

# Chapel Street Nursery School

## SAFEGUARDING POLICY

Approved by GB	Date: October 2018
Signed by Chair	Signature: Romina Adabra
Due for Review	Date: October 2019

September 2018

## GUIDANCE FOR USE

This policy has been designed to reflect the ethos of Chapel Street Nursery School. It remains the responsibility of the school and its governing body to ensure the policy is compliant with the statutory requirements and guidance which governs educational establishments. It is essential that all aspects of this policy are reviewed to ensure that there is parity between the written policy and practice of the school.

This policy will be reviewed regularly and updated annually; however, if Statutory Guidance changes, the policy will be updated accordingly. This does not take away the responsibility of the school to ensure there is an effective Safeguarding Policy in place which meets the requirement of the statutory guidance in place at that time.

The School will review and update the Safeguarding Policy annually and make the policy available publicly via the school websites and other means.

In drawing up the safeguarding policy Chapel Street Nursery School will consider the range of people who will refer to the policy - teaching staff, support & lunch staff, parent helpers, volunteers, supply staff etc. as well as young people in the setting. Chapel Street Nursery School will also consider such issues as:

- Visitors of all descriptions, including volunteers from the local community, will be made aware of the information contained within our safeguarding policy and their responsibility to comply which will be presented on a form to be handed in each room.
- The policy will be shared with other organisations commissioned to provide a service in our school by having a copy in the Community Room.

We have a brief “welcome sheet” for visitors to the school, including a summary of the Child Protection Policy, the name of the Designated Safeguarding Lead etc. This is it:

### **Safeguarding and Child Protection Statement for Visitors to Chapel Street Nursery School**

#### **OUR COMMITMENT TO SAFEGUARDING**

We are committed to safeguarding our children at Chapel Street Nursery School. We work to ensure that procedures are in place so that every child and their siblings are safe and protected. Adults and children have a responsibility to treat each other with dignity and respect. Discriminatory, offensive or violent behaviour or language is unacceptable and complaints will be acted upon.

We have a Safeguarding Policy which applies to all staff, parents, governors, volunteers, visitors and pupils. The policy is available from the office.

#### **Please be aware:**

- You must not use your phone or take photos whilst in our school
- You must not touch any child unless you are related to them
- That the staff will be focussing on the children. Please do not distract them from that.
- If children speak to you, you must be a good role model in your response
- That you should never be alone with any child under any circumstance unless you are related to them

- That you should alert the staff if you see any child needing help. Do not provide assistance yourself
- That you should not go into the children's toilet area without telling a staff member first
- The toilet for visitors to use is in the School reception area. Please ask a member of staff for directions if you need to use the facilities.

## **CONFIDENTIALITY**

At times you may overhear confidential issues being spoken about by staff or visitors. We would ask you not to share them with anyone else, unless they cause your concern, at which time you should talk to any of the staff members mentioned below.

## **SAFEGUARDING, WHISTLEBLOWING and ANY CONCERNS**

If whilst visiting the nursery you have a safeguarding concern; if you see or hear something you are worried about, you should speak to Daryl Pritchard, Headteacher; Sarah Gilbert, Deputy Head Teacher; Sarah Cain, Family Worker; Lisa Pepper or Rosanne Hill. If you are unsure where to find any of these people, other staff will be able to advise you.

## **CONTACT NUMBERS**

Daryl Pritchard	ext. 301	External-Early Help team	548231
Sarah Gilbert	ext. 201	The LADO in Luton can be contacted	
		on 01582 548069	
Sarah Cain	ext. 300		
Rosanne Hill	ext. 204		

## **LINKS WITH OTHER POLICIES**

This Safeguarding Policy has obvious links with the wider safeguarding agenda: when agreeing or reviewing the policy, links will be made with other relevant guidelines and procedures such as (but not limited to):

- |                               |                         |
|-------------------------------|-------------------------|
| • Safe Recruitment            | Positive Handling       |
| • Code of Conduct             | PSE                     |
| • Visitor / External speakers | Social Networking       |
| • E-Safety                    | Health and Safety       |
| • Whistleblowing              | Anti-Bullying           |
| • Children Missing Education  | Equality of Opportunity |

In drawing up the policy Chapel Street Nursery School will refer to the procedures of Luton Safeguarding Children Board at

<http://bedfordscb.proceduresonline.com/index.htm>

It is essential that the school Safeguarding Policy describes the procedures which are in accordance with the locally agreed interagency procedures published by the LSCB.

## **RECORDING SYSTEMS and PROCEDURES**

Chapel Street Nursery School uses the Safeguarding Children in Luton Recording Protocol that was distributed to schools in 2010 which includes the principals of effective safeguarding recording and pro-forma for use.

## **MAINTAINING an OVERVIEW**

We maintain an overview, via an index which provides an ‘at a view’ glance of the children where safeguarding records exist for them and whether this is an individual case record or an entry within the A-Z folder.

## SAFEGUARDING POLICY

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Note: Working Together 2018 replaces Local Safeguarding Children’s Boards, with Local Safeguarding Partners. However, at the time of this policy review the Local Safeguarding Children’s Board remains in place and as such should be understood as Safeguarding Partners as defined in Working Together 2018.

## PART ONE

### SAFEGUARDING POLICY

Ratified by the Governing Body

November 2016

To be reviewed (annually)

September each year

Version Number: 6

#### **1. INTRODUCTION**

1.1 Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

1.2 Child Protection is defined as –

- The activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

(Working Together, DfE 2018)

This includes, but is not limited to safeguarding children in specific circumstances

Neglect	Physical abuse
Emotional abuse	Sexual abuse
Bullying, including online and prejudice-based bullying	Racist, disability and homophobic or transphobic abuse
Gender based violence / violence against women and girls	Radicalisation and /or extremist behaviour
Child Sexual Exploitation and trafficking	The impact of new technologies on sexual behaviour e.g. youth produced sexual imagery
Teenage relationship abuse	Substance abuse
Gang / youth violence including initiation/hazing.	Domestic abuse / violence
Female Genital Mutilation	Forced Marriage
Fabricated / induced illness	Poor parenting
Online including grooming via social networking, online gaming, video messaging	Peer on peer abuse
Self-harm behaviours	Children with mental health difficulties or illness

1.2 **Chapel Street Nursery School is committed to safeguarding and promoting the welfare of all its children. We believe that:**

- All children / young people have equal rights to be protected from harm;
- Children / young people need support which matches their individual needs, including those who may have experienced abuse;
- All children / young people have the right to speak freely and voice their values and beliefs;
- All children / young people must be encouraged to respect each other's values and support each other;

- All children / young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child / young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

**1.3 Chapel Street Nursery School will fulfil their local and national responsibilities as laid out in the following documents:-**

- Working Together to Safeguard Children (DfE 2018)
- Keeping Children Safe in Education: (DfE July 2018)
- Information Sharing (HM GIV July 18)
- The Procedures of Luton Safeguarding Children Board
- The Children Act 1989
- The Education Act 2002 s175 / s157
- What to do if you are worried a child is being abused (DfE, 2015)
- Use of reasonable force in schools (DfE, 2013)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2016)
- Prevent and Tackling Bully: Advice for Head Teachers, Staff and Governing Bodies (DfE 2017)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Sexting in Schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, 2016)
- Criminal exploitation of children and vulnerable adults county lines (Home Office Guidance.
- Children missing in Education (DfE advice for schools)
- Child missing from home or care (DfE statutory guidance)
- Child Sexual Exploitation advice for practitioners (DfE advice for practitioners)
- Domestic abuse (Home Office Advice)
- Drugs (DfE and ACPO guidance)

## **2. OVERALL AIMS**

**2.1 This policy will contribute to safeguarding our children and promoting their welfare by:**

- Clarifying standards of behaviour for staff and children;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values;
- Creating an organisational culture that is safe for children;
- Introducing appropriate work within the curriculum;
- Encouraging children and parents to participate;
- Developing staff's awareness of the risks and vulnerabilities children face to enable them to recognise and respond to concerns;
- Addressing concerns at the earliest possible stage in the least intrusive way

## **3. KEY PRINCIPLES**

- 3.1 The key principle of safeguarding, as stated by Luton Safeguarding Children Board is that safeguarding is everybody's responsibility. This is reinforced within the Statutory Guidance 'Keeping Children Safe in Education' (2018)
- 3.2 In addition, Luton Borough Council has identified the following key safeguarding messages for schools.
- Always see the child first and consider what life is like for the child, maintaining a culture of vigilance
  - Provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with Luton LSCB Thresholds Framework
  - Have conversations, build relationships and maintain professional curiosity
  - Focus on securing improved outcomes for children
  - Build a culture of openness and transparency where all staff are able to demonstrate understanding of their role and responsibility to safeguard and promote the welfare of children
  - Every child is entitled to a rich and rounded curriculum.
  - When issues arise, Head Teachers should speak out, addressing them internally where possible and engaging in a multi agency response when required in accordance with interagency procedures

#### **4. KEY PROCESSES**

- 4.1 All staff should be aware of the guidance issued by Luton Safeguarding Children Board within the Threshold Framework in order to secure support and intervention for children and young people at the earliest possible opportunity, in the least intrusive way. (<http://lutonlscb.org.uk/pdfs/threshold-framework.pdf>). This document is integral to Safeguarding Children in Luton educational establishments and will always be used to underpin decision making.

#### **5. EXPECTATIONS**

##### **5.1 All staff and visitors will:**

- Be familiar with this Safeguarding Policy and implement this consistently in the course of their work with children and young people;
- Be aware of the role and identity of the designated safeguarding leads and deputies for the school.
- Undertake referrals of child protection concern to Children's Services in the absence of a Designated Safeguarding Officer and be aware of the statutory assessments under Section 17 and Section 47 of the Children Act 1989 that they may contribute to
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be involved in the implementation of individual education programmes, early help assessments and plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of safeguarding concerns and possible abuse (See Appendix One for current definitions and indicators);
- Record concerns, and gives the record to one of the Designated Safeguarding Leads - preferably Sarah Cain, but if she is not available, then another DSGO, discuss the concerns, and decide a way forward together.

- Recognise and respond to concerns about the behaviour of staff, students and volunteers which indicates they may pose a risk of harm to children following interagency procedures agreed by the LSCB;
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two - you must inform the Designated Safeguarding Lead immediately, and provide a written account as soon as possible;

5.2 All staff will receive single agency level one training at point of induction. This will be regularly updated at a minimum of three years intervals. The Designated Safeguarding Lead together with named deputies will undertake additional higher level training in order to ensure they have appropriate knowledge and skills to undertake the role and will utilise these training opportunities available from the LSCB and other organisations as agreed by the Governing Body. This training will be regularly updated at a minimum of two year intervals. These staff are: - Daryl Pritchard, Sarah Cain, Sarah Gilbert and Rosanne Hill.

In addition to the above, all staff will receive annual safeguarding updates which may include E-learning, circulation of information guidance internally, staff meetings, inset training. The subjects / topics for training and updates will take into consideration LSCB priorities, local context, needs of our pupils and identified training needs of staff.

## **6. THE DESIGNATED SAFEGUARDING LEAD**

6.1 **Our Designated Safeguarding Lead, Sarah Cain**, is a member of the Senior Leadership Team and takes lead responsibility for coordinating all child protection activity within the school. They will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as the early help hub, children's social care, health, police etc. This person has lead responsibility and management oversight for safeguarding and child protection.

***The Designated Safeguarding Lead is supported by the following Deputy Designated Safeguarding Leads:***  
**Daryl Pritchard, Sarah Gilbert and Rosanne Hill**

The Depu

6.2 The Designated Safeguarding Leads are trained to the same level as the Designated Safeguarding Lead and will undertake this role operationally with direct over sight and management from the Designated Safeguarding Lead who maintains lead responsibility.

6.3 When the school has concerns about a child, the Designated Safeguarding Lead or Deputy will decide what steps should be taken in accordance with the LSCB Thresholds Framework and initiate a response accordingly. This may include providing a single agency early help response, undertaking and early help assessment or referral to Children's Social Care for a statutory social work assessment. The Head Teacher will be kept apprised of cases as appropriate.

6.4 The Designated safeguarding Lead will support staff who make referrals to the Local authority Children's Social Care and act as a source of support, advice and expertise for all staff.

6.5 The Designated Safeguarding Lead will refer cases to the police where a crime may have been committed.

6.6 Seek advice regard to safeguarding matters related to radicalisation and make referrals to Channel as required.

- 6.7 Liaise with the Designated Senior Manager for allegations to ensure where necessary referrals have been made to the Disclosure and Barring Service when a person is dismissed or resigned due to risk / harm to a child.
- 6.8 The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews, together with any actions arising from the review and the rationale for decision making will be recorded in case files.
- 6.9 The Designated Safeguarding Lead will ensure safeguarding and child protection information will be dealt with in a confidential manner and in accordance with the LSCB information sharing guidance. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom and when.
- 6.10 The Designated Safeguarding Lead will ensure safeguarding and child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files.
- 6.11 The Designated Safeguarding Lead will ensure access to safeguarding and child protection records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when.
- 6.12 The Designated Safeguarding Lead will ensure parents will usually (subject to point 6.13 below) be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- 6.13 **The Designated Safeguarding Lead will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.** In such circumstances advice will be sought from Children's Social Care.
- 6.14 If a child moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed, both schools representatives will sign and the date. The practice guidance produced by Luton Safeguarding Children Board will be adhered to in relation to archiving child protection records.
- 6.15 If sending by post, children's records will be sent by "Special / Recorded Delivery". For audit purposes a note of all children's records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and / or received.
- 6.16 If a child is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- 6.17 If a child is being removed from school roll in order to be home educated, the school will ensure all relevant safeguarding information is shared with the Local authority children's Services and Elective home Education Team.
- 6.18 When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover / exchange of information with the new post holder.

- 6.19 In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.

## **7. THE GOVERNING BODY**

### **7.1 The Governing Body will:**

- Ensure that comply with their duties under legislation. They will have regard to Keeping Children Safe in Education 2018 to ensure that the policies, procedures and training in our school are effective and comply with the law at all times

### **7.2 The governing body will ensure that:**

- The school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. This includes providing a co-ordinated 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.
- The school provides an appropriate safeguarding response in accordance with the Luton LSCB Thresholds Framework in order to safeguard children.
- The school pays due regard to the need to safeguard children in specific circumstances such as Child Sexual Exploitation (CSE), vulnerability to radicalisation, Female Genital Mutilation (FGM) or peer on peer abuse which can include gang related violence, cyber bullying, sexually harmful behaviours or youth produced sexual imagery.
- The school maintains information about the legal status of all children whether a looked after child is subject to S20 voluntary arrangements, interim or full care order, contact details for persons with parental responsibility, levels of delegated authority, details of the social worker and the virtual head in the authority that looks after the child.
- There is a designated teacher with the appropriate training skills and knowledge appointed to promote the academic achievement of looked after children and previously looked after children.
- The schools safeguarding 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 Children Board (LSCB). This includes working with Children's Social Care from other areas when children attend school in Luton however, live outside of Luton.
- The school shares information with other professionals in the interests of safeguarding children in accordance with the guidance within Working Together to Safeguard Children 2018 and Information Sharing: Advice for Practitioners Providing Safeguarding Services to Young Children 2015
- The school will follow local procedures for sharing intelligence in relation to Child Sexual Exploitation with Bedfordshire Police and the single Point of Contact for CSE within Luton Borough Council.

- The school initiates appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse, exploitation or radicalisation and to help prevent the risks of their going missing in future. This may be a challenge as our children are below statutory school age, but we do make phone calls to mobile phones to ascertain children's whereabouts. If we have any concerns we will escalate.
- That the Head Teacher ensures that safeguarding policies and procedures which have been adopted by the Governing Body are consistently implemented
- The school has a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include – staff / child relationships and communications including the use of social media and other online platforms.
- The schools have procedures for managing allegations and concerns about adults that work or volunteer with children and that these include the procedures for making referrals to the Disclosure and Barring Service and NCTL as the teaching professional body where appropriate.
- The school operates a “safer recruitment” procedure and ensures that appropriate checks are carried out on all new staff and relevant volunteers in accordance with Keeping Children Safe in Education 2018.
- The Designated Safeguarding Lead is a member of the Senior Leadership Team and has lead responsibility for safeguarding which is not delegated. This is clearly defined within the role holder's job description and that this person has the appropriate authority, time, training, funding and resources to undertake this role as per Appendix B Keeping Children Safe in Education, 2018.
- The Designated Safeguarding Lead Maintains management oversight of any work undertaken by the Deputy Designated Safeguarding Lead.
- That any Deputy Designated Safeguarding Lead has the appropriate training skills and knowledge to undertake the operational function of the Designated Safeguarding Lead as per appendix B of Keeping Children Safe in Education 2018
- The Designated Safeguarding Lead and any Deputies undertake LSCB multi agency higher level training to ensure they have the appropriate training, skills and knowledge to carry out this role. In addition, the designated safeguarding lead and any Deputies will update their knowledge by receiving safeguarding updates via the designated safeguarding officer network events, attendance at training and learning events offered by the LSCB, online updates via NSPCC or attendance at professional development events.
- The headteacher and all other staff who work with children undertake safeguarding training in accordance with Keeping Children Safe in Education 2018 and that they receive annual safeguarding updates to ensure their continued professional development. These updates take account of LSCB priorities, local context, the needs of the pupils and other identified training needs.
- All training will incorporate safeguarding children in specific circumstance which includes, but is not limited to Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), vulnerability to radicalisation and peer on peer abuse. The training will ensure that Peer on Peer abuse is never seen as banter or part of growing up and incorporates issues of sexually harmful behaviours such as sexual toughing or assault and gang initiation or hazing type violence. The training recognises how alcohol use, drug use, truanting and youth generated sexualised

imagery increases risks of harm to children. In addition the training will also ensure staff have the skills and knowledge about the additional vulnerability of looked after children.

- The school has appropriate safeguarding responses for children who go missing from education and should include holding more than one emergency contact number for pupils.
- Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and recognise the importance of utilising the expertise of the Designated Safeguarding Lead and Deputies in shaping safeguarding arrangements.
- There are appropriate online filtering and monitoring systems within the school which safeguards children from accessing inappropriate or harmful online material.
- The curriculum is delivered in such a way to include educating children about how to stay safe which will include online safety and broader safeguarding messages within PSE.
- Ensure that there are processes in place which enables children and young people to express their wishes and feelings and provide feedback.
- The governing body reviews its policies / procedures annually.
- The Nominated Governor for child protection at the school is Sarah Haddrell. The Nominated Governor is responsible for liaising with the Head Teacher and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual children.
- Ensure a member of the governing body, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Head Teacher.

## **8. A SAFER SCHOOL CULTURE**

- The culture of this school is one that is safe for children and unsafe for adults that may pose a risk to children. There is a belief that safeguarding is the responsibility of all adults working or volunteering within the organisation and that all concerns will be reported to the designated senior manager when concerns relate to an adult.
- The school has a culture of listening to, and hearing the voice of the child.

## **9 SAFER RECRUITMENT and SELECTION**

- The school pays full regard to 'Keeping Children Safe in Education' (DfE 2018). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS), Childcare (Disqualification) Regulations (where applicable) and prohibition order checks in

respect of the following which will also include historic GTCE sanctions and EEA regulating authorities.

- A management position in an independent school, academy or free school as an employee;
  - A trustee of an academy or free school trust; a governor or member of a proprietor body for an independent school; or
  - A governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities.
  - A governor of a maintained school.
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of children
  
  - Daryl Pritchard and Sarah Gilbert have undertaken Safer Recruitment training. One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

## **10. OUR ROLE IN THE PREVENTION OF ABUSE**

In accordance with Working Together 2018, the school recognises the need to safeguard children from:

- Neglect
- Emotional Abuse
- Physical Abuse
- Sexual Abuse

Appendix one contains more information about definitions and indicators.

- In addition, the school are alerted to the need to safeguard children in specific circumstances as defined with Keeping Children Safe in Education 2018.
  
- Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice and are listened to.

## **OTHER AREAS OF WORK**

All our policies which address issues of power and potential harm to ensure a whole school approach such as:-

- |  |                     |
|--|---------------------|
| • Safe Recruitment   | • PSE               |
| • Code of Conduct  | • Social Networking |
| • Visitor / External speakers                              | • Health and Safety |
| • Online safety  | • Anti-Bulling      |
| • Whistleblowing   | • Code of conduct   |
| • Inclusion  |                     |
| • Positive Handling and Restrictive Physical Intervention. |                     |

## **11 THE CURRICULUM**

- We will provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing together with preparing children for life in modern Britain and embedding Fundamental British Values.

- Relevant issues will be addressed through the PSE curriculum, for example self-esteem, emotional literacy, assertiveness, power, relationship education, online bullying. This will be undertaken with reference to guidance around how to promote children's spiritual, moral, social and cultural development. Issues will also be addressed through other areas of the curriculum for example circle time, Communication and Language, Understanding the World and Expressive Arts.

## **12. SAFEGUARDING CHILDREN WHO ARE VULNERABLE TO EXTREMISM,**

- Chapel Street Nursery School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist Paramilitary Groups and extremist Animal Rights movements.
- In accordance with the Prevent Duty placed upon the school by the Counter Terrorism and Security Act 2015 we understand the specific need to safeguard children, young people and families from violent extremism. Chapel Street Nursery School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- Chapel Street Nursery School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this school is fundamental British values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all Women and Men to live free from persecution of any kind and it would be expected that views and opinions expressed would be commensurate with these.
- Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.

### **RISK REDUCTION**

- The School Governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessments may include consideration of the school's PSE curriculum, SEND policy, the use of school premises by external agencies, integration of children by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. In addition, the School Prevent Action Plan template may be used to demonstrate how the organisation is fulfilling the prevent duty.
- This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.
- In accordance with the Prevent Duty, Abby Kirwan is the Prevent Single Point of contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.
- When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person. If a child or Young Person is thought to be at risk of radicalisation, advice will be sought from the Early Help Hub, and if

advised, information will be shared with the Channel Panel using the Early Help Assessment form.

- In all cases in accordance with advice provided from the Early Help Hub the school will ensure appropriate interventions are secured which are in line with local procedures in order to safeguard children assessed as being vulnerable to radicalisation.
- If the school are concerned that a child may be at risk of significant harm in relation to radicalisation or involvement in violent extremism a children protection referral will be made to the Multi Agency Safeguarding Hub.

### **13 SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: (FGM) = Female Genital Mutilation/ Forced Marriage/ Modern Day Slavery**

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It can be known as female circumcision or female genital cutting and is often carried out for cultural, religious and social reasons within families and communities.
- FGM is illegal in the UK and it's also illegal to take a British national or permanent resident abroad for FGM, or to help someone trying to do this.
- Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places statutory duty upon **teachers** (along with social workers and healthcare professionals) **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. This is in addition to following the school's safeguarding reporting procedures. A teacher means any person within the Education Act 2002 (section 141A(1)) employed or engaged to carry out teaching work at schools or other institutions.
- Those failing to report such cases will face disciplinary sanctions.
- If the school are concerned that a child / young person has experienced or is at risk of FGM a Child Protection referral will be made to the Multi Agency Safeguarding Hub in accordance with interagency procedures produced by the LSCB. In addition, all teachers will follow mandatory reporting duties.
- Further information regarding FGM can be found in Appendix five.
- A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse of human rights.
- 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.
- The Anti-Social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This includes:
  - Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
  - Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
  - Breaching a Forced Marriage Protection Order.

- Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and human Trafficking (of which comes from the Palermo Protocol)
- These crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country!

### **Types of Human Trafficking**

There are several broad categories of exploitation linked to human trafficking, including

- Sexual exploitation
- Forced labour
- Domestic servitude
- Organ harvesting
- Child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc.
- Forced marriage and illegal adoption (if other constituent elements are present).

## **14 SAFEGUARDING CHILDREN in SPECIFIC CIRCUMSTANCES:**

### **Peer on Peer abuse**

- The school recognises that children can abuse other children and such behaviours are never viewed simply as 'banter' or as part of growing up. We recognise that peer on peer abuse can take the many different forms.
- The school will follow Sexual Violence and Sexual Harassment Guidance (DfE 2017) when responding to such issues alongside local interagency procedures and the Harmful Sexual Behaviours Strategy. This includes responding to any reports in a child centred manner and undertaking immediate risk and needs assessment in relation to the victim, the alleged perpetrator and other children. The school will respond to reports of sexual violence and sexual harassment on a case by case basis considering the LSCB thresholds framework, whether a criminal offence may have been considered and whether a report to the Multi-Agency Safeguarding Hub is necessary. The school will also consider seeking specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers.

## **15 SAFEGUARDING CHILDREN in SPECIFIC CIRCUMSTANCES:**

### **Sexualised Behaviours**

- Where children display sexualised behaviours, the behaviours will be considered in accordance with the children's developmental understanding, age and impact on the alleged victim. Tools such as Brook Traffic Light Tool will be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive the right support at the right time either via an Early Help response or referral to Children's Social Care
- In all cases of peer on peer abuse the school will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be victims and provide a safeguarding response consistent with the LBSC Thresholds Framework.
- Were necessary, the school behaviour policies will be invoked and any sanctions applied will be consistent with these procedures.

## **16 SAFEGUARDING CHILDREN in SPECIFIC CIRCUMSTANCES**

- Further guidance in relation to safeguarding children in specific circumstances can be located in the Luton Safeguarding Board / Luton Borough Council procedures as listed below
  - Abuse linked to spiritual belief
  - Child sexual exploitation
  - Safeguarding children vulnerable to gang activity
  - Supporting individuals vulnerable to violent extremism
  - Private fostering
  - Children missing from home or care
  - Children missing in education
  - Children of parents who misuse substances
  - Children of parents with learning difficulties
  - Working with parents/carers mental health problems
  - Working with parents / carers with disabilities
  - Disabled children
  - Protocol for dealing with domestic violence when children are involved
  - Online – children exposed to abuse through the digital media
  - Fabricated or induced illness
  - Female genital mutilation
  - Forced marriage / honour based violence
  - Modern Day Slavery / Human Trafficking
  - Criminal Exploitation of children across county lines.
  - Practice guidance and procedures to distinguish between healthy and abusive sexual behaviours in children and young people.
  - Safeguarding children who may have been trafficked
  - Protocol and guidance, working with sexually active young people
  - Working with hostile, non-compliant clients and those who use disguised compliance.

## **17 CHILDREN WITH ADDITIONAL NEEDS**

- Chapel Street Nursery School recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational needs, those living with domestic violence or drug / alcohol abusing parents, etc.
- When the school is considering excluding, either fixed term or permanently a vulnerable child and / or a child who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude, the risk assessment must be completed prior to convening a meeting of the Governing Body.

## **18. WHAT WE DO WHEN WE ARE CONCERNED ABOUT A CHILD**

- All concerns will be viewed alongside the LSCB Thresholds Framework in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way. The school also places due regard to the guidance contained in what to do if you are Worried a Child is Being Abused 2015.
- If, in consultation with the LSCB Thresholds Framework the level on concern sits at Level 2 or 3 an Early Help Assessment should be completed with the consent of the parent / carer. Early help may also be provided on a single agency basis by the school, or additional support or advice for this work may be sought from the Early Intervention Hub / Stronger Families team as a multi-agency response. In cases where it is not possible to obtain consent from the Parent / Carer the school will seek advice from the Early Help Hub.

- The school will review each case to ensure that any support or intervention provided has impacted positively on the welfare / safety of the child or young person and that improvement is sustained.
- In the event that provision of Early Help has not led to improvements for the child / young person, or concerns escalate, the school will follow the step-up procedures published by the LSCB
- In consultation with the LSCB Thresholds Framework, if the concerns about the child or young person indicate that they may be at risk of or suffering significant harm a referral will be made to the Multi Agency Safeguarding Hub. The parent will be informed of the referral unless informing the parent may place the child / young person at increased risk of harm.
- In the event of a professional disagreement in relation to a specific concern, the school will follow the LSCB procedures for resolution of professional disagreements, also known as escalation procedures.

## **19 INVOLVING PARENTS / CARERS**

- In general, we will discuss any safeguarding and child protection concerns with parents / carers before approaching other agencies, and will seek their consent to make a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency **before** informing parents / carers because it considers that contacting them may increase the risk of significant harm to the child.
- Parents / carers will be informed about our safeguarding policy through our school prospectus and website.

## **20. MULTI-AGENCY WORK**

- We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse, initiate an Early Help Assessment, and make referrals to children's social care. Referrals and contacts should be made by the Designated Safeguarding Lead to either the Early Help Hub, or the Multi Agency Safeguarding Hub depending on the level of need. Where the child already has a social worker, the request for service will go immediately to the social worker involved, or in their absence to their team manager or Duty Worker.
- We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as team around the family meetings, initial and review child protection conferences, together with core group meetings.
- We will provide reports as required for these meetings in accordance with the LSCB interagency procedures. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- Where a child is subject to an inter-agency child protection plan, child in need plan or early help assessment, the school will contribute to the preparation, implementation and review of the plan as appropriate.

- If a child is subject to a referral to a multi-agency safeguarding panel such as MARAC, MAGPAN, or CHANNEL the school will contribute to such arrangements.

## **21. RESPONDING TO AN ALLEGATION OR CONCERN ABOUT A MEMBER OF STAFF**

- The school will comply with the LSCB procedures for managing allegations about adults that work or volunteer with children in all circumstances
- This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer 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 in a way that indicates s/he may pose a risk of harm to children

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

- All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Head Teacher unless the concern relates to Head Teacher. If the concern relates to the Head Teacher, it must be reported immediately to the Chair of Governors. Alternatively concerns can be reported directly to the Local Authority Designated Officer (LADO) in children's social care, who will liaise with the Chair of Governors and they will decide on any action required.
- If the Head Teacher is not available the member of staff should report their concerns to the most senior member of staff available who will make contact with the LADO and discuss the concerns. Contact with the LADO should happen at the earliest possible opportunity; within 1 working day.

### **The LADO in Luton can be contacted on 01582 548069.**

- The LADO may request a referral, if this is requested the referral will be completed and submitted within 1 working day.
- The school will engage with the LADO at all stages of the management of the allegation / concern and comply with the Statutory Guidance contained within Keeping Children Safe in Education (2018) and the local procedures published by the LSCB. In this regard, the school will consider whether it is necessary to suspend the member of staff while the allegation or concern is being investigated, however all reasonable alternatives to manage the risk will be considered. Due consideration will be given to the view of the LADO in relation to suspension or in-work safeguards while the matter is investigated.
- Should the school dismiss a member of staff / volunteer as a result of a substantiated allegation, or should a member of staff / volunteer resign before an investigation has been completed, in accordance with Statutory Duty a referral to the Disclosure and Barring Service will be made. If the member of staff is engaged in teaching work, the school will in accordance with published guidance from the Department for Education consider whether a referral to the National College of Teaching and Leadership (NCTL) should be made.
- The school will adhere to the Statutory Guidance contained within Keeping Children Safe in Education (2018) with regard to record keeping, references and compromise agreements.

**DEFINITIONS AND INDICATORS OF ABUSE**

**1. NEGLECT**

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

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and / or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;

- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

## **2. PHYSICAL ABUSE**

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

## **3. SEXUAL ABUSE**

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 act of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

#### **4. SEXUAL EXPLOITATION**

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child / young person performing sexual activities, or another person performing sexual activities on the child / young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and / or emotional abuse and / or gang activity);
- Entering and / or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

The intelligence reporting form on the LSCB website will be used to share information with Police and children's social care that raises a concern around CSE.

## **5. EMOTIONAL ABUSE**

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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond 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 also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Behaviours such as rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

## **6. RESPONSES FROM PARENTS**

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);

- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

## **7. DISABLED CHILDREN**

When working with children with disabilities, practitioners need to be aware those additional vulnerabilities to abuse and neglect such as:

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs

Communication barriers and difficulties in overcoming these barriers

Possible indicators of abuse and / or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and / or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

## DEALING WITH A DISCLOSURE OF ABUSE

### When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her / him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her / him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her / his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

### **Immediately afterwards**

**You must not deal with this yourself.** Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head Teacher or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be

traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher.

## ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

Inappropriate behaviour by staff / volunteers could take the following forms:

- **Physical** - For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or inappropriate physical handling.
- **Emotional** - For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality. Excessive or aggressive shouting
- **Sexual** - For example sexualised behaviour towards peers, sexual harassment, sexual communication including via social networking, email, text, grooming behavior, sexual assault and rape.
- **Neglect** - For example failing to act to protect a child or children, failing to seek medical attention or failure to meet a child's basic needs
- **May Pose a Risk** - Behaviours that may take place outside of the workplace that present a transferable risk in their professional role with children. For example, alleged perpetrator of domestic abuse, offences demonstrating a sexual interest in children, abuse or neglect of their own children or behaviours that are incompatible with a professional role working with children.

If a child makes an allegation or raises a concern about a member of staff, governor, visitor or volunteer the Head Teacher should be informed immediately. If the allegation or concern may fall within the following criteria the LADO will be contacted at the earliest possible opportunity and within 1 working day.

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 in a way that indicates s/he may pose a risk of harm to children

### **The Head Teacher will not carry out the investigation him / herself or interview pupils**

If a child makes an allegation of physical abuse against an adult that works with children and there are visible bruises, marks or injuries. Or if a child makes an allegation of sexual abuse against an adult that works with children Child Protection procedures will be followed and a referral made to the Rapid Interventions and Assessment Team. The LADO will also be informed.

The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

If the actions of the member of staff, are felt likely to fall within the scope of the interagency allegation management procedures as stated in point 2, the Head Teacher will notify the Local Authority Designated Officer (LADO) (Tel: 01582 548069). The LADO will liaise with the Head Teacher and advise about action to be taken which will be in accordance with the interagency procedures for managing allegations.

- If the Head Teacher is uncertain whether the concern or allegation falls within the scope of the allegation management procedures a consultation with the LADO will take place and the advice provided will be acted upon. This consultation and the advice offered will be recorded and held on file.

Where an allegation has been made against the Head Teacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the Section [on Allegations against Staff and Volunteers](#) in the procedures of Luton Safeguarding Children Board

## INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the child’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## Female Genital Mutilation

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.

It's also known as "female circumcision" or "cutting", and by other terms such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. It is illegal in the UK and is child abuse.

It's very painful and can seriously harm the health of women and girls. It can also cause long-term problems with sex, childbirth and mental health.

### Effects of FGM

There are no health benefits to FGM and it can cause serious harm, including:

- constant pain
- pain and / or difficulty having sex
- repeated infections, which can lead to infertility
- bleeding, cysts and abscesses
- problems passing urine or incontinence
- depression, flashbacks and self-harm
- problems during labour and childbirth, which can be life-threatening for mother and baby

Some girls die from blood loss or infection as a direct result of the procedure

### Why FGM is carried out

FGM is carried out for various cultural, religious and social reasons within families and communities in the mistaken belief that it will benefit the girl in some way (for example, as a preparation for marriage or to preserve her virginity).

However, there are no acceptable reasons that justify FGM. It's a harmful practice that isn't required by any religion and there are no religious texts that say it should be done. There are no health benefits of FGM.

FGM usually happens to girls whose mothers, grandmothers or extended female family members have had FGM themselves or if their father comes from a community where it's carried out.

### Where FGM is carried out

Girls are sometimes taken abroad for FGM, but they may not be aware that this is the reason for their travel. Girls are more at risk of FGM being carried out during the summer holidays, as this allows more time for them to "heal" before they return to school

Communities that perform FGM are found in many parts of Africa, the Middle East and Asia. Girls who were born in the UK or are resident here but whose families originate from an FGM practising community are at greater risk of FGM happening to them.

Communities at particular risk of FGM in the UK originate from:

Egypt	Yemen	Eritrea	Sudan
Ethiopia	Somalia	Gambia	Sierra Leone
Guinea	Nigeria	Indonesia	Mali
Ivory Coast	Malaysia	Kenya	Liberia

## The Law and FGM

FGM is illegal in the UK.

It is an offence to:

- perform FGM (including taking a child abroad for FGM)
- help a girl perform FGM on herself in or outside the UK
- help anyone perform FGM in the UK
- help anyone perform FGM outside the UK on a UK national or resident
- fail to protect a girl for whom you are responsible from FGM

Anyone who performs FGM can face up to 14 years in prison. Anyone found guilty of failing to protect a girl from FGM can face up to seven years in prison.

Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (along with social workers and healthcare professionals) 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.

Possible signs and indicators of FGM

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Below are some warning signs that MAY indicate a girl is at risk of FGM

- Parents requesting additional periods of leave around school holiday times
- If the girl comes from a country with a high prevalence of FGM
- Mother and siblings have undergone FGM
- Child may indicate that they are going for a special event

Further information can be obtained from:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

**Safeguarding in Specific Circumstances: Child Sexual Exploitation**

Child sexual exploitation takes different forms - from a seemingly 'consensual' relationship where sex is exchanged for attention, affection, accommodation or gifts, to serious organised crime and child trafficking. Child sexual exploitation involves differing degrees of abusive activities, including coercion, intimidation or enticement, unwanted pressure from peers to have sex, sexual bullying (including cyber bullying), and grooming for sexual activity. There is increasing concern about the role of technology in Sexual Abuse, including via social networking and other internet sites and mobile phones. The key issue in relation to child sexual exploitation is the imbalance of power within the 'relationship'. The perpetrator always has power over the victim, increasing the dependence of the victim as the exploitative relationship develops.

Many children and young people are groomed into sexually exploitative relationships but other forms of entry exist. Some young people are engaged in informal economies that incorporate the exchange of sex for rewards such as drugs, alcohol, money or gifts. Others exchange sex for accommodation or money as a result of homelessness and experiences of poverty. Some young people have been bullied and threatened into sexual activities by peers or gangs which is then used against them as a form of extortion and to keep them compliant.

The key indicators of child sexual exploitation include:

**Health**

- Physical symptoms (bruising suggestive of either physical or sexual assault);
- Chronic fatigue;
- Recurring or multiple sexually transmitted infections;
- Pregnancy and/or seeking an abortion;
- Evidence of drug, alcohol or other substance misuse;
- Sexually risky behaviour.

**Education**

- Truancy/disengagement with education or considerable change in performance at school.

## **Emotional and Behavioural Issues**

- Volatile behaviour exhibiting extreme array of mood swings or use of abusive language;
- Involvement in petty crime such as shoplifting, stealing;
- Secretive behaviour;
- Entering or leaving vehicles driven by unknown adults;
- Reports of being seen in places known to be used for sexual exploitation, including public toilets known for cottaging, or adult venues (pubs and clubs).

## **Identity**

- Low self-image, low self-esteem, self-harming behaviour, e.g. cutting, overdosing, eating disorder, promiscuity.

## **Relationships**

- Hostility in relationships with staff, family members as appropriate and significant others;
- Physical aggression;
- Placement breakdown;
- Reports from reliable sources (e.g. family, friends or other professionals) suggesting the likelihood of involvement in sexual exploitation;
- Detachment from age-appropriate activities;
- Associating with other young people who are known to be sexually exploited;
- Known to be sexually active;
- Sexual relationship with a significantly older person, or younger person who is suspected of being abusive;
- Unexplained relationships with older adults;
- Possible inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet;

- Phone calls, text messages or letters from unknown adults;
- Adults or older youths loitering outside the home;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for in spite of having no known home base;
- Missing for long periods, with no known home base;
- Going missing and being found in areas where they have no known links.

Please note: Whilst the focus is often on older men as perpetrators, younger men and women may also be involved and staff should be aware of this possibility.

### **Social Presentation**

- Change in appearance;
- Going out dressed in clothing unusual for them (inappropriate for age, borrowing clothing from older young people).

### **Family and Environmental Factors**

- History of physical, sexual, and/or emotional abuse; neglect; domestic violence; parental difficulties.

### **Housing**

- Pattern of previous street homelessness;
- Having keys to premises other than those known about.

### **Income**

- Possession of large amounts of money with no plausible explanation;
- Acquisition of expensive clothes, mobile phones or other possessions without plausible explanation;
- Accounts of social activities with no plausible explanation of the source of necessary funding.

This list is not exhaustive.

Staff and foster carers should be aware that many children and young people who are sexually exploited do not see themselves as victims.