recruited candidates which will ask relevant safeguarding questions.

### **Teacher Prohibition Orders**

31. Teacher prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16-19 academies, youth accommodation and children's homes in England. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. Prohibition checks will be carried out using the prohibition order described in the Teaching Regulation Agency and DfE publications.
32. Governors in maintained schools are required to have an enhanced certificate from the DBS. It is the responsibility of the Governing Board to apply for the certificate for any of their governors who do not already have one. Governance is not a regulated activity so governors do not need a barred list check unless in addition to their governance duties they also engage in regulated activity.

### **Early Help Assessments**

33. All staff should be aware of the Early Help process including identifying emerging problems, liaising with the Designated Lead and sharing information with other professionals to support early identification. Staff may be required to support other agencies and professionals in an Early Help assessment.
34. All school staff should be prepared to identify children who may benefit from early help. Early Help means providing support as soon as a problem emerges at any point in a child's life, for the foundation years through to the teenage years. In the first instance staff should discuss Early Help requirements with the Designated Safeguarding Leads. Staff may be required to support other agencies and professionals in an Early Help assessment.
35. If Early Help is appropriate, a Designated Lead or Designated Deputy will lead in liaising with other agencies and setting up inter-agency assessments as appropriate
36. If Early Help and /or other support is appropriate, the case should be kept under constant review and consideration given to whether a referral to Children's Social Care is needed, if the child's situation doesn't appear to be improving.

37.

### **Inter-Agency Working**

38. We will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter

agency plans to provide additional support to children subject to child protection plans. We will allow access for children's social care from the host local authority and where appropriate, from a placing local authority for that authority to conduct or to consider a Section 17 or section 47 assessment.

39. The Governing Board will ensure that safe-guarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Partners. This should include understanding and reflecting local protocols for assessment and the Local Safeguarding Partners threshold document for supplying information as requested by the Local Safeguarding Partners.
40. The Governing Board will recognise the importance of information sharing between professionals and local agencies.
41. Data protection fears should not be a barrier to information sharing. Fear about sharing information will not be allowed to stand in the way of the need to promote the welfare and protect the safety of children
42. Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse it is clear that they are especially important to identify and prevent child sexual exploitation.

## **Online Safety**

43. It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the Governors and Headteachers will ensure that appropriate filters and monitoring systems are in place. We will also be careful that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
44. Online safety will be included in relevant lessons. The Governing Board will ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum including assemblies, PSHE and Sex Education.
45. E-safety workshops will be offered to parents at least twice during the academic year and relevant information shared via the school newsletter. Copies of the powerpoint presentation will be shared along with the CEOP link via the school website.
46. Any specific issues arising in school, will be addressed by the class teachers at an age appropriate level should this be deemed necessary. This may include text messaging, sexting, use of social media. The school will seek advice from the Lead CP Schools Adviser LADO before responding to any wider scale online trends or crazes so that the

school's response is proportionate and appropriate to the age and understanding of the children.

### **Looked After Children**

47. The most common reason for children becoming Looked After is as a result of abuse or neglect. All staff should receive relevant training to ensure that they have the relevant skills, knowledge and understanding necessary to keep looked after children safe.
48. Staff should be aware of the legal status of Looked After Children. In particular the Headteachers will ensure that appropriate staff have the information they need in relation to the child's looked after legal status and contact arrangements with both parents or those with parental responsibility. Relevant staff should also have information about the child's care arrangements and the levels of authority delegated to the carer by the local authority looking after the child.
49. Governing Boards of maintained school must appoint a designated teacher for looked after children to promote their educational achievement, and ensure that this person has appropriate training. At Frithwood this is the Assistant Headteacher. The designated teacher for Looked After Children should have the details of the child's social worker and the name of the virtual school head in the local authority that looks after the child.
50. The designated teacher for LAC will work with the virtual head within the relevant authority to ensure that funding is used to best support the progress of looked after children in school and meet the needs identified in the Personal Education Plan.

### **Children with Special Educational Needs and Disabilities**

51. Children with SEN and disabilities can face additional safeguarding challenges. At Frithwood we recognise that additional barriers that can exist when recognising abuse and neglect in this group of children may include:
  - assumptions that indicators of abuse such as behaviour, mood and injury relate to the disability
  - children with SEN and disabilities may be bullied and not reveal any outward signs
  - Communication may be a barrier.

As such, all staff will investigate fully any allegations made by children with SEN and disability and ensure that incidents are not minimised and that due consideration is given to the additional barriers identified above.

## **Children missing in education**

Parents and carers must request a known absence from school wherever possible and absences are granted in line with the school absence policy

Parents must contact the school on the first day of a child's absence to alert the school staff. There is a message recording facility to ensure information is received.

In the event of a child marked absent in the register with no prior information or message of absence the Admissions Officer calls the first contact number on the list, followed by other contact numbers to gain information about the absence.

Parents and carers must provide at least two contact numbers for emergency details.

In the light of a parent or carer only providing one contact number, the admin staff follow this up immediately.

All absences that are longer than an agreed period or that cause concern are referred to The Participation Team in the local authority and due process is followed.

Advice will be sought in the event of a child being missing from education where no information can be obtained.

A child's social worker will be informed if the child is known to the CSC.

## **Child abuse: Categories and definitions**

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

53. Abuse is the maltreatment of a child. Someone may abuse or neglect a child by inflicting harm or failing to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others for example via the internet. They may be abused by an adult or adults or another child or children.

54. Possible signs of abuse include (but are not limited to):

- the pupil says s/he has been abused or asks a question which gives rise to that inference.
- there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.

- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
- the pupil's development is delayed.
- the pupil loses or gains weight.
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed.
- the pupil is reluctant to go home, or has been openly rejected by his/her parents or carers.
- The pupil is reluctant to go to school.

**All** staff should have an awareness of safeguarding issues- some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

**All** staff should be aware that safeguarding issues can manifest themselves in peer on peer abuse. This is most likely to include but is not limited to bullying, cyber bullying, gender based violence, sexual assaults and sexting. Staff should refer to the schools Anti-bullying Policy and procedures with regard to peer on peer abuse.

## **Types of abuse**

### **Physical Abuse**

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

Possible signs of Physical Abuse:

56. Hitting, squeezing, biting or twisting a child's arms or legs can cause injuries like bruises, grazes, cuts or broken bones. Burns may be inflicted on a child by holding a part of the body against something very hot or by scalding them. Poisoning a child, perhaps by giving them alcohol or drugs, is also physical abuse. Older children may seek to conceal such injuries by keeping their arms and legs covered or being reluctant to change for sport.

All staff need to be especially concerned about:

- injuries which do not match the explanation given for them
- bruises in places where you would not normally expect to find them, in soft tissue, for example, rather than on the bony prominence
- bruises which have a distinctive shape or pattern, like hand prints, grasp or finger marks or belt marks
- burns or scalds with clear outlines
- bite marks and bruises like love-bites.
- bruising in or around the mouth.

## **Emotional Abuse**

57. Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. A child living with domestic abuse is also suffering emotional harm. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Possible signs of Emotional Abuse:

58. This form of abuse may result in a child becoming withdrawn, nervous, and unhappy or lacking in confidence. It may result in a child being unable to make friends, perhaps because they behave aggressively or inappropriately towards other children. Emotional abuse may happen when a carer behaves in a persistently indifferent or hostile way towards a child, perhaps through bullying, rejecting, frightening, criticising or scapegoating the child. It may happen when a carer's behaviour is inconsistent so that the child never knows what reaction to expect. It may happen when carers are very possessive or over-protective. In severe cases, children may be subjected to cruel treatment and punishment. All staff should be especially concerned about a child who:

- is continually depressed and withdrawn.
- runs away or who is frightened to go home.
- is reluctant to attend school.

- is persistently blamed for things that go wrong.
- is made to carry out tasks inappropriate to their age.
- is not allowed to do normal childhood activities.
- displays excessive fear of their parents or carers.
- is excessively clingy and tearful.
- who indicates that **domestic abuse** may be taking place

## **Domestic Abuse**

59. Domestic Abuse, also known as domestic violence or DV, is a pattern of threatening behaviour, coercive behaviour, control, violence or abuse by one person against another in a home or family setting.

It can happen to anyone - regardless of gender, age or culture - and can exist in any relationship - with partners, ex-partners or relatives.

Domestic abuse can take many forms and includes, but is not limited to:

Physical - Assault, punching, kicking, hitting, forced imprisonment, biting, strangling, burning, dragging, using weapons, throwing objects

Sexual - Rape, sexual assault, forced prostitution, degradation, using objects, forced to watch or act in pornography

Psychological - Verbal or emotional abuse, threats to kill, blaming, mind games, criticism, accusations, jealousy and obsessive behaviours, manipulation, sleep deprivation

Financial - Preventing a person from getting or keeping a job, taking money, not permitting access to or withholding family income

Isolation - Not being allowed to see others, to see who you want, denied any form of contact with family or friends and any other support networks

Domestic abuse is never acceptable.

### ***How does it affect children?***

Children who witness domestic abuse are being emotionally abused.

In the majority of reported domestic abuse incidents, children have either been present in the same or a nearby room.

Children who witness, intervene or hear incidents are affected in many ways, even after a short time

## **Sexual Abuse**

60. The definition given in *Working Together to Safeguard Children 2018* is as follows.

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

The key elements in any definition of sexual abuse are:

- the betrayal of trust and responsibility.
- abuse of power for the purpose of the sexual gratification of the abuser.

The abuser may use different ways to persuade the child to cooperate such as bribery, threats or physical force. Sexual abuse can take different forms, from touching to intercourse, and often does not cause any outward signs of physical injury. It can happen to boys as well as girls and to children of any age, from birth to 18 years old. Sexual abuse can have long lasting effects. Some children who have been abused go on to abuse other children. Some find as they grow up that they are unable to have close relationships with other people. Others deliberately injure themselves because they feel so awful about themselves.

Be especially concerned about a child who:

- exhibits sexually explicit behaviour.
- has inappropriate sexual knowledge for his or her age.
- attempts suicide or self-inflicts injuries.
- repeatedly runs away from home.

## **Sexual violence and sexual harassment between children**

61. Any allegation of sexual violence or harassment will be responded to case-by-case. All victims will be taken seriously, be supported and kept safe.

Following a report of sexual violence the DSLs or Deputy DSL should make an immediate risk and needs assessment and consider:

The victim

The alleged perpetrator

All other child and staff as appropriate.

Appropriate and detailed records will be kept.

The DSL will engage with children's social care and specialist services as required.

Staff will as always act in the best interests of the child and will emphasise that sexual violence and harassment is not acceptable and will not be tolerated.

Any incidents of sexting will be responded to following the UKCCIS guidance 2017

## **Child Sexual Exploitation**

62. Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology

Possible signs of CSE:

- Children going missing for any length of time
- Children losing an interest in their appearance and starting to look dishevelled
- Children receiving unexplained gifts and money
- Children in relationships with unknown and unexplained adults
- Children skipping or arriving late to school
- Children becoming involved with drugs or youth violence can also be exposed to CSE.

## **Neglect**

63. Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may affect a foetus during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision (including the use of inadequate care-givers).
- ensure access to appropriate medical care or treatment.

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

Possible signs of neglect:

All staff should be especially concerned about a child who:

- is constantly hungry, greedy or stealing food.
- has lingering illnesses which have not been treated.
- is continually smelly, scruffy and dirty.
- is often dressed in inadequate or unsuitable clothing for the weather conditions.
- suffers repeated accidents, suggesting a lack of proper supervision.
- is constantly tired.
- does not respond when given attention or, on the other hand, craves attention and affection from any adult.

### **Prevent Strategy**

64. Schools are expected to assess the risk of children being drawn into terrorism including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.

We will demonstrate that we are protecting children and young people from being drawn into terrorism through this policy and the identification of children who are at risk by recognising Prevent as another strand of safeguarding with issues addressed through the agreed procedures in this policy.

Any member of staff who is concerned that a child is at risk of radicalisation will following the school procedures for safeguarding including discussing concerns with the Designated Safeguarding Leads or Deputies and if deemed necessary Children's Social Care.

Visiting speakers will be suitable and appropriately supervised in line with our general safeguarding procedures. Any identification of risk will be considered for referral to Children's Social Care or Channel.

Signs of risk may include:

- Changes to behaviour – extroverted and introverted behaviour
- Adoption of 'them and us attitudes' and intolerant attitudes towards others
- Changes to routine
- Unexpected holidays
- Sudden changes to family dynamics
- Changes to friendships out of school

Further information can be found in the document *The Prevent Duty June 2015*

## **Female Genital Mutilation**

65. Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. All staff with teaching responsibilities have a specific legal duty to act with regards to concerns about female genital mutilation (FGM), but all staff should speak to the DSL where there are concerns.

Guidelines for school, colleges and universities sets out how staff can make a difference:

1. 'Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a child because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a child comes to school or college but then absents herself from lessons, possibly spending prolonged periods in the toilet.
2. Children who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, lecturer or other member of staff before seeking help from the police or social services. Sometimes the child's friends report it to staff. Teachers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage.

Link to DFE multi agency practice guidelines for female-genital-mutilation (June 2014)  
[https://www.gov.uk/government/publications/female-genital-mutilation-](https://www.gov.uk/government/publications/female-genital-mutilation-guidelines) guidelines

## **Peer on Peer Abuse**

66. Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

All staff will be aware of the potential for Peer on Peer abuse and will liaise with the DSL as appropriate in order to monitor and address any issues arising.

Staff will as always act in the best interests of the child and will emphasise that peer on peer abuse is not acceptable and will not be tolerated. Investigation of any incidents will include a full investigation that records the views, opinion and experiences of:

The victim

The alleged perpetrator

All other children and staff as appropriate.

Appropriate and detailed records will be kept.

The DSL will engage with children's social care and specialist services as required.

## **Child Criminal exploitation**

67. Is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity: This may be done through organised groups such as County Lines

- a) in exchange for something the victim needs or wants; and/or
- b) for the financial or other advantage of the perpetrator or facilitator; and/or
- c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

All staff should be aware of the potential for a child to be exploited and will report any concerns to the DSLs or Deputy DSL.

### **Modern Slavery**

68. This is a problem that transcends age, gender and ethnicities, and can impact both foreign nationals and British citizens. Modern slavery takes many forms, but some of the most common are sexual exploitation, forced labour and domestic servitude. Victims are forced to work illegally, against their will in many different sectors, including brothels, cannabis farms, nail bars, agriculture and even within people's homes.

Signs may include:

- A lack of self-esteem
- Acting as if instructed by another
- Injured or in need of medical care
- Distrustful • Fearful and poorly integrated into the local community
- Living in overcrowded accommodation
- Lacking suitable clothing for their job
- Picked up by vehicles at unusual hour

All staff should be aware of the potential for a child, their family or an adult to be exploited and will report any concerns to the DSLs or Deputy DSL.

### **Staff and volunteer responsibility**

69. Staff and volunteers should understand that they are not making a diagnosis, only receiving concerns. None of the signs listed above may actually prove that a child is being abused and these indications should not be taken as proof. They may be indicators, which when put into context, provide justification for action. They are also not an exhaustive list and there may be other indicators of abuse that you observe that are not on the above lists

### **Raising Concerns - Procedures**

70. If a member of staff has concerns about a child they will need to decide what action to take. Where possible there should be a conversation with the Designated Lead or in their absence a Designated Deputy to agree a course of action, although any member of staff can make a referral directly to children's social care. Other options could include a referral to specialist services or early services and should be made in accordance with the referral threshold set out by the Local Safeguarding Partners.

71. 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. Anyone can make a referral. Where referrals are not made by the Designated Lead, the Leads must be informed as soon as possible that a referral has been made.

72. If a **teacher** (*definition of teacher in section 47 Serious Crime Act 2015- section 141A Education Act 2002 – a person employed or engaged to carry out teaching work in a school or other institution*) in their course of work in the profession discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the **teacher** must report this to the police.

73. A member of staff suspecting or hearing a complaint of abuse:

- Must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- Must not ask leading questions, that is, a question which suggests its own answer ("was it your father?" or "did this take place on Tuesday when you were away?")
- Must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to a Designated Lead or in their absence a Deputy, who will ensure that the correct action is taken.
- Must keep a written record of the conversation (see instructions below – paragraph 36). The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Lead or Designated Deputy.

### **Preserving evidence**

74. All evidence (for example scribbled notes, mobile phones containing text messages, clothing, and computers) must be safeguarded and preserved.

### **Recording**

75. It is essential to create a full, contemporaneous report of the meeting. To do this:

- a) Make brief notes as soon as possible after the meeting. This may be possible in the meeting itself.
- b) Write up your notes in full and include time, date, place and signature using the agreed template available in the Headteachers office and on the staffroom noticeboard.
- c) Describe observable behaviour e.g. was shaking, continued to cry, constantly moved around the room (Do not interpret these features).
- d) Record the actual words spoken by the child wherever possible.

## Reporting

76. All suspicion or complaints of abuse must be reported to the Designated Safeguarding Lead, or if the complaint involves the Designated Lead, to the Designated Deputy.

### Action

77. The action to be taken will:

1. conform to the All London Child Protection Procedures.
2. ensure that the school will not investigate concerns but refer them to the Local Authority Designated Officer (LADO), Children's Services or Police; respect the wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Officer is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose.
3. respect duties of confidentiality, so far as applicable.
4. ensure that a child's interests are paramount.
5. ensure that, if there is room for doubt as to whether a referral to Children's services should be made, the Designated Lead will consult with the Child Protection Lead for Education, or in the case of an allegation against a professional, the LADO, or other appropriate professionals on a no names basis without identifying the pupil. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made as soon as possible, within a maximum of 24 hours. If the initial referral is made by telephone, the Designated Lead will confirm the referral in writing to Children's Services within 24 hours using the Common Assessment Framework (CAF).

If no response or acknowledgment is received within three working days, the Designated Lead will contact Social Services again. The Designated Lead will agree with the recipient of the referral what the child and parents will be told, by whom and when.

### **Referral guidelines**

78. Our policy is to refer all matters of concern to the appropriate agency. If it is a matter of child protection it will be referred to Children's Services. If the concern relates to an allegation against a member of staff it will be referred to the Local Authority Designated Officer (LADO).

### **Low Level Monitoring**

79. Any indication of a potential child protection issue must be discussed with a Designated Lead or in their absence a Deputy. Wherever possible the Designated Deputy should seek to speak with the Designated Lead immediately. If concerns remain a Lead or Deputy will contact either the LADO or a duty social worker at the Referral and Assessment Team as appropriate to seek clarification on what action should be taken.

### **Allegations against staff members, volunteers or Governors**

80. The School follows procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from malicious or unfounded allegations. These procedures follow the guidance in *Dealing with Allegations of Abuse against Teachers and Other Staff* and also from the All London Child Protection Procedures. Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupils or pupil concerned.

81. Where an allegation or complaint is made against one of the Headteachers, the person receiving the allegation should immediately inform the Chair of Governors, or in his or her absence the Vice Chair, without first notifying the Headteacher concerned.

82. All staff are given guidance to staff on how to reduce the likelihood that their behaviour and actions might place pupils or themselves at risk of harm or of allegations of harm to a pupil. We refer in school to '*Guidance for safer working practice for those working with children and young people in education settings October 2015* and use the Staff Handbook and Staff Code of Conduct to identify appropriate behaviour and actions in school.

83. If the school ceases to use the services of a member of staff (or a governor or volunteer) because that person has engaged in conduct that harmed (or is likely to harm) a child, or if they otherwise pose a risk of harm to a child, a compromise agreement will not be used and there will be a prompt and detailed report to the Independent Safeguarding Authority and DBS. Any such incidents will be followed by a review of the safeguarding procedures within the school, with a report being presented to the Governing Board without delay.
84. If an allegation against a member of staff is found to have been malicious it will be removed from personnel records. Then on a case by case basis if an allegation is not substantiated, is unfounded or malicious, the decision will be made as to whether it will be referred to in any employment reference.
85. Where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. General guidance can be found at the NSPCC whistleblowing helpline. [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
86. Any allegations made against a member of staff should be referred to the designated officer at the local authority by the appropriate person.

### **Allegations against pupils**

87. A pupil against whom an allegation of abuse has been made may be suspended from the school and the school's policy on behaviour, discipline and sanctions will apply. The school will take advice from Children's Services or the Local Authority Designated Officer (LADO) as appropriate on such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of Children's Services or the LADO, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her.
88. If a pupil is suspended from school as a result of an allegation of abuse, the Chair of Governors and at least one Designated Governor will be informed as soon as practicable.
89. Staff should recognise that children are capable of abusing their peers. Child protection should minimise the risk of peer on peer abuse and all allegations must be investigated and dealt with. Abuse is abuse and will not be tolerated or passed off as 'banter' or as part of growing up. Staff should recognise that different gender issues may arise in peer on peer abuse.

90. Sexting will be regarded as abuse and incidents will be dealt with accord to the UKCCIS guidance.

### **Harm from outside the school**

91. A member of staff who suspects that a pupil is suffering harm from outside the school should refer the matter to the Designated Lead. Additional environmental factors in a child's life will always be considered.

### **Supporting pupils at risk**

92. Frithwood Primary School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

This school will endeavour to support pupils through:

- recognising contextual safeguarding and that wider environmental factors in a child's life should always be considered as an important threat to their safety and/or welfare
- relevant training for staff members working with pupils needing support
- pastoral support programmes
- the curriculum to encourage self-esteem and self-motivation.
- the school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- the implementation of the school's behaviour management policies.
- a consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- regular liaison with other professionals and agencies that support the pupils and their families.
- a commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.

- the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- recognition that in a home environment where there is domestic abuse, drug or alcohol abuse, and any other difficulties experienced by families, children may also be vulnerable and in need of support and/or protection.

This policy should be considered alongside other related policies in school.

## Monitoring

93. The Designated Leads will monitor the operation of this policy and its procedures and make a report to the Governing Board at least annually.

94. The Governing Board will undertake an annual review of this policy and how the related duties under it have been discharged. The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.

95. Comprehensive records will be maintained demonstrating a full history of child protection matters at the school which will be available to successive Headteachers. These records will help the school in upholding the highest standards of safeguarding.

96. The DSLs will share information using the using the 7 Golden Rules set out in *Information Sharing July 2018* as guidelines:

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your

judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

### **Former pupils**

97. The Governing Board will ensure that the desire to exonerate the school will not be allowed to take precedence over concerns for the current physical and emotional health of former pupils.

### **Use of the school premises by other organisations**

98. Where services or activities are provided separately by another body, using the school premises, the Governing Board will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

*Date ratified and signed by Governors: Full Governing Board meeting 10<sup>th</sup> October 2018*

**Reviewed and updated September 2018**

**Next review September 2019**