

POLICY AND PROCEDURES ON SAFEGUARDING / CHILD PROTECTION FOR SCHOOLS

(VERSION: September 2018) (taking account of KCSIE)

Name of school:-

Glen Hills Primary

This policy is reviewed at least annually by the governing body, and was last reviewed in:-

September 2018



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Named Staff and Contacts at Glen Hills Primary School

Designated Safeguarding Lead: Mr Tim Sutcliffe

Deputy Designated Safeguarding Lead/s: Mrs Rebecca Wesley, Mrs Janette deVoil, Miss Amy Smith, Mrs Rachel Cole.

Prevent Single Point of Contact (SPOC): Mr Tim Sutcliffe

Designated Teacher for Children in Care: Mrs Fatima Variava

Nominated Safeguarding Local Governor: Mr Geoff Welsh

Safeguarding and Improvement Unit contacts:

Head of Service - Safeguarding Improvement and Quality Assurance
Kelda Claire 0116 3059084 / 07507686100

LADO / Allegations:
Mark Goddard 0116 305 7597

Safeguarding Development Officers:
Simon Genders 0116 305 7750
Ann Prideaux 0116 3057317

First Response Children's Duty (Same-day referrals)
Telephone 0116 3050005
Email childrensduty@leics.gov.uk
Address First Response Children's Duty
Room 100b
County Hall
Championship Way
Glenfield
LE3 8RF

All other referrals including Early Help Services
<http://lrsb.org.uk/childreport>
Early Help queries and Consultation Line 0116 3058727

Leicester **Prevent** Website

<http://www.leicesterprevent.co.uk/>

Prevent Co-ordinator – William Baldet

Email: prevent@stphilipscentre.co.uk

Leicestershire County Council website and contacts

http://www.leics.gov.uk/index/community/yjsc/community_safety-2/prevent.htm

Community Safety Team Manager
(Terrorism Concerns)

Gurjit Samra-Rai - (Prevent Lead) 0116 305 6056

Early Help queries and Consultation Line 0116 3058727

1 Introduction

1.1 Glen Hills fully recognises the contribution it can make to protect children and support pupils in school. 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. The pupils' welfare is of paramount importance.

1.2 This policy is consistent with:

- the legal duty 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] and the Statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges*", September 2018 and "*Working Together to Safeguard Children*", 2018.
- the Leicestershire and Rutland Local Safeguarding Children Board (LSCB) 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 school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring 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 adults in school. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents.

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 there are arrangements to liaise with the school on these matters where appropriate.

2 Safeguarding Commitment

2.1 The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. 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 worries and fears 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 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;
- Ensure every effort is made 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 identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc.

2.3 **Safeguarding in the Curriculum**

Children are taught about safeguarding in school. The following areas are among those addressed in PSHE and in the wider curriculum:-

- Bullying/Cyberbullying
- Drugs, alcohol and substance abuse
- Internet safety
- Stranger danger
- Fire and water safety
- Road safety
- Preventing Extremism and Radicalisation (see Appendices 4 and 5)

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 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” September 2018, the Governing Body will ensure that:-

- The school has its own 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 Safer Recruitment Training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 2).
- 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 there is

always cover for this role with appropriate arrangements for before/after school and out of term time activities.

- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding briefings etc.
- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training which is regularly updated (at least every three years in compliance with the LSCB protocol); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy, Part 1 of Keeping Children Safe in Education, the pupil Behaviour Policy and how to respond if children go missing). The Local Authority Induction leaflet, "Safeguarding in Education Induction – Child Protection Information, Safer Working Practice" will be used as part of this induction and Annex A from "Keeping children safe in education" September 2018 is provided to all staff working directly with children.
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.
- 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 Local Authority Allegations Manager (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers - "Guidance for Safer Working Practice for those who work with children in education settings October 2015". Information is provided to the Local Authority (on behalf of the LSCB) through the Safeguarding Annual Return.
- 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 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency (eg Supporting Leicestershire Families). Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board (LSCB).

3.3 **Executive Headteacher / Head of School**

The Executive Headteacher / Head of School 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 Local Authority Designated Officer.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).

- 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 (Children’s 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” and include:

- Provision of information to the LSCB/Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004.
- 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.
- Management and referral of cases of suspected abuse to Specialist Services First Response Children’s Duty (and/or Police where a crime may have been committed).
- Act as a source of support, advice and expertise within the school.
- To attend and contribute to child protection conferences when required.
- Be alert to the specific needs of children in need, those with special educational needs and disability and young carers
- Ensure each member of staff has access to and understands the school’s child protection policy especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection, the pupil behaviour policy, children who go missing, and staff behaviour. Staff will be trained to recognise and report any concerns immediately they arise and will be provided with Part 1 of “Keeping children safe in education” and Annex A to those working directly with children;
- Keep detailed, accurate and secure written records of concerns and referrals;
- Obtain access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.
- Where children leave the school, ensure their child protection file is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible – this will be in advance of the pupil arriving where specific ongoing support is required.
- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on “Records, Monitoring and Transfer” below.

4 Records, Monitoring and Transfer

- 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 passed over to other agencies.
- 4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

- 4.3 Child protection records are stored securely, with access confined to specific staff, eg 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 their safeguarding 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 6th form / FE college], with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support relevant information will be transferred prior the the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police should be copied.
- 4.6 *Staff at Glen Hills Primary School follow a system of completing CPOMS online form for any concerns about pupils' welfare and safety. This alerts the Designated Safeguarding Lead (DSL) who will action a response as soon as is reasonably possible. Any immediate safeguarding disclosure alerts will be printed out in addition, so a hardcopy paper trail can also be kept. All staff are trained in the need to take an immediate action for any concerns.*

5 Support to pupils and school staff

5.1 Support to 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 components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognize abuse or neglect in pupils with Special Educational Needs or a disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

- 5.2 **Peer on Peer Abuse** - This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. There are separate school and local authority or LSCB guidances and policies to address these concerns including the pupil Behaviour Policy, Anti-bullying Policy, E-safety Policy and “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance). Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support.

- 5.3 **Sexting** - School will always respond if informed that children have been involved in ‘sexting’ (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, “Sexting in schools and colleges: responding to incidents and safeguarding young people” will be used to guide the school’s response on a case by case basis.

The key points being:-

- Inform the Headteacher/DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted

If there is evidence of exploitation or the targeting of a vulnerable student, inform the police

- 5.4 **Sexual violence and sexual harassment** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However sexual violence and sexual harassment can occur between children of any gender.

Curriculum

- Planned PHSE and SRE will include ‘healthy and respectful behaviours’. This will be appropriate to pupils’ age and stage of development. It will also be underpinned by the school’s behaviour policy and pastoral support system.

Responding to an incident

- School will follow the DfE guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’, May 2018.
- We will liaise with the police, social care and parents as appropriate.
- We will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.

- 5.5 **Children Missing**– our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that children who go missing is a sign that they have been targeted by CSE perpetrators and drug related criminals (County Lines).

- 5.6 **Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines). Staff training includes raising awareness of this issue and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children’s Duty if appropriate.

- 5.7 **So-called ‘honour-based’ violence** (HBV) encompasses crimes which have been committed to protect or defend the so-called “honour” of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 6), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

- 5.8 **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children’s Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, auntie or sibling).

- 5.9 Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school’s complaints process.

5.10 **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 they require. 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.
- Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

7 Other Relevant Policies

7.1 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
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs
- Trips and visits
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- Sex and Relationships Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- Internet safety
- Extended school activities

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

8 Recruitment and Selection of Staff

8.1 The school's safer recruitment processes follow the Statutory Guidance: *Keeping children safe in education September 2018, Part Three: Safer recruitment.*

8.2 The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which the conclusion of an allegation has been unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

8.3 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. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.

- 8.4 In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training.
- 8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (July 2018).

PREVENT Policy– our Counter-Terrorism Duty

At Glen Hills Primary School, we have a legal duty to prevent young people from being drawn to terrorism under The Counter-Terrorism and Security Act 2015.

9.1 **Assessing the risk of pupils being drawn into terrorism**

We **assess the risk** of any of our pupils being drawn into terrorism. Our reflections should be based on our local environment: are pupils likely to be exposed to terrorist ideology, including extremist ideas, beyond the school gates?

We recognise the need to protect children from being drawn into terrorism and this policy will be implemented to help identify children at risk, and to intervene as appropriate. School leaders will consider the level of risk to identify the most appropriate referral.

If any member of staff feels that a pupil is vulnerable to terrorism or extremism, they should inform the Executive Head teacher immediately. The Executive Head teacher will seek advice from the Leicestershire Prevent coordinator (prevent@sphillipscentre.co.uk).

9.2 **Working in partnership**

We work closely with appropriate agencies. Leicestershire and Leicester's Prevent Coordinator is Will Baldet, who is based at the St Philip's Centre in Evington. Will reports to the Home Office and to the Leicester, Leicestershire and Rutland Prevent Steering Group which consists of all the local public sector bodies who are responsible for Prevent work in the city and county. He has written local Prevent Delivery Plan for Leicestershire and Leicester which identifies areas at risk of influence of extremist/terrorism.

The plan which is available online at <http://www.leicesterprevent.co.uk/>

Leicestershire Police draws up an annual Counter Terrorism Local Plan which sets out any risks or threats of people supporting extremist ideologies in the area. This document covers all forms of extremism, including support for far right views.

9.3 **Staff training**

Workshop to raise awareness of prevent (WRAP) is Home Office approved training. WRAP is an introduction to Prevent and covers issues such as crime, normal social processes that are used to influence and manipulate, extreme right-wing and Al-Qaeda case studies, terrorist ideologies and factors which may contribute to an individual's susceptibility to terrorist ideology.

All staff should be provided with this training on at least a biannual basis to help them to understand what radicalisation means and why people may be vulnerable to being drawn into terrorism. They should be aware of what action to take in response. 'Prevent Awareness' training has taken place in January 2018. (contact Mandy Scrivens on 0116 305 5812 or Madeleine McNeil on 0116 305 6400).

Induction "Extremism and Radicalisation" training for all new staff will be delivered by the Executive Head teacher or designated Safeguarding Lead, using a PowerPoint presentation that has been prepared by the Safeguarding Unit (contact the safeguarding Unit for more information).

9.4 **Keeping students safe online**

We will work to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering (see also the E-Safety Policy).

9.5 **Broad and balanced curriculum**

We ensure that fundamental British values are promoted in the delivery of the curriculum and extra-curricular activities and are reflected in the general conduct of the school. See also the school's British Values Policy.

9.6 **Channel**

In cases where children and/or families are assessed as being at risk of committing an offence if not supported, it may be that the Local Authority Prevent Strategic Lead may decide that support from 'Channel' would be implemented. The support that is offered is tailored for each case, and could consist of help with family problems, mental health support, mentoring, religious support and others.

More information on the Channel Programme can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

9.7 **Monitoring implementation of the duty**

The School's nominated safeguarding governor will monitor the implementation of this policy, using the following questions:

These questions should form part of a focused safeguarding visit.

1. Do local governors understand their duties to prevent young people from being drawn to terrorism?

2. Has the school assessed the risk of pupils being drawn into terrorism?
3. Does the school safeguarding and child protection policy specify how the school will identify pupils at risk, appropriate interventions, and where help can be accessed?
4. Does the school have a whistleblowing policy that is known to all staff? Where there are concerns of extremism or radicalisation of pupils in the school, through a narrowing of the curriculum, a failure to challenge extremist views and failure to promote British values staff should be encouraged to whistle blow or raise any issue in confidence.
5. Does the school behaviour policy make reference to prejudice, discrimination or extremist views, including derogatory language, displayed by pupils as unacceptable?
6. How does the school provide a broad and balanced curriculum so that pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised?
7. Does the e-safety policy and practice ensure there are adequate filters in place to stop pupils from accessing inappropriate materials online?
8. Have staff been trained in the Prevent strategy? Do staff have the knowledge and confidence to identify children who are at risk? Are they able to challenge extremist ideas used to legitimise terrorism? Do all staff know who to refer concerns to?
9. How does the school ensure that external agencies, visits or speakers used to enrich the experiences of pupils are vetted to ensure their message is consistent with the school's values and ethos?
10. To what extent do pupils understand, respond to and calculate risk associated with radicalisation and extremism and are aware of the support available to them? (These questions could be asked to pupils in an age appropriate way)

Safeguarding also recommend an online course for DSLs, senior school staff and governors which is available at http://course.ncalt.com/Channel_General_Awareness/01/index.html. The module takes about 25 minutes to complete.

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

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 Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCB website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. 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 (including the day) and signed, must be made as 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 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 make a dated, (including the day), timed and signed record 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 Executive Head teacher or Head of School must be informed.
- 4) If the allegation is about the Head of School, the Executive Head teacher must be informed. If the allegation is about the Executive Head teacher, the Head of School must be informed. The information will then be passed to the Local Chair of Governors (or other senior manager in a MAT) or the Local Authority Allegations Manager (LADO).
- 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

- 1) Begin a case file which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer).
- 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 First Response professionals' consultation line.
- 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, the First Response Children's Duty should be contacted by phone. Written confirmation should be made within 24 hours on the LSCB Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 5) If the concern is about children using harmful sexual behaviour, refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).
- 6) 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.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (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 takes 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 (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEAD TEACHERS) 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 to children.

Relevant documents:

- DfE "Keeping children safe in education: Statutory guidance for schools and colleges" September 2018 (part 4:

Allegations of abuse made against teachers and other staff)

- 1) Individual Staff/Volunteers/Other Adults who receive the allegation:
 - a. Write a dated and timed note of what has been disclosed or noticed, said or done.
 - b. Report immediately to the Executive Head teacher/Head of School.
 - c. Pass on the written record.
 - d. If the allegation concerns the conduct of the Head teacher, report it immediately to the Local Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Local Chair of Governors, contact the Allegations Manager (LADO), Safeguarding and Improvement Unit as soon as possible.)
- 2) Head teacher (or Local Chair of Governors)
 - a. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
 - b. Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.
 - c. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
 - d. Report to First Response Children's Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.
 - e. Ongoing involvement in cases:
 - i. Liaison with the Allegations Manager (LADO)
 - ii. Co-operation with the investigating agency's enquiries as appropriate.
 - iii. Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
 - iv. Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

APPENDIX 3

Early Years Foundation Stage (EYFS) Policy for the use of Cameras and Mobile Phones

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings, nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the school phone and a note kept
- Parents or carers are permitted to take photographs of their own children during a school production or event. School protocols require that photos of other people's children are not published on social networking sites such as Facebook.

APPENDIX 4

Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies under the LSCB procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Single Point Of Contact (SPOC) (usually a Designated Safeguarding Lead or Executive Head teacher/Head of School) who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

APPENDIX 5

Radicalisation and Extremism Assessment for Fairfield Community Primary School

	Yes/No	Evidence
Does the school have a policy?		
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?		
Have staff received appropriate training?		
Has the school got a trained Prevent lead?		
Do staff know who to discuss concerns with? (Single point of contact - SPOC)		
Is suitable filtering of the internet in place?		
Do children know who to talk to about their concerns?		
Are there opportunities for children to learn about radicalisation and extremism?		
Have any cases been reported?		
Are individual pupils risk assessed?		
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		

Comment on the school's community, locality and relevant history		
Risk evaluation	Low Medium High	Way Forward

Date completed..... Signed..... (Local Chair of Governors)

APPENDIX 6

Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" April 2016. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

APPENDIX 7

Children Using Sexually Abusive Behaviour

From...Leicestershire County Council
'Guidance for Schools Working with Children and Young People who Display Sexually Abusive Behaviour'
Identifying Sexually Abusive Behaviour

The NSPCC Information Briefing on "Children and Young People who display sexually harmful behaviour" acknowledges that in the first instance it can be very difficult to define what sexually abusive behaviour is primarily because sexual behaviour in young people and children can be seen on a continuum from mutually agreed experimentation, through to serious incidents such as sexual assault.

Retrospective studies have shown that between 25-35% of all alleged sexual abuse involves young perpetrators, and that the majority of these are adolescent males, but young children and females also commit abuse.

Research by Morrison (1999) has shown that sexually abusive behaviour needs to be understood in the context of early life and family experiences. The majority of children and young people exhibiting sexually abusive behaviour have been or are continuing to suffer from some form of abuse. They may use sexually abusive behaviour to experience having power or control over others, or they may use this type of behaviour as a means of finding comfort and/or pleasure. Again, research suggests that the younger the child/young person using sexually abusive behaviour the more likely that the child/young person is a victim of abuse and it is his or her way of responding to their own experience.

It is recognised that children and young people who use sexually abusive behaviour do not necessarily go onto become adult sexual offenders. However, Abel et al (1985) suggests that 50% of adult sexual offenders admit to having started their sexual offending as adolescents.

The earlier sexually abusive behaviour is identified, the better the chance of effective intervention.

Expected and Concerning Sexual Behaviours

AGES	(EXPECTED)	(CONCERNING)
0-5 years	Intense curiosity about others' bodies and bathroom activities. Masturbation from infancy/pre-school continues as a self-soothing behaviour, generally are indiscreet. Behaviour is exploratory. May show genitalia to others in a curiosity seeing way. Children at this stage respond quickly to re-direction.	Curiosity becomes obsessive pre-occupation. Exploration becomes re-enactment of specific adult sexual activity. Behaviour involves coercion toward other or injury to themselves. Cannot be re-directed – "stuck" behaviour makes them feel less anxious.
0-10 years (Latency)	Continue to touch and fondle their own genitals, evolving to masturbation. More secretive about self-touching/curiosity. Seeking turns to game-play ("I'll show you mine... show me yours"), play doctor".	Sexual penetration. Genital kissing. Oral copulation. Simulated intercourse. Putting objects inside self/others.
10-12 years (Pre-adolescence)	Masturbation continues. Some same gender sexual experiences and viewing of other's bodies, especially of the gender they are attracted to. Interest in pornographic materials. Sexual activity with peers, which includes, but is not limited to kissing, fondling.	Sexual play with younger children, behaviour involves coercion, bribes, and threats. Pre-occupation/obsessive quality.

(Adapted from: Cunningham & Macfarlane: "when children Molest Children", 1991)

What happens when a child or young person is suspected or identified as having used sexually abusive behaviour.

Where a child or young person in school is considered to have used sexually abusive behaviour, it should be identified as a Child Protection concern. As such, Social Care need to be contacted, to pass on details of the concern, and to seek advice on how to proceed without interfering with any future investigation. Social Care (in conjunction with the Police) will make a decision as to whether or not the behaviour described meets the criteria of sexually abusive behaviour requiring intervention. If the behaviour reported is deemed to meet these criteria, they will initiate an enquiry. To inform this process a Strategy Meeting/Discussion will take place which will enable professionals involved to plan and co-ordinate the enquiry. A representative from the school may be invited to this meeting to share information.

If the conclusion of the enquiry is that the child or young person has used sexually abusive behaviour, a further decision is needed to decide whether or not he or she is also a Child in Need of Protection him/herself. If the enquiry reveals that they are victims of abuse themselves, or are at risk of abuse, they will be considered to be a Child in Need of Protection, and consequently a Child Protection Conference should take place.

This Conference will need to consider a Child Protection Plan for the child or young person, as well as co-ordination of an assessment of their sexually abusive behaviour.

Where it is deemed that the child or young person does not meet the criteria to necessitate a Child Protection Conference, a Multi-agency Assessment and Planning Meeting (CUSAB Meeting) will be called instead, to plan and co-ordinate the roles of the various agencies and individuals contributing to the assessment of the child/young person. In both cases, a representative of the school should be invited to attend, to share information that can support the decision making process.

The response of schools to a child or young person using sexually abusive behaviour

Where a suspicion or concern has been raised by a member of staff within the school about a child or young person using sexually abusive behaviour, or details regarding such behaviour have come to the attention of the school as a result of an agency making contact, the challenges for schools remain the same, that of supporting any investigation being undertaken by Social Care/Police, as well as balancing the needs of the alleged 'perpetrator' and the needs of the 'victim'. Added to this, the school should also be seeking to minimise any risk from the perpetrator to other children or young people within in the school setting.

Managing the situation

The situation within the school needs to be managed in such a way that both the alleged 'victim' and perpetrator can continue their education and risk to other pupils within the school is sufficiently managed.

What support can a school provide to a 'victim' of sexually abusive behaviour?

- Support of his or her emotional well-being;
- The need to feel safe;
- Provide an identified member of staff (not the same person who has been identified to support the perpetrator) who is able to offer pastoral care if or when he or she is feeling upset, worried or if he or she is feeling actively intimidated by the 'perpetrator's' friends;
- Provide an identified member of staff who will take appropriate action in line with existing school policies in the event of bullying or intimidation is used as a means to silence the 'victim';
- Communication between school and his or her parents, and information about further sources or support.

What support can a school provide to a 'perpetrator' of sexually abusive behaviour?

- Provide an identified member of staff that he or she can speak to (not the same person who is supporting the victim)
- Make school a "safe" place e.g. identify risky areas;

- Support his or her emotional well-being e.g. identify those situations in the child's or young person's life which can put the child or

Evaluating sexual behaviour – nursery and primary settings

This checklist can help staff in nursery and primary educational settings make decisions about the sexual behaviour of a specific child or children. It is adapted from the AIM Project guidance document produced by Carol Carson. Consider seeking advice from CSC if any behaviours are problematic or abusive.

young person under pressure and act as a trigger for sexually abusive behaviour;

- Support the child or young person in taking responsibility for their offending behaviour e.g. not to collude or minimise the behaviour when offering support;
- Try to avoid shaming him or her;
- A managed move to another school may be considered.

Where the 'victim' is emotionally distressed and coming into contact with the 'perpetrator' impacts on his/her emotional well-being then consideration should be given to excluding the 'perpetrator'. Exclusion of the 'perpetrator' should also be considered where there is sufficient evidence to suggest that the risk that he or she presents to other pupils cannot be effectively managed in the school environment.

Support Plans

A good Support Plan should include the following:

- Identification of any potentially "risky" situations ;
- Methods for monitoring the child or young person during periods that are usually unsupervised;
- Additional educational support e.g. session on positive relationships and boundaries;
- Identification of the support that parent(s)/carer(s) will provide to the child or young person;
- Duration of the Support Plan;
- Identified member or school staff that child or young person can approach if experiencing any difficulties in school

Children or young people known to have used sexually abusive behaviour

There will be occasions when schools will have been made aware of a child or young person who is known to have used sexually abusive behaviour. Where information regarding a child or young person has come from an agency such as the Police, Social Care etc., it is likely that a level of inter-agency work has already been established. In such circumstances the Designated Person should make contact with the key professional responsible to discuss issues of risk management and how the school can best support the intervention programme.

Confidentiality

In all child protection work, the degree of confidentiality is governed by the need to protect the child. Confidentiality may not be maintained if withholding information may prejudice the welfare of a child. It is important to ensure that any information that is passed on is on a strictly need-to-know basis and therefore, concerns about a child or young person should not be a matter of common knowledge unless the designated person and the adult that raised the concern originally, are involved.

In circumstances where a child or young person has used sexually abusive behaviour it is important that key people such as the Headteacher/Principal, Year Head and the teacher with the best relationship with the child or young person are made aware of the situation. The same key people hold true for the alleged 'victim' of abuse.

Information regarding the alleged 'victim' and/or 'perpetrator' should not be a matter of common knowledge amongst teaching and support staff, nor pupils or parents. The issue of who needs to know should form a natural part of the Incident Protection Plan, the risk assessment and the Support Plan.

Clear guidance is in the LSCB Procedures:-

www.lrsb.org.uk

1. Type of sexual behaviour

Healthy	Age appropriate, mutual and exploratory.
Problematic	Not age appropriate or has some adult knowledge or language.
Abusive	Adult sexual activity, e.g. intercourse, oral sex

2. Context of behaviour

Healthy	Open, light hearted, spontaneous.
Problematic	No secrecy or force, but children involved seem uncomfortable.

Checklist for evaluating sexual behaviour - children and young people with special needs

Abusive	Behaviour is planned or secretive; there are elements of threat, force or coercion. The children targeted seem anxious, fearful, and uncomfortable.
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3. Response of other children

Healthy	Engaging freely, happy
Problematic	Uncomfortable or unhappy with behaviour but not fearful or anxious. If behaviour is directed at adults, they feel uncomfortable.
Abusive	Uncomfortable, unhappy, fearful, anxious. Could be physically hurt. Could be trying to avoid the other child.

4. Relationship between the children

Healthy	Similar age and ability would normally play together. There are no factors to suggest a power imbalance.
Problematic	Children would not normally play together or there may be some factors which suggest one child is more in control than the other.
Abusive	Children would not normally play together or there are clear power differences due to age, size, status, ability, strength etc.

5. Frequency of the behaviour

Healthy	Behaviour is age appropriate, ad hoc and not the main focus for the child. The child is interested in other things.
Problematic	Some inappropriate sexual behaviour for age, however child also has interest in other things. Behaviour is intermittent.
Abusive	Frequent incidents and child seems focused on behaviour. It is disproportionate to other aspects of their life. They seem to seek comfort, reassurance or control from the behaviour.

1. Type of sexual behaviour

Healthy	Complex to define due to nature of learning difficulty and gap between chronological and developmental age/stage
Problematic	Behaviours that are self-directed e.g. self-stimulation, compulsive masturbation, indiscriminate arousal. Behaviour includes non-penetrative contact, with young people targeted
Abusive	High level of compulsivity, fetish behaviour, frequent use of internet to obtain sexual images. Use of force/violence to secure compliance. Previous patterns of sexually aggressive behaviours

2. Context of behaviour

Healthy	Mutual, both parties free to engage and disengage
Problematic	Behaviour infrequent or isolated incident. Behaviour self-directed. Behaviour restricted to a specific setting
Abusive	Behaviour is planned or secretive; there are elements of threat, force or coercion. Previous concerns or convictions for sexual behaviour

3. Young Person's response

Healthy	Happy, comfortable, perhaps curious; may be embarrassed if found by adults
Problematic	Embarrassment or shame related to the behaviour. Is able to understand and retain the reasons why others feel the behaviour is problematic or abusive. Experiences consequences as significant or has some degree of awareness of consequences. Appears highly anxious or confused as to sexual development and/or sexual boundaries
Abusive	Unclear as to the consequences of sexual behaviour, or the consequences appear to have little meaning for them. Reject concerns expressed

4. Response of others

Healthy	Happy, comfortable, perhaps curious; may be embarrassed if found by adults
Problematic	Uncomfortable or irritated, but not fearful or anxious. Feel able to tell someone
Abusive	Uncomfortable, fearful, anxious, avoidant of the young person

5. Relationship between the young people

Healthy	There should be no significant differences in age or development which would suggest there is a power imbalance
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Problematic	One or two particular young people targeted. Young person predominantly associates with children three or more years younger
Abusive	Evidence of targeting on the basis of perceived vulnerability. Clear power differences in the relationship. Young person has poor social skills or deficit in intimacy skills

6. Persistence of the behaviour

Healthy	Healthy interest in sexual behaviour, but it is not the sole focus of interest in the young person's life
Problematic	Responds to complaints by stopping or changing behaviour. Intervention has some impact but behaviours may continue
Abusive	Evidence of a high level of sexual compulsivity. Behaviours have persisted despite significant negative consequences

7. Other behavioural problems

Healthy	No other behavioural problems, healthy peer relationships
Problematic	No significant history of behavioural problems, generally positive relationships with peers. Access to others is well supervised. OR, young person is isolated in the community or has a very restricted lifestyle. Access to others is poorly supervised
Abusive	Concurrent diagnosis of significant mental health problems. Pattern of problematic sexual behaviours emerging in early childhood and continuing into adolescence. Viewed negatively in community due to sexual behaviours. History of fire setting. Long standing history of severely problematic or challenging behaviours

8. Background information known

Healthy	No significant family history. Parents have a positive view of young person's developing sexuality. Positive attachments with parents and carers. Young person has at least one positive friendship. Young person has access to social and leisure pursuits. Young person has access to appropriate sex education
Problematic	Family anxious about young person's developing sexuality and have inappropriate concerns. Family experiencing high levels of stress. Siblings have experienced sexual abuse
Abusive	Young person has experienced sexual, physical or emotional abuse or neglect. Violence in the household. Members of the family, including siblings, have a history of sexual offending. Poor or distorted sexual boundaries in the family. Patterns of discontinuity of care/poor attachments