

Maidensbridge Primary School



Child Protection Policy

Safeguarding Children

Policy Tracker- Responsibility for monitoring this policy:

Sarah Mason

*(Reviewed annually or in response to changes in legislation or
DSCB operating procedures)*

Date	Reviewed By:	Role	Date Approved by Governors
September 2016	Sarah Mason	DSL	October 2016
January 2017	Sarah Mason	DSL	

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1. Rationale

Children and young people have a fundamental right to be protected from harm. They have a right to expect schools to provide a safe and secure environment. It is a guiding principles of the law and children protection procedures that the protection and welfare of a child must always be the first priority. Failure to provide an effective response can have serious consequences for the child.

2. Definition of Safeguarding:

Safeguarding is defined as:

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

3. Child Protection Policy Statement

Maidensbridge Primary School recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from "significant harm". The protection of our pupils from suffering from or likely to suffer significant harm is the responsibility of all staff within our school, superseding any other considerations.

The following documents and guidance for good practice govern child protection work procedures and work at Maidensbridge Primary School:

- *Children Act 1989 and 2004*
- *Children Missing in Education and at risk of Children Sexual Exploitation*
- *Dealing with a disclosure guidance*
- *Dudley Safeguarding Children Board (DSCB) - Safeguarding Children Procedures*
<http://safeguarding.dudley.gov.uk>
- *Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (October 2015)*
- *Keeping Children Safe in Education (September 2016)*
- *Statutory Framework for Early Years Foundation Stage (2014)*
- *The Prevent Duty (June 2015)*

- *What to do if you are worried a child is being abused (March 2015)*
- *Working Together to Safeguard Children (March 2015)*

Maidensbridge Primary School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Safeguarding and promoting the welfare of children is everyone's responsibility.

Maidensbridge Primary School is committed in ensuring that all staff who come into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil the responsibility effectively, the school will ensure their approach is child centred. This means they will consider, at all times, what is in the best interests of the child.

Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore, to create a culture of vigilance, to be alert to the possibility of abuse occurring, and to be aware of and have confidence to follow these procedures if suspicions are raised.

This policy applies to all staff, governors and volunteers working in the school.

4. Policy Aims

Maidensbridge Primary School is committed to the safeguarding of all pupils in the school. Our aim is to ensure that all pupils are safe in school and that measures are put in place to support any child who is at risk of harm.

Overall the policy provides information for all adults working with children to carry out their duty of care responsibly. Maidensbridge Primary School will ensure that pupils are taught about safeguarding and will provide information and training for all staff and other adults to carry out this duty of care responsibly.

5. Prevention

The six main elements of the policy are:

- **Prevention**
Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- **Raising Awareness**
Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- **Protecting Our Pupils**
By implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- **Supporting Pupils**
Supporting pupils who have been abused in accordance with his/her child protection plan.
- **Establishing a Safe Environment**

Establishing a safe environment in which children can learn and develop.

- **Ensuring there are links with other safeguarding policies and practice**

For instance, *anti-bullying, attendance, behaviour policy, emergency evacuation, physical intervention, medical conditions, first aid, intimate care, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism.*

Further information on some of these procedures can be found on the DSCB website- http://www.proceduresonline.com/dudley/scb/chapters/full_contents.html#guides . There is also separate guidance on what to do in the event of a death of a child, use of images and safer working practice.

We recognize that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from harm.

6. Safeguarding Procedures

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

Maidensbridge Primary School will ensure that all staff on site follow the procedures set out by Dudley Safeguarding Children Board (DSCB) and take account of guidance issued by the Department of Education (DfE) to:

- Ensure we have a Designated Safeguarding Lead (DSL) for child protection who has received appropriate training and support for this role.
The formal training will be updated **every 2 years**.
The DSL will be updated on a regular basis (at least annually) to keep up with current safeguarding developments and priorities.

- **The Designated Safeguarding Lead (DSL):**

The DSL for the school (including Kids Club) is **Mrs Sarah Mason**.

The Deputy DSL is **Mr Andy Hale**.

*Child Protection issues can be very difficult to spot. If in doubt, it is always best to inform the relevant person, and allow them to make the decision about what further action is necessary. If in doubt, **ASK**.*

- Ensure we have a nominated governor responsible for child protection.

The designated governor for child protection is **Mrs Debbie Green**.

- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated safeguarding lead and deputy responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring concerns to the DSL responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff; parents should be made aware of the policies and procedures for child protection.
- Ensure that parents are aware that this policy is available on request and make the policy available on the school website.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings.
- Develop links with other agencies that support the child such as Child and Adult Mental Health Service (CAMHs), Education Investigation and Education Psychology Service.
- Keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter immediately to Social Services or other agencies
- Ensure all records are kept securely; separate from the main pupil file and in locked locations.
- Ensure that if a child, who has a Child Protection Plan leaves, their information is transferred to the new school immediately and Social Care is informed.
- Ensure that all staff are aware of what to do if there are concerns around a child. A **Multi-Agency Referral Form (MARF)** must be completed when making a referral and can be accessed from the DSCB website.

Appendix 1 refers to what to do if you are concerned and reporting procedures.

Appendix 2 is a format for Recording and Reporting concerns about a child and includes a body map.

Appendix 3 provides a list of useful contact numbers.

7. Role and Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL has ultimate responsibility, management oversight and accountability for safeguarding and child protection, along with the Headteacher.

The Designated Safeguarding Lead is **Mrs Sarah Mason**.

The DSL is a member of the senior leadership team with lead responsibility for safeguarding.

A deputy is assigned in the absence or unavailability of the DSL.
The Deputy Safeguarding Lead is **Mr Andy Hale**.

The DSL or Deputy DSL should always be available to staff during term time.

In the absence of the DSL and the Deputy DSL, the most senior member of staff in school will assume responsibility for any child protection matters that arise. The DSL retains overall responsibility for safeguarding even when the activities associated with the role are delegated to deputies.

When the school has concerns about a child, the DSL will decide what steps should be taken and should advise the Headteacher accordingly.

Child protection information will be dealt with in a confidential manner.

Staff will be informed of relevant details only when the DSL feels that those staff having knowledge of a situation will improve their ability to deal with an individual child and/ or family.

A written record will be made of what information has been shared with whom, and when.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than the DSL is restricted.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with home school policies and give due regard to which adults have parental responsibility.

DO NOT disclose to a parent any information held on a child if this places the child at significant risk of harm.

If a pupil moves from our school, child protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. Maidensbridge Primary School will record where and to whom the records have been passed and the date.

If sending by post, pupil records will be sent by "Special/ Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/ or received.

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

When a DSL resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/ exchange of information with the new post holder.

8. Staff Support

We recognise the stressful and traumatic nature of child protection work.

We will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

9. Role and Responsibility of Governors and Governing Board

It is the responsibility of the governing board to ensure that they comply with their legislative duties. They must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The statutory guidance, Keeping Children Safe in Education 2016 places statutory requirements on all governing bodies. Governing bodies must make sure that their school has policies and procedures in place and take into account any guidance issues by the Secretary of State, any LA guidance and locally agreed inter-agency procedures.

The designated governor for child protection is **Mrs Deborah Green**.

The role of the nominated governor for child protection is to champion good practice, to liaise with the DSL and provide information to the governing board.

10. Safer Recruitment and Employment Practices

Maidensbridge Primary School has created a culture of safe recruitment and has adopted the Local Authority policy on recruitment procedures.

Maidensbridge Primary School will follow Safer Recruitment processes for all appointments, which will include the following:

- Declaration of the intent to undertake a DBS check in the advertisement;

Our Statement of Commitment:

“Maidensbridge Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, Qualification and ID Checks.”

- Ensuring that references are gained before interview;
- Ensuring that at least one member of the interview panel has attended DSCB Safer Recruitment training;
- Ensuring that a safeguarding question is included in the interview;
- Ensuring that any gaps in employment are explored at interview;
- Undertake a DBS* check at the relevant level to the position;
- Ensuring that a prohibition check is carried out for anyone in ‘teaching work’, not just those with QTS.

*(*An Enhanced DBS check with barred list information will be appropriate for all staff as the majority of staff will be engaging in 'regulated activity'.*)*

If the school has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage in such work.

All new appointments will have their identity verified from a current photographic ID and proof of address to obtain an enhanced DBS check with barred list information. The school will always ask for written information about previous employment history and check that the information is complete.

The school does not have the power to request DBS checks for visitors (for instance, children's relatives visiting on sports day) on these occasions, the Headteacher will use their professional judgment on how best to supervise these occasions.

11. Allegations of Abuse Made Against Other Children

All staff should recognise that children are capable of abusing their peers.

This may manifest in the following ways:

- Physical abuse
- Verbal abuse
- Online abuse
- Emotional abuse
- Sexual abuse
- Sexting

When dealing with such incidents, they will usually, in the first instance, be investigated by the class teacher. If there is a need to escalate the issue, it will then be passed to the DSL and Headteacher, and, in extreme cases, the Governing Body. At the Headteacher's discretion, the Police may be informed, in certain circumstances.

We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of peer on peer abuse, the school has an ethos of promoting friendships and co-operation. Through assembly time, PSHE and other curriculum areas the children are taught tolerance, empathy and understanding. Each class has a 'Feeling Box', which is regularly monitored and pastoral support is available to support both victims and perpetrators.

12. Allegations Against Staff

This is not the responsibility of the DSL.

Maidensbridge Primary School will follow the **Managing Allegations against Staff or Volunteers** (DSCB Children Procedures).

The **Head Teacher** will deal with allegations made against school staff.

All staff have access to the counseling service within Dudley Council.

If any concerns or allegations are made against a member of staff, in the first instance these should be discussed with the Designated Officer for Managing Allegations (DO) or Duty Independent Reviewing Officer. It is useful at this stage to also provide the full names of the

member of staff and child involved in the allegation, their dates of birth, addresses and any details of any previous concerns, as this will avoid delay. All allegations about people who work with children will be passed on to the Designated Officer (Managing Allegations) in accordance with *Working Together to Safeguard Children (2015)* and the DSCB Safeguarding Children Procedures. A **Managing Allegations Referral** form will need to be completed.

In the event of the allegation being made against the Head Teacher, the Chair of Governors, **Mrs Chris Quinton**, is to be notified.

If an allegation is made against any Governor, including the Chair of Governors, the Headteacher will contact the LA appointed Designated Officer.

- If any allegation is made, a quick resolution should be a clear priority. Any unnecessary delays should be eradicated;
- In response to an allegation, all other options should be considered before suspending a member of staff;
- Allegations that are found to be malicious should be removed from personnel records;
- Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider the appropriate sanction;
- As the employer, we have a duty of care to all staff and support for the individual is the key to fulfilling this duty;
- When an allegation is made, it is extremely important that every effort is made to maintain confidentiality;
- After any allegations of abuse have been made, the outcome will be categorised as either: substantiated, malicious, false, unsubstantiated or unfounded.

In addition to this, Maidensbridge Primary School will routinely monitor the performance of staff, ensuring compliance with both child protection procedures and the code of practice.

All staff within Maidensbridge Primary School will adhere to the *Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings* (October 2015). This covers a wider range of issues around staff conduct.

If staff members have concerns about a fellow colleague, they should follow the Whistle Blowing procedures.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other channels are open to them such as the NSPCC Whistle Blowing helpline. Staff can call: 0800 028 0285 or e-mail: help@nscpp.org.uk.

13. Referral to Disclosure & Barring Service (DBS)

Any employee who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual poses to vulnerable groups including children.

The Single Central record must be in place and include all the areas covered in the *Keeping Children Safe in Education* (2016). Further advice on this can be sought from the HR Officer linked to our school.

14. Information Sharing, Confidentiality and Record Keeping

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis.

Advice should be sought from the Social Care Team, who should approach the alleged abuser (or parents if the alleged abuser is a child).

Information will be stored in a secure place with access restricted to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

If a child who is subject to a child protection plan leaves, their information will be forwarded to the Designated Safeguarding Lead at the new school, in line with government guidance on the transfer of such records (see the Role of Designated Safeguarding Lead).

15. Involving Parents/ Carers

In general, we will discuss any child protection concerns with parents/ carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/ carers after consultation with the DSL. However, there may be occasions when the school will contact another agency before informing parents/ carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/ carers will be informed about our Child Protection Policy through the school website.

16. Safeguarding in the Curriculum

Child protection and wider child safety issues will be addressed through the curriculum as appropriate, especially in Personal, Social and Health Education (PSHE), ICT and Citizenship and Sex and Relationships Education. Relevant issues will be addressed through the curriculum, for example *self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying*.

Our school will support all pupils by:

- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.
- Supporting the child's development in ways that promote security, confidence and independence.
- Ensuring that the curriculum includes social and emotional aspects of learning.
- E-Safety/ Internet safety
- Road Safety
- Stranger Danger

All of the school policies which address issues of power and potential harm for instance, anti-bullying, equal opportunities, physical handling, positive behaviour management, will be linked to ensure a whole school approach.

Our Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff will follow DSCB procedures if there are concerns around peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/ sexual assaults and sexting.

17. Looked After Children (LAC)

The Designated Teacher for LAC at Maidensbridge Primary School is Mrs Sarah Mason. She is responsible for promoting the educational achievement of children who are looked after. The Designated Teacher will work closely with the Virtual School Head, to ensure that pupil premium funding is best used to support the progress of the looked after child.

18. Children with Special Education Needs and Disabilities

Maidensbridge Primary School is committed to working with children with special educational needs and disabilities (SEND) who often face additional safeguarding challenges.

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 SEND can be disproportionately impacted by things like bullying without showing outward signs.
- Communication barriers and difficulties in overcoming these barriers.

19. Other Areas of Our Work

All out policies which address issues of power and potential harm, for example bullying equal opportunities, physical handling, positive behaviour, will be linked to ensure a whole school approach.

Our Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

20. Safeguarding Training and Development

Maidensbridge Primary School is committed to ensuring all staff on site are trained to a high standard. The detail around this is set out below:

All Staff on Site

According to 'Keeping Children Safe in Education', The Headteacher and all other staff who work with children will undertake training to equip them with to carry out their responsibilities for Child Protection effectively. This will be kept up to date by refresher training at intervals for all staff. A Training Record is kept for all adults working in contact with children.

The training should be regularly updated (at least every three years) and in line with advice from DSCB. This includes online courses, external training and in-house training.

In addition, *Keeping Children Safe in Education* recommends that all staff should receive safeguarding updates as required, to provide them with the relevant skills and knowledge to safeguard children effectively.

Clear reminders of all procedures will be given out to all staff in the Inset session at the start of every academic year, with frequent reminders at appropriate meetings/ training events.

Designated Safeguarding Lead

According to *Keeping Children Safe in Education* (2016), the DSL and deputy DSL should undergo training to provide them with the knowledge and skills required to carry out the role.

The DSL must undertake advanced training at least every two years. It is recommended good practice that the member of staff who deputises for the DSL undertakes advanced training every two years as well.

In addition to formal training, the knowledge and skills of the DSL and Deputy DSL should be updated at regular intervals and at least annually, via e-bulletins, DSL forums or taking time to read safeguarding developments, to ensure that they are up to date with developments relevant to the role.

Good monitoring will take place of pupils identifies as at risk.

The DSL will work collaboratively with the pastoral team to share information and co-ordinate support external agency support for the pupil.

Governors

Governors will be kept informed about procedures through the Child Protection Link Governor.

21. Definitions and Indicators of Abuse

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 (e.g. via the internet).

They may be abused by an adult or adults or by another child or children.

There are four types of child abuse.

They are defined in the UK Government guidance *Keeping Children Safe in Education; statutory guidance for schools and colleges* (September 2016) as follows:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

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 persistent 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;
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate;
- 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 participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though 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.
- Non-contact activities, such as involving children in looking at, or in production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 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 caregivers); or ensure access to appropriate medical care or treatment.
- Respond to, a child's basic emotional needs.

Significant Harm

“Significant Harm is any Physical, Sexual or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life.

Harm is defined as the ill treatment or impairment of health and development.”

Signs of Abuse

Recognising child abuse is not easy. It is every staff member's responsibility to be alert to whether or not child abuse has taken place or if a child is at significant risk of harm from someone. The following information should help to recognise the signs of possible abuse.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body;
- Multiple bruises - in clusters, often on the upper arm, outside of the thigh;
- Cigarette burns;
- Human bite marks;
- Broken bones;
- Scalds, with upward splash marks;
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation;
- Aggressive behaviour or severe temper outbursts;
- Flinching when approached or touched;
- Reluctance to get changed, for example in hot weather;
- Depression;
- Withdrawn behaviour;
- Running away from home.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking;
- Being unable to play;
- Fear of making mistakes;
- Sudden speech disorders;
- Self-harm;
- Fear of parent being approached regarding their behaviour.

Domestic Abuse

Any incident or pattern of incidents of controlling, coercive or 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.

This can encompass, but is not limited to, the following types of abuse:

- **Psychological, Physical, Sexual, Financial and Emotional**

Controlling behaviour is: A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: An act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, the NSPCC offers information for schools and colleges on its own website www.nspcc.org.uk. Schools can also access DSCB guidance on the issues listed below via the website:

http://www.proceduresonline.com/dudley/scb/chapters/full_contents.html#guides

- *Allegations Against Staff or Volunteers*
- *Assessment*
- *Child Protection Conferences*
- *Child Protection Enquires (Section 47 Enquiries)*
- *Child Protection Plans*
- *Children and Families Moving Across Local Authority Boundaries*
- *Information Sharing*
- *Organised and Complex Abuse*
- *Referrals*
- *Responding to Abuse and Neglect*

Safeguarding Practice Guidance:

- *Abuse Linked to Faith or Belief*
- *Bullying*
- *Child Sexual Exploitation*
- *Children Affected by Gang Activity or Serious Youth Violence*
- *Children and Families that go Missing (including unborn children)*
- *Children from Abroad*
- *Children Living Away from Home*
- *Children Missing from Education*
- *Children Missing from Home and Care*
- *Children Moving Across Local Authority Boundaries*
- *Children of Parents with Learning Difficulties*
- *Children of Parents with Mental Health problems*
- *Children of Parents who Misuse Substances*
- *Disabled Children*
- *Domestic Violence and Abuse*
- *E-Safety: Children Exposed to abuse through Internet and Other Technologies*

- *Fabricated or Induced Illness*
- *Female Genital Mutilation*
- *Forced Marriage*
- *Honour Based Violence*
- *Racism*
- *Sexual Activity*
- *Sexually Harmed Behaviour*
- *Trafficked Children*
- *Working with Interpreters and Others with Special Communication Skills*

Learning and Improvement

- *Learning and Improvement Framework*
- *Serious Case Reviews*
- *Unexpected Death of a Child*

Roles and Responsibilities of LSCB

- *Local Safeguarding Children Board- Role and Function*
- *Agency Roles and Responsibilities*
- *Conflict Resolution*
- *Guidance for Safer Recruitment, Selection and Retention for Staff and Volunteers*

Local Protocols

- *Child Protection Concerns during Pregnancy*
- *Domestic Abused Response Team (DART)*
- *Joint Working Practice for Safeguarding Children whose Parents/ Carers have Mental health Issues, Learning Disability, Emotional or Psychological Distress and Substance Misuse*
- *Faltering Growth Pathway*
- *Medical Assessment*
- *Use of Images Guidance*

Children Missing Education (CME)

Children missing education are children of compulsory school age who are:

- Not on a school roll.
- Not being educated other than at school.
- Identified as having been out of any educational provision for a substantial period of time (4 weeks).

Children go missing from education for a number of reasons including:

- They don't start school at the appropriate time and so they do not enter the educational system.
- They are removed by their parents.
- Behaviour and/or attendance difficulties.
- They cease to attend, due to exclusion, illness or bullying.
- They fail to find a suitable school place after moving to a new area.
- The family move home regularly.
- Problems at home.

Further information can be found in *'Children Missing in Education: Statutory Guidance for Local Authorities* (September 2016).

Child Sexual Exploitation (CSE)

“Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. They are likely to be in need of welfare services and - in many cases - protection under the Children Act 1989. This group may include children who are sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking”.

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

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

Teachers must personally report to the Police a disclosure that FGM has been carried out, in addition to liaising with the DSL.

Honour Based Violence (HBV)

So called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect defend the honour of the family and/ or the community, including FGM, forced marriage and practices such as breast ironing.

All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such.

If a member of staff has any doubt or concern, it should be reported immediately to the DSL.

Private Fostering Arrangements

Private Fostering occurs when a child under 16 (or 18 if disabled) is cared for by an adult who is not a close relative and for more than 28 days, by private arrangements between the parent and the carer. This is different from children in Local Authority Care.

If you become aware of a child who is privately fostered, the DSL must be informed to ensure that the child received the appropriate care and support through Children's Services.

Peer on Peer Abuse, including incidents of Sexting

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase.

Any child thought to be the victim of such abuse should therefore be regarded as in need of protection.

Further information can be found in the UKCCIS guidance: *Sexting in schools and colleges, responding to incidents, and safeguarding young people* (2016).

Prevent Strategy (Radicalisation and Extremism)

Maidensbridge Primary School is actively involved in the Prevent strategy. The school has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the school and British values. Therefore our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities.

Our school strategy for preventing extremism has five key objectives:

1. To promote and reinforce school and British values; to create space for free and open debate; listen and support the learner voice and enable pupils to develop their self-knowledge, self-esteem and self-confidence.
2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society.
3. To ensure pupil safety and that the school is free from bullying, harassment and discrimination.
4. To provide support for pupils who may be at risk and offer appropriate sources of advice and guidance.
5. To ensure that pupils and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

Our school, like all others, is required to identify a Prevent **Single Point of Contact (SPOC)** who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

The **SPOC** for Maidensbridge Primary School is **Mrs Sarah Mason**.

Indicators of Vulnerability to Radicalisation:

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
“Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different beliefs and faiths. We also include in our definition of extremism calls for the death of members of our armed forces whether in this country or overseas.”
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviours by using any means or medium to express views, which:
 - *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs*
 - *Seek to provoke others to terrorist acts*
 - *Encourage other serious criminal activity or seek to provoke others to serious criminal acts, or*
 - *Foster hatred which might lead to inter-community violence in the UK.*
4. There is no such thing as a ‘typical extremist’: those who become involved in extremism actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors- it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerabilities include:
 - **Identity Crisis**- the pupil is distanced from their cultural/ religious heritage and experiences discomfort about their place in society.
 - **Personal Crisis**- the pupil may be experiencing family tensions; a sense of isolation and low self esteem. They may have dissociated from their existing friendship group and become involved with a different group of friends; they may be searching for answers to questions about identity, faith and belonging.
 - **Personal Circumstances**- migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
 - **Unmet Aspirations**- the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
 - **Experiences of Criminality**- which may include involvement in criminal groups, imprisonment, and poor resettlement’ reintegration.

- **Special Educational need-** pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivation of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors include:
- Being in contact with extremist recruiters
 - Accessing violent extremist websites, especially those with a social networking element
 - Possessing or accessing violent extremist literature
 - Using extremist narratives and a global ideology to explain personal disadvantage.
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and/ or behaviour
 - Experiencing a high level of social isolation resulting in issues of identity crisis and/ personal crisis

Preventing Violent Extremism

Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC is responsible for:

- Ensuring that staff of the school are aware of who is the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism.
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism.
- Raising awareness about the role and responsibilities of the school in relation to protecting pupils from radicalisation and involvement in terrorism.
- Monitoring the effect in practice of the school's RE curriculum and assembly policy in relation to protecting pupils from radicalisation and involvement in terrorism.
- Collating relevant information from/ in relation to referrals of vulnerable pupils into the Channel ** process, attending Channel** meetings as necessary and carrying out any actions as agreed.
- Reporting progress on actions to the Channel** Co-ordinator.
- Sharing any relevant additional information in a timely manner.

***Channel is a multi-agency approach to provide support to individuals, who are at risk of being drawn into terrorist related activity. It is led by West Midlands Police Counter Terrorism Unit and it aims to:*

- *Establish an effective multi-agency referral and intervention process to identify vulnerable individuals.*
- *Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity.*
- *Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.*
-

22. Implementation, Review and Monitoring

Implementation will take place by ensuring this policy is discussed at the governors meeting and ensuring all staff are made aware of its existence.

This Policy will be monitored and reviewed on an **annual** basis and whenever significant changes to legislation, guidance or changes to local procedures require it. The cover page of this policy states the dates of review ratification by the Governing Body.

23. Supporting Documents

- DSCB Safeguarding Children Procedures <http://safeguarding.dudley.gov.uk>
- Keeping Children Safe in Education (2016)
- Keeping Children Safe in Education: Information for all School and College Staff (2016)
- Guidance for Safer Working Practice for those working with children and young people in education settings (October 2015)
- What to do if you're worried a child is being abused
- Whistleblowing Policy
- Working Together to Safeguard Children (2015)

24. Linked Policies and Procedures

- Administration of Medicines Policy
- Behaviour policy including anti-bullying statement
- Complaints procedure
- E-Safety Policy and guidance
- Equal Opportunities Policy
- Governors Code of Conduct
- Intimate Care Policy
- Health and Safety Policy and Risk Assessments
- ICT Acceptable Use Policy
- Induction Procedures for Staff
- Information, Security and Data Use Policy
- Physical Intervention Policy
- Sex and Relationships Policy
- Special Educational Needs Policy
- Staff Code of Conduct
- Use of Mobile Phones and Social Media Procedures

Child Protection Policy Written by: Mrs Sarah Mason

Policy Review: January 2018

Signature Headteacher: _____ **Date:** _____

Signature Chair of Governors: _____ **Date:** _____

Dealing with a Disclosure of Abuse

Do:

- Stay calm.
- Listen carefully to the child and remember what is said.
- Check that you have understood correctly what the child is trying to tell you.
- Take it seriously and believe the child. *Children very rarely lie about abuse.*
- Reassure the child that they are right to tell you.
- Praise the child for telling you. Communicate that they have the right to be safe and protected.
- Tell the child that it is not their fault.
- Tell the child who you are going to tell and why that person or those people need to know at the end of the conversation.
- Record the information as accurately as possible, using the child's own language and including the time, setting and people present. Sign and date record. Include any questions you may have asked.
Be aware that the child may retract what they have told you.

Don't:

- Display any negative or shocked body language, anger or embarrassment.
- Rush them. Make time for them to talk.
- Jump to conclusions or tell them that what they've experienced is dirty, naughty or bad.
- Speculate or accuse anyone. It is inappropriate to make any comments about the alleged offender.
- Interrogate the child. Ask for clarification but you should not ask leading questions.
- Make any promises to the child about not passing on information. Assure the child that you will try to help but that you will have to tell other people in order to do this. State who this will be and why.
- Attempt to examine or undress the child for evidence of non-accidental injury or take photographs.

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

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

Support for you will be available from your Designated Safeguarding Lead or Headteacher.

Immediately Afterwards:

Concerns outside the immediate environment (e.g. a parent or carer)

Reporting Procedures

- You must not deal with this yourself. Clear indications or verbal disclosures of abuse must be reported to Children's Social Care without delay by the DSL or Headteacher.

- Complete the **Recording and Reporting Concerns about a Child** form (*Appendix 2*) immediately. Copies of the form are available from the Safeguarding Board in the School Office or they can be downloaded from the Child Protection Reporting Concerns File on Office 365 Sharepoint.

Record the date, time, place and exact words used by the child and how they appeared to you- be specific. Record the actual words used; including any swear words or slang. Record statements and observable things, not interpretations or assumptions- keep it factual.

Hand it directly to the DSL. Do not leave it in their pigeon hole classroom to find. It may be urgent and require an immediate response.

- Report your concerns to the, **Designated Safeguarding Lead, Mrs Sarah Mason** who will decide the course of action including the referral DSCB Single Point of Access (SPA) team and/ or the Police, referral to other agencies or an Early Help Assessment.

Where a child is in immediate danger or at risk of harm, a referral should be made to Children's Social Care Services through the DSCB SPA and/ or the Police immediately. Anyone can make the referral.

- If the Designated Safeguarding Lead is not available, then the **Deputy Safeguarding Lead, Mr Andy Hale** should be contacted.
- If the Deputy Safeguarding Lead is unavailable, inform the senior staff member currently responsible for the school. This is to ensure there is no delay in seeking advice or making a referral.
- The SPA Team and the **Designated Safeguarding Lead** will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child.
- Maintain confidentiality on a **need to know** basis only.

Contact Details		
Mrs Sarah Mason	DSL	01384 818405 smason@maidens.dudley.sch.uk
Mr Andy Hale	Deputy DSL	01384 818405 ahale@maidens.dudley.sch.uk

What to do if you are Concerned:

Concerns outside the immediate environment (e.g. parent or carer)

- Report your concerns to the DSL who should contact Social Care Team or the Police as soon as possible.
- If the DSL is not available, the Headteacher or the person currently responsible for the school should be informed.
- Social Care Team and the DSL will decide how to involve the parents/ carers. Parents should not be informed if to do so would 'increase risk to the child'.
- Maintain confidentiality on a **need to know basis** only.

Information for social care or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The reasons for your concern
- Full name and date of birth of the child
- Names and dates of birth of the child's family/household members
- Other agencies/professionals involved with the family
- The child's first language and any special needs
- The child's developmental needs, family and environmental factors and parenting capacity
- Any work you may have already undertaken with the child and family

All incidents will be reported on a **Multi-Agency Referral Form (MARF)**.

Following a Referral

If after a referral, the child's situation does not appear to be improving, the DSL should press for reconsideration to ensure their concerns have been addressed, most importantly, that the child's situation improves.

Early Help

If Early Help is appropriate, the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If Early Help and other support is appropriate, the case should be kept under constant review and consideration and increased to a Children's Social Care referral if the child's situation doesn't appear to be improving.

Female Genital Mutilation

If an act of FGM is suspected or appears to have been carried out on a girl under the age of 18, the incident must be reported to the Police immediately.

Responding to allegations or suspicions (about someone working with children or young people)

It is not the responsibility of anyone working within Maidensbridge Primary School, in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to appropriate officer or the appropriate authorities.

Maidensbridge Primary School will assure that all staff/ volunteers that it will full support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, 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;
- Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm if they have regular or significant contact with them.

Action if there are concerns

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice; the Head Teacher will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated Safeguarding Lead, or if the matter has been handled inadequately and concerns remain, it should be reported to the Head Teacher/Chair of Governors who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse:

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the DSL/ Head Teacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Designated Safeguarding Lead/ Head Teacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children must be passed onto the LADO (Local Authority Designated Officer)
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
 - If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Head Teacher.
 - If the Head Teacher is the subject of the concern / allegation, the concern must be shared with the Chair of Governor. The Chair of Governors will liaise with the Designated Officer for Managing Allegations and HR.

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (ss16-19 *Sexual Offences Act 2003*);
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*);
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text / e-mail messages or images, gifts, socializing etc);
- Possession of indecent photographs of children/pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone who works at Maidensbridge Primary School including administrative and other support staff.

Internal Enquiries and Suspension

The Head Teacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the LADO (Local Authority Designated Officer).

Irrespective of the findings of the Social Care Team or Police inquiries the Head Teacher / Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where

there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Head Teacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

APPENDIX 2- Recording and Reporting Concerns about a Child (double sided with body map)

Form for recording and reporting concerns about a child

Full name of child:	Class:
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Date of birth (if known):

Your name:	Position:
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Date and time of incident/disclosure/concern:

Please provide details of the incident/disclosure/concern, including times, dates, description of injuries (body map included yes/no), and, if applicable, exact words spoken by the child (please continue additional numbered pages if needed):

Signed:	Time and date of reporting:
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Name of staff member reported to:	Further action taken by staff member:
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Signed:	Date:
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Any other information helpful for referral (**to be completed and discussed with pastoral team/child protection designated teacher**). Include academic progress, attendance, behaviour, presentation, peer relationships and parental knowledge: