



St Lawrence's

CHURCH OF ENGLAND PRIMARY SCHOOL

SAFEGUARDING/CHILD PROTECTION POLICY

Members of Staff responsible: Helen Coles - Head Teacher &
Victoria Nicholas-Brown DSL

Date September 2018
(reviewed Jan 2019)

Review Date: September 2019

Our Mission Statement

'Caring; Considerate and Courageous'

Important Safeguarding contacts for St Lawrence’s Primary School:

Designated Safeguarding Lead (DSL)	Helen Coles head@stl.pmat.academy
Designated Safeguarding Lead (DSL)	Victoria Nicholas-Brown tnicholas-brown@stl.pmat.academy
Deputy Designated Safeguarding staff Early Years	Laura Hammond lhammond@stl.pmat.academy
Deputy Designated Safeguarding Staff	Hannah Smithson hsmithson@stl.pmat.academy
Designated Governor	Ruth Greany Ruth.Cranidge@newparkcourt.co.uk
Advice, Assessment and Early Intervention Service	01904 551900
Local Police – PC Ben Pepper	101 / 01904 618691
SENCO	Carolyn Ray cray@stl.pmat.academy
Emergency Duty Team	01609 780780
Safeguarding Advisor – Caroline Wood	01904 555694 / 07770764600
LADO	01904 551783

Storage of School records

We ensure that all information is kept confidential at all times and paper records are kept in a locked cabinet in a locked cupboard. The DSLs and deputy have access to this. Alongside this record keeping the school uses CPOMS (Safeguarding and Child Protection software for schools). Appropriate access is given to members of staff. All records are kept for 25 years in accordance to the GDPR.

Transfer of records

When a student transfers to another school, the new school is contacted and the records are delivered by hand if the school is local or sent by recorded delivery. CPOMS automatically transfers the record if the new school has CPOMS also.

When a student transfers to our school from another school a letter requesting a student’s CP record is sent to their previous school.

Defining an allegation

Broader definition of allegation

Behave 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 may pose a risk working with children.

INTRODUCTION

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play in safeguarding children.'

Keeping Children Safe in Education – September 2016

St Lawrence's Primary School is committed to ensuring that they fulfil their responsibility to provide a safe environment in which children can learn. We promote a climate where students and adults will feel confident about sharing any concerns they may have about their own safety or the well-being of others. We follow the guidance from:

Keeping Children Safe in Education (revised guidance September 2018)

Working Together to Safeguard Children July 2018

It is tempting to believe that if we have child protection procedures, undertake Criminal Record Bureau checks and make our recruitment processes robust, that children will be safeguarded. Whilst these measures are important, it is the adults surrounding the child that afford the best protection - adults who are professional, display humanity and have a sense of clear boundaries.

It is in no one's interest to engage in defensive practice or to restrict children's experiences in order to avoid an allegation. However, it is in everyone's interest, children, and adults, to ensure that children are safeguarded and, importantly, feel safe. It is also in everyone's interest that adults who work with children also feel safe, without the fear of being the subject of an allegation.

The following guidance is designed to assist. It should not be read as rules, rather as a common-sense guide to working with children.

Full details of Safeguarding at St Lawrence's Primary can be found on our school website at:

<http://www.stlawrencesschool.org>

LEGAL FRAMEWORK

This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

Children Act 1989

Children Act 2004

Safeguarding Vulnerable Groups Act 2006

The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)

Sexual Offences Act 2003

[New for 2018] General Data Protection Regulation (GDPR)

The Childcare (Disqualification) Regulations 2009

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

Statutory guidance

HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'

DfE (2015) 'Working together to safeguard children'

DfE (2015) 'What to do if you're worried a child is being abused'

DfE (2015) 'Information sharing'

DfE (2015) 'The Prevent duty'

[New for 2018] DfE (2018) 'Keeping children safe in education'

DfE (2016) 'Disqualification under the Childcare Act 2006'

DfE (2017) 'Child sexual exploitation'

[New for 2018] DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

St Lawrence's Church of England Primary School fully recognises the contribution it makes to Child Protection and the safeguarding of all children.

There are three main elements to our policy:

- a) Prevention through the teaching and pastoral support offered to pupils.
- b) Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day to day contact with children, school staff are well placed to observe the outward sign of abuse.
- c) Support to pupils who may have been abused.

Our policy applies to all staff and volunteers working in the school, community education staff and governors. Teaching assistants, mid-day supervisors, and other support staff as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

PREVENTION

We recognise that high self esteem, confidence, supportive friends and good lines of communication with trusted adults helps prevention.

The school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- Include in the curriculum activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- Include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.
- Ensure that curriculum provides an opportunity for an understanding of extremism and the affect this can have.

PROCEDURES

We will follow the procedures set out in Interagency Procedures produced by the City of York Safeguarding Children Board, " Working Together to Safeguard Children", available online at www.saferchildrenyork.org.uk/

The school will:

- Ensure it has a designated senior member of staff, who has undertaken the Working Together training course provided by the City Of York SCB as a minimum
- Recognise the role of the designated senior staff member and arrange support and training. Up-to-date records are kept in the Health and Safety File in the school office. (Additional training is available via the SCB Training and Development Officer on 01904 555691)
- Ensure every member of staff (including Community Education staff) and every governor knows:

- The name of the designated persons and her role - Mrs Helen Coles/ Mrs Victoria Nicholas-Brown
 - That they have an individual responsibility for referring safeguarding and child protection concerns using the proper channels.
- Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse
 - Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure. When a referral has been made without informing parents we will clearly explain that we have acted:
 - A. following consultation, and
 - B. in line with our statutory responsibilities, this policy and LEA and City of York Council Safeguarding Board Guidelines and Procedures.
 - We will make parents aware of this policy and guidance in the school brochure and state that we may, on occasion, need to make referrals without consultation with them. However, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect the child or children.
 - Provide training for all staff so that they know (i) their personal responsibility, (ii) the relevant parts of the LSCB procedures, (iii) the need to be vigilant in identifying cases of abuse (iv) how to support a child who tells of abuse.
 - In addition to notifying the LA using normal procedures, notify the named social worker if:
 - I. It should have to exclude a pupil, subject to a child protection plan, either for a fixed term or permanently
 - II. if there is an unexplained absence the school will make further inquiries and where there is no satisfactory answer Social Services will be notified immediately
 - work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences;
 - keep written records or use CPOMS of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Services immediately;
 - Ensure all records are kept secure and in locked locations and in compliance with the schools GDPR Policy;
 - Adhere to the procedures set out in the LSCB Guidelines and Procedures and the school's Personnel Manual for when an allegation is made against a member of staff.
 - Ensure the criminal background of applicants for vacant posts are checked in accordance with DfES circular entitled "Safeguarding Children and Safer Recruitment in Education" published by DfES in January 2007 ". Schools in City of York may seek information and advice from Human Resources regarding safe recruitment
 - Designate a governor for child protection who will oversee the school's Child Protection Policy and practice. Mrs Ruth Greany

- have due regard in particular to the duty to prevent people from being drawn in to terrorism; to report known cases of female genital mutilation and to follow procedures when a child goes missing from education.

What to do when no-contact from a parent regarding a child's absence

Day 1 by 11am

Ring every number on the student information forms

Ring every number on the student information forms using Pastoral's mobile phone

Send a text and an email asking the parent/carer to contact school regarding their child's absence as soon as possible.

Inquire of siblings/friends if they know any reason why the child might be off

Day 1 if child considered at risk

Contact the school of any siblings

If considered safe, and if possible, two members of staff to call at the house.

If already involved with the family- contact social services or lead practitioner of FEHA.

If still no contact – call Front Door or 101 to raise concerns about no- contact.

Day 2

Repeat 1-4 from above

Contact the school of any siblings

If considered safe, and if possible, two members of staff to call at the house

If still no contact – call 101 to raise concerns about no-contact.

Persistent offenders

Where non-contact is a persistent problem call Mark Smith –Attendance Officer or call Children's Service's to raise concerns

Student Information Forms

Schools should ensure that they have a minimum of three people's contact information for every child (e.g. parents/carers, plus other family members) including any workplace numbers.

Schools should ensure that they have a regular system for updating student information.

SUPPORTING THE PUPIL AT RISK

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- The content of the curriculum to encourage self esteem and self motivation (see section 2)
- The school ethos, which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued (see section 2)
- The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that

the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

- Liaison with other agencies who support the student such as Children’s Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services, Youth Offending Team and the Front Door.

The LA and other agencies have sought to develop a range of Integrated Services to support practitioners working together for early identification of needs. A number of tools have been developed to support this such as guidance on:

Lead Practitioner
Information Sharing
Your Info (Common assessment Form)
Services Directory
Safeguarding and Prevention Route Map
Front Door

Further information about Integrated Services and these tools are available at www.yor-ok.org.uk

- Keeping records and notifying Children’s Services as soon as there is a recurrence of a concern.

When a pupil subject to a Child Protection Plan leaves, we will transfer information to the new school immediately and inform the named social worker. The LA has written guidance specifically to cover admissions and departures of all children, including those who may be subject to a Child Protection Plan. Information is available at www.yor-ok.org.uk/schooltransfers

BULLYING

Our policy on bullying is set out in our Anti-bullying Policy and is reviewed annually by the governing body

PHYSICAL INTERVENTION

Our policy on physical intervention is set out in a separate document and is reviewed regularly by the governing body.

CHILDREN WITH EDUCATION, HEALTH AND CARE PLANS

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems will be particularly sensitive to signs of abuse.

PREVENT

In order to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

Schools can also build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, school should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. The statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for

children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world. (See also British Values Policy)

Roles and responsibilities:

The strategic Prevent lead in school is the Head teacher, Mrs Coles.

If not the Designated Safeguarding Person (DSP), they liaise with the DSP at all times

They understands the expectations and key priorities to deliver Prevent and this is embedded within safeguarding procedures

The senior leadership team and governing body are aware of the Prevent Strategy and its objectives

There is a clear awareness of roles and responsibilities throughout the school. College, setting regarding Prevent

The Prevent agenda and its objectives has been embedded within the appropriate safeguarding processes

The school's premises do not give a platform for extremist speakers and events

School provides a broad and balanced curriculum that helps protect pupils against extremism and promotes community cohesion:

Training:

A training plan is in place so that key staff, including senior leaders, understand the risk of radicalization and extremism and know how to recognise and refer children who may be vulnerable

Details of training courses including frequency and availability are cascaded to all relevant staff

Further training on the Prevent agenda is made available to the safeguarding leads where appropriate

There is appropriate staff guidance and literature available to staff on the Prevent agenda

All staff in the organisation have accessed appropriate prevent training for their role

A programme of 'Prevent' training and consultancy is available to schools through **Smart Solutions Online:**

www.northyorks.gov.uk/smartsolutions or through North Yorkshire Police

Three levels of support:

Level 1: Leadership consultancy focusing on Prevent including the WRAP3 training- Workshop to raise awareness of Prevent:

Level 2: Whole establishment consultancy focusing on Prevent:

Level 3: Next Step School Leadership support focusing on Prevent/British Values:

Preventing Violent Extremism online course:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Referrals:

In appropriate internal Prevent risk assessment and referral process is in place

All staff including the Prevent lead/DSP follows the City of York procedures which can be found at:

<http://www.yor-ok.org.uk/>

Partner agency communication channels are in place

An audit trail for notification reports/referrals exists

Prevent referrals/notifications are managed or overseen by The Prevent lead

A process is in place to identify and develop 'lessons learnt'

Advice from the Department of Education booklet on "The Prevent Strategy"

Schools and childcare providers should have clear procedures in place for children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance, [Working together to safeguard children](#) and [Keeping children safe in education 2018](#)

School staff and childcare providers should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. [Detailed guidance on Channel is available.](#)

An online general awareness training module on Channel is available. The module is suitable for school staff and other front-line workers. It provides an introduction to the topics covered by this advice, including how to identify factors that can make people vulnerable to radicalisation, and case studies illustrating the types of intervention that may be appropriate, in addition to Channel.

FEMALE GENITAL MUTILATION

St Lawrence's understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, and know that FGM is illegal in the UK, is a form of child abuse and has long lasting harmful consequences. St Lawrence's is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the Police where they discover that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.

Staff have been provided with the information about the indicators of FGM and are aware that should they directly observe (if involved in intimate personal care) or indirectly become aware of other potential indicators they should follow the reporting requirements to the Police and follow the school's referral process and Child Protection procedures and pass this information to the Designated Safeguarding Leads Mrs. Coles and Mrs. Victoria Nicholas-Brown

MENTAL HEALTH

Mental Health must be very carefully managed. We are not experts and should only pass on concerns about a student's mental health to DSL. We can however promote mental wellbeing.

PEER ON PEER ABUSE

We know that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear on our procedures with regards to peer on peer abuse and do not take it any less serious than adult abuse; we ensure that we apply the same thresholds.

COUNTY LINES CRIMINAL ACTIVITY

County lines criminal activity refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

CHILD SEXUAL EXPLOITATION (CSE)

This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

All staff are alert to possible indicators and will raise concerns as appropriate. We take a proactive approach to preventative work any concerns around grooming of young people, must be reported to the DSL ASAP.

HONOUR BASED VIOLENCE (HBV) INCLUDING FORCED MARRIAGE (FM)

Awareness raising has taken place around Honour based violence and forced marriage; they are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women.

DOMESTIC ABUSE/VIOLENCE

All our pupils have the right to be safe at school and also in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence. As an Operation Encompass school we are alert to the indicators of abuse and we have a planned approach to supporting children in a proactive way.

CHILDREN WITH SPECIAL NEEDS AND DISABILITIES

We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers can include:

- 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 being disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

We aim to build the necessary skills in staff so that they can safeguard and respond to the specific needs of this group of children.

The care and protection of pupils is St Lawrence’s highest priority, review of procedures and this policy will take happen annually to ensure all children are identified, protected and supported quickly.

May 2016	Designated Person 2 nd designated person Headteacher Designated Governor	Victoria Nicholas-Brown Helen Coles Helen Coles Ruth Greany
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Date Agreed:

Signature: Headteacher

Signature: Chair of Governors

Appendix 1

Details of what a parent with any safeguarding concerns should do:

(Taken from the website www.yor-ok.org.uk)

Concerned about a child?

What is abuse?

How to report abuse - tel: (01904) 551900 during office hours or 01609 780780 outside office hours.

Child abuse is not easy to recognise, prevent or stop and is a very difficult subject to deal with, especially when you know the child or family. Child abuse can take many forms:

- physical abuse
- sexual abuse
- emotional abuse
- neglect

Not all forms of abuse have visible signs and this can make recognising abuse difficult. Even when a child has been injured it can be difficult for members of the public to know how those injuries have been caused.

Protecting children is everyone's responsibility. If you are concerned that a child is being abused or appears unhappy act now.

What will happen if I report child abuse?

All childcare agencies believe that children are best cared for by their parents. Children are rarely removed from their parents and most families are given help and support. Social workers can only remove children from home with a court order and only after they have demonstrated that the child is at serious risk.

If a child has been abused and is at risk of further abuse, a Child Protection Conference may be held. The purpose of a Child Protection Conference is to ensure that all agencies work together with the family to protect the child.

A Child Protection Conference may decide to make the child subject to a child protection plan which is reviewed regularly.

Effects of abuse and neglect

Child abuse, especially when it continues over a long period, can have major effects on a child's health, development and well-being. Sustained abuse has a deep impact on a child's self-image and self-esteem lasting into their adult lives.

Evidence and the accounts of adults that have been abused as children show that it can have damaging effects on an adult's ability to make and sustain close relationships and their ability to develop the necessary skills and attitudes to be a good parent.

In extreme circumstances child abuse can result in death or serious or permanent injury.

Talking to someone

You can talk to someone about a concern in confidence on the NSPCC helpline or ChildLine.

ChildLine

ChildLine is the free 24-hour helpline for children and young people in the UK. Children and young people can call our helpline on 0800 1111 about any problem, at any time - day or night. Children who are deaf or find using a regular phone difficult can try our text phone service on 0800 400 222. ChildLine's counsellors are there to help you find ways to sort things out.

ChildLine is confidential - which means we won't tell anyone about your call unless you want ChildLine to talk to somebody for you, or you are in danger. Our lines can be busy but please keep trying and you will get through.

September 2018 (Reviewed January 2019)

NSPCC helpline

Call 0808 800 5000 to speak to a Helpline adviser, 24 hours a day, 7 days a week.

YorOk Website

www.yor-ok.org.uk