

ALL SAINTS CEVA
PRIMARY SCHOOL
AND NURSERY UNIT

**Safeguarding
&
Child Protection
Policy**

**With Jesus as our guide we will inspire a passion for learning,
high aspirations and respect for all**



**ALL SAINTS CEVA PRIMARY SCHOOL SAFEGUARDING & CHILD
PROTECTION POLICY 2018**

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| POLICY TITLE: | Safeguarding and Child Protection Policy |
| POLICY REFERENCE NUMBER: | |

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|--------------------------|--|
| POLICY OWNERSHIP: | |
| School | Head Teacher and Safeguarding staff |
| Governors | Chair |

| | |
|------------------------------------|--|
| POLICY IMPLEMENTATION DATE: | September 2016 |
| POLICY REVIEW DATE: | September 2017 September 2018 in light of the new KCSIE document. |

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POLICY REVIEW DOCUMENT HISTORY

This policy is monitored by the Policy Owner(s) and will be reviewed every year, or as dictated by school requirements or legislation.

| Version | Date | Author | Amendment | Approval / Adoption |
|----------------|-------------|-------------------------|--|----------------------------|
| 1 | 9.3.15 | E. Johnson | | 18.3.15 |
| 2 | 23.8.16 | E.Johnson & V.Griffiths | | |
| 3 | 13.1.17 | E.Johnson & V.Griffiths | Peer on Peer, HBV, Forced Marriage, definitions, Whistleblowing contact details. | |
| 4. | 21.7.17 | E.Johnson & V.Griffiths | No amendments made checked against most recent legislation. | 19.9.17 |
| 5. | 24.7.18 | E. Johnson & A. Tute | Full change in light of Keeping Children Safe in Education | 23.7.18 |

IMPLEMENTATION / UPDATING

Following approval, it is the responsibility of the Policy Owner(s) to ensure that the policy is:-

- circulated to all relevant stakeholders
- uploaded onto the school website

RESOURCE IMPLICATIONS

Training time to staff and cost of update training.

REFERENCES/LINKS/CONSULTATION

LEGAL COMPLIANCE & EQUALITY STATEMENT

At the time of ratifying this policy, the policy owner was satisfied that, to the best of their knowledge, this document complies with all relevant legislation.

The school is committed to the principles of Equality and under this policy no person will be treated less favourably on grounds of race, colour, nationality, ethnic or national

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origin, disability, gender, marital or parental status, age, religion or belief, sexual orientation, proposed or actual gender re-assignment, economic group, employment status, or any other condition or legally protected characteristic which cannot be shown to be wholly justified in relation to the effective operation of the school.

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Named staff and initial contacts

Designated Safeguarding Lead: Emma Johnson (HT) and Alice Tute (SENco)

Deputy Designated Safeguarding Lead: Teresa Richardson Pastoral Mentor

Nominated Safeguarding Governor: Ellie Gillett

Contact = 01933 225888. head@allsaints-pri.northants-ecl.gov.uk atute@allsaints-pri.northants.sch.uk trichardson@allsaints-pri.northants.sch.uk

Safeguarding Referrals must be made in one of the following ways:

- By telephone contact to the Multi-Agency Safeguarding Hub: **0300 126 1000**;
- By e-mail to: MASH@northamptonshire.gcsx.gov.uk;
- By using the online referral form found at <http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>
- In an emergency outside office hours, by contacting the Emergency Duty Team or the Police.
- **If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.**

Multi-Agency Safeguarding Hub (M.A.S.H)

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child's welfare following contact with the helpline that is now also based in the Multi-Agency Safeguarding Hub. It makes the process of dealing with referrals quicker and more effective by improving the way county council: Children's social care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and education, work alongside other partner agency colleagues including Northamptonshire police, Northamptonshire health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

For referrals regarding adults in education:

Designated Officers (formerly LADO)

01604 367677

LADOREferral@northamptonshire.gcsx.gov.uk

1 Introduction

Definition of the term Safeguarding and promoting the welfare of children:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

Keeping Children Safe in Education - September 2018.

1.1 All Saints CEVA Primary School fully recognises the contribution it can make to protect children and support pupils in school. The pupils' welfare and safety is of paramount importance. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate.

All Saints are clear that safeguarding is what we do for all children and Child Protection is what we do for children who have been harmed or at risk of being harmed

- the legal duty on schools to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies]
- the statutory guidance "*Keeping Children Safe in Education - Statutory Guidance for Schools and Colleges*" -2018

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- The government's 'Working Together 2018' which sets out statutory guidance for agencies
- The Northamptonshire Safeguarding Children Board (NSCB) Procedures, which contain procedures and guidance for safeguarding children.

1.3 There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive, supportive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of **all** staff. We ensure that all parents and other working partners are aware of our child protection policy by highlighting it in our school prospectus and on our school website, displaying appropriate information in our reception and by raising awareness at meetings with parents. Everyone has a responsibility to ensure that the best interests of the child are always our priority. We take an "it could happen here" approach to reporting and monitoring whilst implementing this policy across the whole school community.

1.5 **Extended School Activities**

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body

concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

2. Safeguarding Commitment

2.1 The school adapts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's fears and concerns will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are always listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Provide opportunities to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Criminal Record and prohibition from teaching checks.

2.3 Safeguarding in the Curriculum

The following areas are among those addressed in PSHE and in the wider curriculum:

Bullying/Cyberbullying including Peer on Peer abuse

Diversity issues e.g. Forced Marriage, Female Genital Mutilation (FGM), Honour Based Violence (HBV)

Domestic violence / Relationships

Drug, alcohol and substance abuse

E Safety / Internet Safety

Extremism/Radicalisation including PREVENT

Fire and Water Safety

Protective Behaviours

Road Safety

Sexual Exploitation of Children (CSE)

Sexting

Stranger Awareness

Other safeguarding issues as relevant. We maintain a constant interest in events within the local community and in the wider world context responding when necessary to situations.

3 Roles and Responsibilities

3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document.

3.2 Governing Body

In accordance with the Statutory Guidance "*Keeping Children Safe in Education*" -2018, the Governing Body will ensure that:

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- The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly;
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken appropriate Safer Recruitment training;
- There are clear procedures for dealing with allegations of abuse against members of staff and volunteers;
- There are clear procedures for dealing with children missing from education.
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and that there is always cover for this role;
- The Designated Safeguarding Lead and Deputies undertake local training (in addition to basic child protection training) and this is refreshed every two years and ensures that the whole staff are regularly updated throughout;
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated (in compliance with the NSCB Learning and Development Strategy) and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. The Local Authority pocket guide, "Making Children Safer", the "Keeping Children Safe in Education - 2018 - Information for all School and College Staff" and the "Staff Code of Conduct" will be used as part of this induction;
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay;
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Designated Officer formerly (LADO);
- Effective policies and procedures are in place and updated annually including a behaviour policy/"code of conduct" for staff and volunteers. Information is provided to the Local Authority (on behalf of the NSCB) through the Annual Section 11 Safeguarding Return; For schools this responsibilities is covered in the Education Act 2002
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body;
- The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2018 and Northamptonshire County Council's "Thresholds and Pathways Document" including providing a

co-ordinated offer of early help for children who require this through the Early Help Assessment process. Safeguarding arrangements take into account the procedures and practice of the local authority and the Northamptonshire Safeguarding Children Board (NSCB).

3.3 Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Designated Officer (formerly LADO);
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner;
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care Services or the Police.

3.4 Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in *Annex B of "Keeping Children Safe in Education" 2018 (See Appendix 1)* and include:

During term time the Designated Safeguarding Lead is always available or has made arrangements for the Deputy Safeguarding Lead to cover. Staff have constant access to a fully trained DSL to discuss any safeguarding concerns. Out of hours arrangements are also made clear.

- Provision of information to the LSCB/Local Authority on safeguarding and child protection;

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- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- Referral of cases of suspected abuse to Multi-Agency Safeguarding Hub (and/or Police where a crime may have been committed);
- Acting as a source of support, advice and expertise within the school;
- Attending and contributing to child protection conferences when required;
- Ensuring each member of staff has access to and understands the school's child protection policy especially new or part-time staff and lunch time staff who may work with different educational establishments;
- Ensuring all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. Ensure all staff are given the guidance - the Local Authority pocket guide, "Making Children Safer", the "Keeping Children Safe in Education" - 2018 - Information for all School and College Staff" and the "Staff Code of Conduct";
- Keeping detailed, accurate and secure written records of concerns and referrals;
- Obtaining access to resources and training for all staff and attend refresher training courses every two years;
- Where children leave the school, ensuring that their child protection file is handed to the Designated Safeguarding Lead of the receiving school/setting and signed for in the new school/college as soon as possible. A receipt should be obtained.
- Maintaining and monitoring child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on "Records and Monitoring" below.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;

- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

4 Records, Monitoring and Transfer

Procedure to follow in cases of possible, alleged or suspected abuse or serious cause for concern about a child (Appendix 2)

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with other agencies.
- 4.2 All Saints CEVA Primary School has adopted an electronic record keeping system "My Concern". My Concern is our simple to use, safe and secure software for recording and managing all safeguarding concerns. The system enables all staff to record any safeguarding concern, safe in the knowledge that a proper record has been made and that their safeguarding lead has been automatically notified. It also equips the designated safeguarding lead to assess each concern and manage any ongoing action that needs to be taken. (See Appendix 3)

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- 4.3 Child protection records are stored securely, with access confined to specific staff, e.g. the Designated Safeguarding Leads and the Headteacher.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.5 When children transfer school copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school or educational establishment with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method possible should be found to send copies of the confidential records to a named Designated Safeguarding Lead by registered post with a receipt request. This is in line with Keeping Children Safe in Education 2018.
- 4.6 There is a clear process to follow when an allegation is made regarding a member of staff which should be reported to the DSL. In the event that this concern involves the Head Teacher then the Chair of Governors must be notified. (Appendix 4)

5 Support for Pupils and School staff

5.1 Support for pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence.

- 5.2 This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.

- 5.3 Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.
- 5.4 All children at All Saints are supported throughout the academic year through the comprehensive curriculum and the opportunities this brings to discuss issues and feelings. This is further enhanced by the full time position of the Pastoral Mentor. (See Appendix 5) Through the Anti- Bullying Work carried out as a lead school in the county initiative, we are aware that safeguarding issues can arise from peer on peer abuse. This is most likely but not limited to : bullying including cyber, gender based violence/sexual assaults and sexting.
- 5.5 Where there is a safeguarding concerns the governors and school leaders ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback through the Pastoral Mentor and DSL's ensuring that at all times the best interests of the child is at the heart.

5.6 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

6 Working with Parents/Carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and on the school website; a leaflet covering important aspects is also available (See Appendix 6)
- Undertake appropriate discussion with parents/carers prior to involvement of CYPS Specialist Services (Children's Social Care) or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

6 Working with other Agencies

There are occasions when the DSL's are called upon to work with outside agencies to meet the needs of children on EHA (Early Help Assessment), CIN (Child in Need) and CP (Child Protection) . All three DSL's are experienced at working alongside colleagues from other agencies and are able to contribute ensuring that the best interests of the child are met.

Information is shared following statutory guidance as set out "Information Sharing - Advice for Practitioners" March 2015

8 Other Relevant Policies

The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour Management
- Attendance
- Racist Incidents
- Anti-Bullying (including Cyberbullying)
- Positive Handling (DfE Guidance - "Use of Reasonable Force" and "Screening, Searching and Confiscation")
- Inclusion
- Prevent Duty
- Educational Trips and Visits
- First Aid and the Administration of Medicines
- Health and Safety
- Sex and Relationships Education
- Site Security
- Single Equality
- Intimate care
- E-safety
- Staff Code of Conduct
- Whistleblowing (NSPCC whistleblowing helpline 0800 0280285)

The above list is not exhaustive but when undertaking development or planning of any kind the school needs to consider the implications for safeguarding and promoting the welfare of children.

9 Recruitment and Selection of Staff

- 9.1 The school's safer recruitment processes are based on the Statutory Guidance: *"Keeping Children Safe in Education"* - 2018.
- 9.2 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children this will include staff relationships with pupils and abuse of trust. The Northamptonshire County Council Local Authority pocket guide, *"Making Children Safer"*, the *"Keeping Children Safe in Education 2018 - Information for all school and college staff"* and the *"Staff Code of Conduct"* are given to all staff and are the basis for the safeguarding induction.
- 9.3 On every interview panel for school staff at least one member (teacher/manager or governor) will have undertaken safer recruitment training either online on the DfE website or by attending other another appropriate local or national accredited training course.
- 9.4 Before appointments are finalised and work commences, all adults must supply information verifying their right to work in the UK, evidence to satisfy their identity and show a current DBS. References will be obtained in accordance to the KCSIE guidance 2018.
- 9.5 All Governors have a DBS check carried out before starting in post. They will also be checked on the Teaching Regulation (TRA) Teacher Services to propose to see if the governor is barred in anyway.
- 9.6 Through induction and regular training opportunities all staff are made aware of the types and signs of abuse. (See Appendix 7 page 11 from *Keeping Children Safe in Education - September 2018*)
- 9.7 use the Teacher services system to verify qualified teacher status and the completion of teacher induction and teacher probation periods.
- 9.8 school will obtain written confirmation from provider that it (the provider) has carried out all pre appointment checks that the school would otherwise be required to perform

9.9 All information regarding checks carried out on staff, volunteers and visitors will be recorded on the SCR

10 Staff Relationships with Pupils

As already described all staff will be made aware of their position of trust and we will adhere to regulations relating to the Sexual Offences Act 2003. This trust extends to use of social media. Clear guidance is provided to staff through the Code of Conduct, Risk Assessments, Intimate Care policy, First Aid policy and Educational Visits.

11 Communications on Social Media and online safety

11.1 We will comply with the Home Office and DFE guidance on use of social media and online activity by extremists to radicalise and recruit young people July 2015 We will take advice and use existing LSCB safeguarding and child protection procedures to refer if we have a concern We will make use of the national helpline 0207 3407264

11.2 We will also use the guidance found in Annex c Online Safety in Keeping Children safe in Education 2018

11.3 Children are safeguarding from potentially harmful and inappropriate online materials through appropriate filters and monitoring systems. These systems are monitored through the schools provider EXA and maintained by Wollaston Secondary School. Children are educated through safety sessions as to how to behave safely online and what to do when if they find themselves in a difficult situation. (See Appendix 8)

12. Looked After Children (LAC)

12.1 The most common reason for children becoming looked after is as a result of abuse and /or neglect. The Governors ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

12.2 It is vital that appropriate staff have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those who have parental responsibility. Staff should have information regarding the child's care arrangements and the level of authority delegated to the carer

by the authority looking after him/her. The DSL will also have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

- 12.3 There is a designated teacher (SENco) within school whose role it is to promote the educational achievement of LAC. This designated teacher works with the Virtual Schools Head to discuss how the funding can be best used to support the progress of the looked after child in school and meet the needs identified in the child's personal education plan (PEP)

13. Children with Special Educational Needs (SEN)

Children with special educational needs and disabilities can face additional safeguarding challenges. School Leaders work hard to ensure that all adults are aware of the individual needs of children and the barriers that exist when recognising abuse and neglect. This 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 can be disproportionately impacted by things like bullying - without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

At All Saints we pride ourselves in the close relationships that adults have with all children and know that we are well equipped in identifying any signs in all children.

14 Children Missing from Education

- 14.1 The school recognises the importance that all children are entitled to full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
- 14.2 The school recognises a child missing from education is a potential indicator of abuse or neglect.
- 14.3 The school will follow the details set out in the NSCB procedure 'Children Missing Education' to report and respond to incidences of children missing from school. We will also comply with the guidance in Keeping Children Safe in Education 2018

- 14.4 We also ensure that additional risks are considered to those missing from education. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.
- 14.5 Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

15 Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more.

The DSL's inform the Local authority when they are aware of this type of arrangement.

16 Child Sexual Exploitation

The school is committed to ensuring that all incidences of potential child sexual exploitation are reported and acted upon.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

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- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

The school follows the guidance and procedure set out in the NSCB CSE Toolkit and the latest information in Annex A Keeping Children safe in Education 2018.

<http://www.northamptonshirescb.org.uk/schools/cse-professionals/tackling-cse-toolkit-schools/>

17 Female Genital Mutilation

- 17.1 If staff have concerns they activate NSCB local procedures on responding and reporting FGM as found in the NSCB procedures manual.
- 17.2 FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences
- 17.3 Mandatory reporting commenced in October 2015 these local procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police. This failing to report such cases will face disciplinary sanctions. Further information can be found in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)

18 Preventing Radicalisation

- 18.1 Preventing Radicalisation is seen as part of the schools' wider safeguarding duties. The school supports the notion that it is possible to intervene and prevent vulnerable people becoming radicalised.
- 18.2 Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral.
- 18.3 The school accepts its duty under the *Prevent Duty Guidance* for England and Wales which places requirements on the school under four themes: risk assessment, working in partnership, staff training and IT policies.

19. Peer on Peer Abuse – sexting/cyberbullying/sexual assaults

This will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, bullying, not dismissed as 'banter' or 'part of growing up'. These issues will be part of PSHE lessons and discussions. Victims will be supported through the schools pastoral system. Any hate crime/incident will be reported through local reporting mechanisms

20. Honour Based Violence HBV – e.g. FGM/Forced Marriage.

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**

This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their legal duty to report known cases to the police.

Multi agency guidelines;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Multi agency guidelines;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

21. Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

22. Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

23. 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. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

24. Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;

- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

25. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation:

19. Single Equality Duty

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At All Saints we are committed to ensure that there is equality for all and therefore we follow these points:

- All learners are of equal value.
- We recognise and respect difference
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
- We aim to reduce and remove inequalities and barriers that already exist
- We base our practices on sound evidence and information
- We formulate and publish objectives **at least every four years**, specific and measurable objectives, based on the evidence we have collected and published

Useful Links

Local

- **Northamptonshire Safeguarding Children Board (NSCB):**

01604 364036

<http://www.northamptonshirescb.org.uk/worried-about-a-child-/>

- **"Making Children Safer"** - A Pocket Guide download at:

<http://www.northamptonshire.gov.uk/mcs>

- **Thresholds and Pathways** document:
<http://www.northamptonshire.gov.uk/en/councilservices/children/protecting-children/Pages/northamptonshire-thresholds-and-pathways.aspx>
- **Early Help** - Request for Services

Early Help Co-ordinator

www.northamptonshire.gov.uk/earlyhelp

Multi-agency referral form download at:

http://northamptonshirescb.proceduresonline.com/client_supplied/LSCBNForm_May_2014_2003version.doc

e-mail multi-agency form to:

MASH@northamptonshire.gcsx.gov.uk

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Online Referral Form:

<http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>

Directory of services for Early Help

<http://families.northamptonshire.gov.uk/directory-search>

Directory of services for children with disabilities

<http://www.northamptonshire.gov.uk/en/councilservices/children/disabled-children/pages/default.aspx>

Safeguarding Adults access advice:

Safeguarding Adults Team

01604 362900 (Internal Ext 62900)

adultssafeguardingadmin@northamptonshire.gcsx.gov.uk (**secure email**)

e-referral form at:

<http://www.northamptonshire.gov.uk/en/councilservices/socialcare/adults/Pages/Safeguarding-Adults.aspx>

Contact the Whistleblowing Advice Line

Call [0800 028 0285](tel:08000280285)

Email help@nspcc.org.uk

Complex Case Meetings

Meetings take place every two weeks in each district or borough - and more frequently if needed. The aim is to provide a responsive service to families and professionals. Schools can complete an online request form e-mailed to the appropriate address for your area, detailing the risks and issues and intended outcomes from a case discussion. Schools must have the family's consent for case discussion. If the concerns raised can be resolved without coming to a meeting, an Early Help Co Ordinator will contact the schools to offer advice and to agree actions. If the outcome of a complex case meeting is a referral to a particular service, this will be made by the chair of the meeting.

Locality Forums

The county's Early Help Forums have been replaced by ten Locality Forums that will build on existing relationships between professionals. This will help us all to move to an early intervention response that addresses the needs of the local area and build a shared understanding of the profile and emerging priorities of each local area.

Joining up resources and developing solutions to address local needs will be a key role of the new Locality Forums, which will be made up of key local stakeholders including schools, children's centres, NCC education, GPs and school nurses.

National

National Society for Prevention of Cruelty to Children (NSPCC):

<http://www.nspcc.org.uk/>

0808 800 5000

Childline:

<http://www.childline.org.uk/Pages/Home.aspx>

0800 1111

Child Exploitation and Online Protection (CEOP):

<http://ceop.police.uk/>

0870 000 3344

Prevent Programme/ Radicalisation/Extremism reporting

prevent@northants.pnn.police.uk

Anti-Terrorist Hotline 0800 789321

Appendix 1: Annex B: Role of the designated safeguarding lead from Keeping Children safe in Education - September 2018

Governing bodies, proprietors and management committees should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

When a school has a sole proprietor rather than a governing body, appropriate steps should be taken to ensure that the member of the senior leadership team who is appointed as designated safeguarding lead (DSL) is able to discharge that role with sufficient independence, particularly in relation to any allegations involving the proprietor or members of the proprietor's family. This may involve including in the appointment as DSL, written confirmation that part of the duties of the post involve contacting the Local Authority Designated Officer on any matter that the DSL considers cannot be properly dealt with internally. Consideration could also be given to providing the DSL with access to external advice from an appropriate company or legal service.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;

- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.

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- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child protection file

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Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Appendix 2

**PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE,
OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD**

Contents

| | | |
|----------|---|--|
| A | General | |
| B | Individual Staff/Volunteers/Other Adults - main procedural steps | |
| C | Designated Safeguarding Lead - main procedural steps | |

A. General

- 1) The Local Safeguarding Children Board for Northamptonshire Procedures contains the inter-agency processes, protocols and expectations for safeguarding children. (Available on NSCB website www.northamptonshirescb.org.uk). The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes and with NCC "Thresholds and Pathways".

- 2) It is important that all parties act swiftly and avoid delays.

- 3) Any person may seek advice and guidance from the Multi-Agency Safeguarding Hub particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.

- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children's Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults - main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed. The Headteacher will contact the Designated Officer formerly LADO to seek advice.
- 4) If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Designated Officer (formerly LADO). See contacts on Pages 3 and 4 of this policy.
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead - Main Procedural Steps

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- 1) Begin a case file for pupils where there are concerns, with an overview chronology, which will hold a record of communications and actions. This must be stored securely (see Section on Records and Monitoring).
- 2) Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the Multi-Agency Safeguarding Hub: 0300 126 1000.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the Multi-Agency Safeguarding Hub should be contacted immediately by phone. Written confirmation should follow within 24 hours on the NSCB Agency Referral Form. All other referrals should be made firstly through a telephone conversation with the Multi-Agency Safeguarding Hub and then by following up with the online form, where requested to do so. The Multi-Agency Safeguarding Hub is available for advice on the advice line number given in the contact details on page 3 of this document.
- 5) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 6) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the Multi-Agency Safeguarding Hub (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, the Multi-Agency Safeguarding Hub should be updated and the Police should be contacted immediately.

Appendix 3: My Concern Information Leaflet.

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Appendix 4:

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS (References to staff in this process include staff in schools, central References to staff includes staff in schools central services and volunteers).

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Relevant documents:

- DfE "*Keeping Children Safe in Education: Statutory guidance for schools and colleges*" - 2018
- NSCB Procedures manual
 - Selection and Supervision of Staff
 - Managing Allegations Against Adults who work with Children

A. Individual Staff/Volunteers/Other Adults who receive the allegation:

- 1) Write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Report immediately to the Headteacher .*Keeping Children Safe in Education 2018*
- 3) Pass on the written record.
- 4) If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Designated Officer formerly LADO as soon as possible or if unavailable contact the Multi-Agency Safeguarding Hub on the same day.)
- 5) Refer to the DBS when the individuals suspended or moved out of regulated activity to another post, if they met the harm criteria

B. Headteacher

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Before taking further action notify and seek advice from the Designated Officer Formerly LADO, or if unavailable the Multi-Agency Safeguarding Hub on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 4) Report to the Multi-Agency Safeguarding Hub if the Designated Officer Formerly LADO, so advises or if circumstances require a referral.
- 5) Ongoing involvement in cases:
 - Liaison with the Designated Officer formerly LADO
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

C. Chair of Governors (only relevant in the case of an allegation against the Headteacher)

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Notify the Designated Officer formerly LADO, or if unavailable the Multi-Agency Safeguarding Hub on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.

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4) Report to the Multi-Agency Safeguarding Hub if the Designated Officer formerly LADO so advises or if circumstances require a referral.

5) Ongoing involvement in cases:

- Liaison with the Designated Officer formerly LADO
- Co-operation with the investigating agency's enquiries as appropriate.
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

Appendix 4: Curriculum Overview

Safeguarding in the Curriculum

At All Saints CEVA Primary School and Nursery we have a commitment to safeguard all our children and staff. We feel it is important to regularly give messages about how to keep ourselves safe. We work closely with outside agencies to ensure children are equipped with the right information about how to keep themselves safe and away from harm, and who they can talk to for support. We regularly give children the opportunities to discuss their concerns, and value respect and take seriously any concerns that they raise.

At All Saints we feel it is important to equip all of our children with the skills and knowledge to help them keep themselves healthy and safe. This is done through regular curriculum activities, see below, as well as feature events such as e-safety and anti-bullying weeks.

Below are details of the key areas of the curriculum that support our Safeguarding work, however this is not exhaustive; our curriculum has the flexibility to adapt to ensure the needs of the children are paramount.

Personal, Social & Health Education (PSHE)

The Jigsaw scheme is used across the school, from Reception to Year 6, to ensure full coverage and planned progression of learning as children mature.

Jigsaw consists of 6 **Puzzles** (half-term units of work) containing 6 **Pieces** (lessons). Each Piece has 2 **Learning Intentions**. One is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and the other is based on emotional literacy and social skills (covering the **SEAL** learning intentions but also enhanced). These enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with modern issues such as **body image, cyber and homophobic bullying, and internet safety.**

British Values

The Department for Education state that there is a need *"to create and enforce a*

clear and rigorous promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. At All Saints CEVA Primary School & Nursery these values are reinforced regularly through;

- Specific British Values learning, key figures are discussed and made reference to in Year's 2-6
- During PSHE sessions from Reception to Year 6

Religious Education

RE at All Saints is all about the BIG questions. Children, at an age appropriate level, have the opportunity to discuss issues regarding faith which will include those of personal freedom and choice. Local or national developments are planned in to the curriculum wherever appropriate to ensure children are given opportunities to discuss them in a safe and factual environment.

Pastoral Time

Circle time is used weekly to support children's emotional well-being. Issues regarding personal feelings are often discussed and this provides opportunities to discuss how children can be safe and keep safe. Worry Monsters in each class can be used by the children to indicate that they would like to have time with the Pastoral Mentor to discuss issues that arise in their lives, these are checked daily.

Appendix 6: Information Leaflet

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Appendix 7: Types of Abuse and Neglect from "Keeping Children Safe in Education" - September 2018 .

Types of abuse and neglect.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

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. Sexual abuse can take

place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

Neglect: 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, for example, 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.

**Appendix 8: Online safety Annex C "Keeping Children Safe in Education"
September 2018**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Education

Opportunities to teach safeguarding, including online, are discussed at paragraph 80-82. Resources that could support schools and colleges include:

- UKCCIS have recently published their Education for a connected world framework. Online safety is a whole school and college issue. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond and to be central to a whole school or college approach to safeguarding and online safety. It covers early years through to age 18.
- The PSHE Association provides guidance to schools on developing their PSHE curriculum - www.pshe-association.org.uk
- Parent Zone and Google have developed Be Internet Legends a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils.

Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or college's IT system. As part has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty. UK Safer Internet Centre: appropriate filtering and monitoring. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like:

Guidance on e-security is available from the National Education Network. Support for schools is available via the: schools' buying strategy with specific advice on procurement here: buying for schools. Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding

Reviewing online safety

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the 360 safe website. UKCCIS have recently published Online safety in schools and colleges: Questions for the governing board

Staff training

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 76) and the requirement to ensure children are taught about safeguarding, including online (paragraph 80), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Information and support

There is a wealth of information available to support schools, colleges and parents to keep children safe online. Please refer to p94 of KCSIE 2018.