



SHANKLEA PRIMARY SCHOOL

Safeguarding Policy

SPS

Policy Control Details

Date policy approved:	September 2018		
Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
Review period:	2 years		
Review required by:	September 2020		
Responsibility for review:	Performance Improvement Committee		

Shanklea Primary School Safeguarding Policy

Introduction

The aim of this policy is to ensure that all adults at Shanklea Primary School work together to safeguard and promote the welfare of children and young people.

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to address any concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to British values and the ethos of the school will be challenged.

The Headteacher or, in their absence, the authorised member of the Senior Leadership Team, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.

Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. They form an integral part of all activities, functions, culture and the ethos of the school. This policy complements and supports other relevant school policies. (Appendix A)

Under the Education Act 2002 schools and settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with revised guidance set out in 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education 2018' we will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

Ethos

Shanklea Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, valued and secure and know they will be listened to and taken seriously. We are committed to the principles outlined in 'Working Together to Safeguard Children 2018' and implement policies, practices and procedures that promote safeguarding and the emotional and physical wellbeing of children, young people and staff. We aim to create and maintain a culture of vigilance.

We are committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The National Early Help Assessment is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. The children have access to appropriate curriculum opportunities, including emotional health and wellbeing, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills. Pupils are taught about safeguarding in accordance with the Ofsted Inspecting Safeguarding Guidance update for September 2018. They learn to be able to recognise when they are at risk and how to get help when they need it.

Access to cross curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be

considered a minority. This policy recognises that children with SEND needs and disabilities can face additional safeguarding challenges and staff must be vigilant to ensure that any potential signs of abuse are not automatically considered as being related to their SEN or disability.

Shanklea Primary School will exercise diligence and prevent any organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils and staff. This refers to the school's duties under the Counter Terrorism and Security Act 2015 (The Prevent Duty). We understand the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare. This is known as Contextual Safeguarding, and is referred to in Working Together to Safeguard Children 2018, and Keeping Children Safe in Education 2018.

The Curriculum

All children have access to an appropriate curriculum which is broad and balanced and differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others. There is access to a range of extra-curricular activities, information and materials from a variety of sources which not only promote these values but supports the social, spiritual, moral well-being and physical and mental health of pupils.

Personal Social Health and Citizenship Education, Philosophy for Children and Religious Education lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, forced marriage, family patterns, religious beliefs and practices and human rights issues at an age appropriate level.

We will take account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation, including criminal exploitation of children, e.g. Child Sexual Exploitation (CSE), Grooming, Radicalisation and Extremism, "Honour-based" violence, Forced Marriage (focus for Safeguarding Level 1 refresher 2018 as presented by Northumberland County Council). Teachers and senior staff have a mandatory duty to report any disclosures regarding Female Genital Mutilation of a female under 18 years of age, personally to the police.

All pupils will know that there are adults in school whom they can approach if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

Attendance and Exclusions

Shanklea Primary School views attendance as a safeguarding issue and, in accordance with our **Attendance Policy**, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, (Education Welfare Services and Northumberland Virtual School) takes action to pursue and address all unauthorised absences (particularly poor attendance and children who are regularly missing) in order to safeguard the welfare of children and young people in our care.

Our Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. We are insistent that the school has at least two emergency contacts for each child. In certain cases this may form part of an **Early Help Assessment** and the National and Northumberland Guidelines for Monitoring Attendance.

We implement the statutory requirements in terms of monitoring and reporting **Children Missing Education (CME)** and off-rolling and understand how important this practice is in safeguarding children and young people. (Children Missing Education: statutory guidance for local authorities, - September 2016)

In the event of an exclusion leading to off-site education, we will only place children in another local school or referral unit which is a registered provider and has been quality assured. Children who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by us in accordance with the School Register Regulations.

The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded a multi-agency assessment will be instigated to ensure that there is improved understanding of the needs of the young person and their family and that the key agencies are involved.

Keeping Records

Shanklea Primary School will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant events in a child's life. The use of CPOMS and the Northumberland Virtual School's secure portal will ensure privacy around child in need referrals and their data.

Roles and Responsibilities

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers.
- Safe recruitment and selection of staff and volunteers is practised.
- Designated Senior Members of staff for child protection are identified and receive appropriate ongoing training. This responsibility is shared amongst the SLT to create opportunities for support as required.
- Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
- All staff and volunteers receive appropriate training which is regularly updated.
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.

- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.
- Ensure that the Safeguarding and Child Protection policy is available on the school's website.
- Ensure that the school is proactive and co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.
- Ensure that any referrals are actively followed up; and that the procedures for escalating a concern are followed if and where the Designated Persons feel it necessary, in consultation with each other.
- Update governors with an official annual report which informs them about themed incidents and frequency in the community, for example, peer on peer bullying and/or sexually motivated crimes.

The Governing Body of the school will ensure that:

- A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. The identified governor has established the level of understanding of safeguarding duties for Governors and the Headteacher to inform future necessary actions.
- Senior members of the school's Leadership Team are designated to take lead responsibility for safeguarding within the school.
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures.
- We operate safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers.
- Since the implementation of GDPR and in accordance with Disqualification under the Childcare Act 2006, (as amended 2018), specific staff complete self-declaration forms and the correct procedures are followed.
- Staff are aware that the relationships and associations they have in school and outside (including online) may have an implication for the safeguarding of children in the school. If a staff member becomes aware of any potential concern they will contact the Designated Safeguarding Lead without delay.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with 'Keeping Children Safe in Education' and Local Authority procedures.
- All staff, including temporary staff, and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes as part of induction.
- Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities e.g. CSE and radicalisation and extremism.

The Designated Senior Members of Staff for Child Protection are: Mrs H Brown, Mrs S Baxter and Mrs L Greenwood. They have a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered at the school. They will:

- Act as the first point of contact with regards to all safeguarding matters.

- Attend updated training every two years.
- Provide relevant information to the LA on how the school carries out its safeguarding duties.
- Provide support and training for staff and volunteers,
- Ensure that the school's actions are in line with the Northumberland Safeguarding Inter-Agency procedures.
- Support staff to make effective referrals to the Children and Families Services and any other agencies where there are concerns about the welfare of a child.
- Keep copies of all referrals to the Children and Families Services and any other agencies related to safeguarding children.
- Ensure that all staff and volunteers receive information on safeguarding policies and procedures from the point of induction.
- Ensure that any staff with specific responsibility for safeguarding children receive the appropriate training to undertake their role.
- Manage and keep secure the school's safeguarding records.
- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child or an adult; including that they pass all concerns on to the DSP's central record, for consideration of patterns and themes.
- Liaise with the Headteacher about any safeguarding issues.
- Ensure that the Safeguarding Policy is regularly reviewed and updated.
- Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding.
- Know how to refer a concern outside the school, e.g. a Social Services enquiry or an enquiry to the Local Authority Designated Officer (LADO).
- Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. A copy of the file will be kept.

Safe Recruitment and Selection of Staff

The school's recruitment and selection policies adhere to the latest DfE guidance 'Keeping Children Safe in Education' 2018 whereby processes and statutory procedural guidance is set out in other relevant documents, as listed in Appendix A.

The Headteacher and Governing Body have ensured that all staff and volunteers have been vetted and checked.

Working with other Agencies

Shanklea Primary School has developed effective links with other relevant agencies, for example, the Local Authority, Children's Services, NHS and the Police, and co-operates as required with any enquiries regarding child protection issues. We will notify the District team if:

- A child subject to a child protection plan is about to be permanently excluded.
- There is an unexplained absence of more than two days from school of a pupil who is subject to a child protection plan.
- It has been agreed as part of any child protection plan or core group plan.

Confidentiality and Information Sharing

Information sharing guidelines follow "Information Sharing: Advice for practitioners providing safeguarding services (DfE 2018). Staff ensure that confidentiality protocols are followed and

information is shared appropriately. The Headteacher or Designated Members of staff disclose any information about a pupil to other members of staff on a need to know basis only. However, it must be noted that the Data Protection Act (2018) and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. (This includes allowing practitioners to share information without consent.)

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

Training for Staff and Volunteers

All staff should be made aware of the school's safeguarding systems and relevant policies as part of their induction. Relevant policies are listed in Appendix A.

All staff should receive appropriate child protection training which includes the following:

- Basic safeguarding information about the school's policies and procedures
- Signs and symptoms of abuse (emotional and physical)
- Indicators of vulnerability to radicalisation
- How to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child (see the one page summary document attached to this policy)

In accordance with 'Keeping Children Safe in Education, 2018 all staff will receive training at induction. The designated Persons for Safeguarding will receive refresher training every two years. All staff will receive appropriate child protection training which is regularly updated.

All staff will be supported to recognise warning signs and symptoms in relation to specific safeguarding issues and will receive training or briefings on, for example, Guns and Gangs, Forced Marriage, Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Trafficking and Preventing Violent Extremism through the Prevent programme. Definitions and explanations of relevant terminology are included in Appendix B.

Recording and Reporting Concerns

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously (Appendix B). If a concern arises, all staff, volunteers and visitors must:

- Speak to the Designated Persons or the person who acts in their absence
- Agree with this person what action should be taken, by whom and when it will be reviewed.
- Record the concern using the school's safeguarding recording system

Informing Parents/Carers

Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents and carers. In most cases, parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

Parents and carers will usually be informed if a referral is to be made to the Children's Social Care Service or any other agency.

Parents/carers will not be informed if it is believed that by doing so the child would be put at risk. In such cases the Designated Persons or Headteacher will seek advice from Children's Social Care.

Domestic Abuse

The school is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation which is a safeguarding issue.

Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

Information about Domestic Abuse and its effect upon children and young people will be incorporated into Staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies and Procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency and the Children's Service Cramlington District Office Duty Team will be contacted as soon as possible.

Forced Marriage

Forced marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by Shanklea Primary School. We are sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected, it will be viewed as a safeguarding concern. Parents and carers will not be approached or involved about a referral to any other agencies.

Female Genital Mutilation

Female Genital Mutilation (FGM) is illegal in the United Kingdom and is a violation of human rights of girls and women. Information on FGM will be incorporated into staff Safeguarding and Child Protection briefings.

Any concerns that a young person may be at risk of FGM will be referred to the appropriate safeguarding agencies.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a Local Authority) for the care of a child under the age of 16 years (under 18 years, if disabled) by someone

other than a parent or close relative, in their own home with the intention it should last for 28 days. School has a mandatory duty to inform the Local Authority of any children in such an arrangement.

Peer on Peer Abuse

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

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours would risk normalising them.

Child Sexual Exploitation

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

Signs which may indicate abuse are described in Keeping Children Safe in Education: Statutory guidance for Schools and Colleges Part 1: information for all school and college staff, September 2018

Preventing Radicalisation and Violent Extremism

We value the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which

advocate harm or hatred toward others will not be tolerated. Shanklea Primary School seeks to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to, but not restricted to, the following: Far Right/Neo Nazi, White Supremacist Ideology, extremist Islamic Ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights groups.

Shanklea Primary School is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

E-Safety

Shanklea Primary School has an E-Safety policy which recognises that E-safety is a safeguarding issue not an ICT issue and includes safety at home as well as in school. The purpose of internet use in school is to help raise educational standards, promote pupil achievement and support the professional work of staff as well as enhance the school's management information and business administration.

The internet is an essential element in 21st century life for education, business and social interaction and our school has a duty to provide children and young people with quality access as part of their learning experience.

It is the duty of Shanklea Primary School to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world.

Shanklea Primary School will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material. Relevant policies are listed in Appendix A and may be read on the school website.

Child Protection Conferences and Core Group Meetings

Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. One of our DPs will attend Child Protection conferences held for a child/children who are suffering or are at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and wellbeing as well as relevant family related issues. This information will be shared with the parents/carers.

Managing Allegations and Concerns against Staff and Volunteers

The school follows the government guidance 'Keeping Children Safe in Education, 2018 when dealing with allegations made against staff and volunteers. All staff are aware of the school whistleblowing policy.

All allegations made against a member of staff or volunteer, including contractors working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

Any concerns about the conduct of adults in school should be raised with the Headteacher, Designated Safeguarding Lead. Any concerns about the Headteacher should go to the Chair of Governors.

Complaints or Concerns by Pupils, Staff or Volunteers

Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavour to keep the child or adult informed about the progress of the complaint/expression of concern.

Serious Case Reviews

The Northumberland Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- Find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people.
- Identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review.
- Improve inter-agency working to better safeguard and promote the welfare of children and young people

If required, Shanklea Primary School will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as needed.

Visitors

All visitors, including visiting speakers, are subject to the school's safeguarding protocols whilst on site and will be supervised at all times.

Bookings

Shanklea Primary School operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalize pupils or staff.

Appendix A

Related School Policies:

Accessibility Plan	Anti- Racism and Equality
Anti Bullying Policy	Child Protection
Behaviour Management	Code of Conduct for Governors
Children Missing Education	Data Protection
Complaints	Equality and Diversity
Drugs Education	Health and Safety
E-safety	Lettings
Induction	Mental Health
Looked After Children	Parents and Carers Leased iPad Acceptable Use
Parents and Carers Acceptable Use	Physical Intervention
Personal and Social Education	Recruitment and Selection
Pupils Acceptable Use	Sex and Relationships
SEND	Staff Code of Conduct
Staff Acceptable Use	Stress Reduction and Prevention
Staff Social networking	Volunteers
Tackling Extremism and Radicalisation	Wi-fi
Whistleblowing	

Related EYFS Policies:

Accident and First Aid	Arrivals and Departures
Behaviour Management	Biting
Child Protection	Complaints
Early Years Code of Conduct	EYFS
EYFS Behaviour Management	iPod and iPad
Late and Non Collection	Lost/Missing Child
Nappy Changing	Outings and Visits
Rest and Sleep	Risk Assessment
Safeguarding	Safer Recruitment
SEND	Toddler Group
Transition	Visitors
Whistleblowing	

Out of School Club Policies:

Arrivals and Departures	Complaints
Confidentiality	Equality
Involving Parents/Carers	Risk Assessment Daily Checks
Safe Internet Use	Safeguarding
Uncollected Children	

Relevant guidance and sources of information:

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges. Part 1: Information for all school and college staff, September 2018

Working together to safeguard children, September 2018

Children Missing Education: Statutory guidance for local authorities, September 2016
Protecting children from radicalisation: The Prevent Duty,
August 2015

Children's Act 1989, See Section 17 (Children in Need) and Section 47 (a child suffering or likely to suffer, significant harm)

What to do if you're worried a child is being abused: Advice for practitioners, March 2015

UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people

Mandatory reporting of FGM procedural information, December 2016

NSPCC website

Educate Against Hate website

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018

Data Protection Act 2018 and General Data Protection Regulation (GDPR)

Appendix B

The following definitions are from Working Together to Safeguard Children (2018)

Significant Harm

The threshold that justifies compulsory intervention in family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

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 fabricate the symptoms of, or deliberately induces an illness in a child.

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 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 over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger,

or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involved forcing or enticing a child or young person to take part on sexual activities, including prostitution, whether or not the child is aware of what is happening.

The abuse may involve physical contact, including penetrative or non-penetrative acts. The activities may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. More information may be found at www.safeguardingschools.co.uk/county-lines

Neglect

Neglect is the persistent failure to meet a child's basic 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 for example.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, 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 caretakers).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix C: A 'Good' Safeguarding School

The leadership, staff and governing body are committed to a safe school which promotes the well-being and welfare of all its pupils, staff and visitors and the following is embedded into its vision, culture and practices:

Ethos and Environment

- The school is a place where 'every child matters'.
- Tolerance, understanding and respect for others are core values of the school.
- The environment is welcoming and pleasant and all pupils, staff and visitors are greeted appropriately.
- The school/setting has pleasant and welcoming dining areas and encourages healthy eating.
- Achievements and progress are regularly celebrated and pupils have high expectations of themselves and others and understand that long-term goals are worth working for.

- Pupils feel valued and are open and confident in their relationships with staff and one another
- Pupils' work is displayed and changed regularly.

Practices and Procedures

- The school has a 'Safeguarding Policy' which all staff understand and practices are fully implemented.
- Behaviour management and Anti Bullying Policies are in place and are clearly understood and followed by all.
- The National Early Help processes are embedded into the school's practices and procedures and multi-agency information is accurate and up-to-date.
- Priorities are identified in the School Improvement Plan and effective school self-evaluation procedures are in place.
- Appropriate Policies and Procedures are in place, understood and implemented by all staff.
- The school/setting takes account of the DPA and has made appropriate adjustments for staff and pupils.
- All staff involved in safeguarding liaise regularly to ensure continuity in the support they provide.
- Medicines and medical policy/injuries protocol provide guidance on managing and responding to medical needs.
- DBS checks are in place and regularly updated.
- Appropriate Risk Assessment procedures are in place and updated.

Pupil Tracking

- The progress and attendance of pupils in EOTAS is as carefully tracked and monitored as for other pupils.
- Pupil tracking systems are in place and used effectively to monitor and track progress and intervene as required.
- Vulnerable groups are identified and tracked for progress, attainments and attendance.
- Effective transition for pupils takes place at all stages.

Staff Training

- The Leadership and Management of the school is trained in Safeguarding and is effective.
- A Senior Designated Person for safeguarding is nominated and receives regular training and has access to appropriate supervision.
- Staff receive regular updated training on a range of Safeguarding issues and identified staff receive higher level training as appropriate.

Pupil Engagement

- Pupil voice is valued and the School Council is afforded and is involved appropriately in decision making.
- Pupils are given responsibility in supporting other pupils and are involved in routine organisational tasks and activities.
- Pupils are encouraged to participate in a variety of clubs and activities.

The Curriculum

- The SEAL programme is effectively implemented by all staff and pupils.
- The school promotes pupils' spiritual, moral, social and cultural development through the curriculum and access to a wide variety of teaching resources and cultural activities.
- The curriculum, organisation of teaching and learning and ethos in settings and schools contributes to teaching children and young people about safety issues, including road safety, accident prevention, substance misuse, sexual harassment, self-harm, internet safety, staying safe and building resilience.
- Staff expectations of pupils' behaviour, attendance and attainment are high.
- School has developed approaches to tackling all forms of bullying racist, homophobic, SEN and cyber bullying via mobile phones, text, e-mails and the INTERNET. This includes tackling issues leading to grooming, child sexual exploitation and radicalisation.
- There are formal and informal opportunities to praise, reward and celebrate pupils' behaviour and achievements in lessons, tutor groups, assemblies, dinner time, break time, before and after school, trips etc.

Working with Parents/Carers and Outside Agencies

- There is effective communication between the school staff, outside agencies and parents/carers.
Family intervention work is an integral part of the school's support for children and families.
- The school actively pursues all absence – they know which children are at risk of becoming/or are persistently absent - non-attendance is understood as a potential safeguarding issue.
- The school works hard to avoid excluding pupils by finding alternative ways of supporting them, including seeking support from families, carers and other agencies as required.
- The school does not see pupils at risk of gang involvement or criminal activity as a 'crime and disorder issue' but as a 'children in need' issue and works closely with other partner agencies to support them.

Indicators of Vulnerability to Radicalisation

- Pupil is distanced from their cultural/religious heritage and experience.
Pupil demonstrates discomfort about their place in society.
- Pupil may be experiencing family tensions at home.
- Low self-esteem and sense of isolation.
- Pupil has distanced self from existing friendship groups and become involved with a different group of friends.
- Pupil may be searching for questions about their identity, faith and belonging.
- Pupil may have perceptions of injustice and rejects civic life.
- Pupil is accessing extremist websites and is in contact with extremist recruiters.
- Pupil justifies violence to solve societal issues.
- Significant changes in behaviour and/or appearance.
- Pupil uses extremist narratives and global ideology to explain personal disadvantage.



Safeguarding Procedures Child Protection

Abuse (which may be physical, emotional or sexual) and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. If you have any reason to suspect that a child has suffered such harm, is in danger of suffering such harm, or if a child makes a disclosure, please observe the following procedures:

- **Listen** to the child and be supportive, but do not directly question them.
- **Do not** promise a child confidentiality – explain that you may need to pass information on to other professionals to help keep them or other children safe.
- Do not jump to conclusions, ask leading questions or influence a child's words.
- **Write** an account of the conversation immediately afterwards, as close to verbatim as possible. **Only use the words the child themselves used**, not your interpretation. Sign and date your transcript and **hand to the Designated Senior Person** (Mrs Brown, or in her absence the deputy headteachers immediately or as soon as possible.
- **Do not** discuss the incident with others- information should only be passed on when necessary and you will be advised as to whether this is appropriate.

It is not our responsibility to investigate suspected cases of abuse. But it is our responsibility to follow safeguarding procedures.

Further information is always available from the Senior Leadership Team who are always available if you have any concerns about a child or what to do.