



Safeguarding and Child Protection Policy

**Date Agreed by Governors:
Reviewed: Annually**

Designated Child Protection Teacher	Deputy Designated Child Protection Teacher	Nominated Governor
Rhian Walstone	Shazia Hussain Nick Noakes Julie Halliday	Jane Lucas

We believe this policy relates to the following legislation:

- Keeping Children Safe in Education, September 2018 (statutory Guidance)
- Working together to safeguard children, 2018
- Sexual violence and sexual harassment between children in schools May 2018
- Child sexual exploitation (non – statutory guidance) February 2017
- Prevent Duty guidance July 2015
 - Children Act 1989
 - Children Act 2004
 - Police Act 1997
 - Police Act 1997 (Criminal Records) Regulations 2002
 - Education Act 2002
 - Safeguarding Vulnerable Groups Act 2006
 - Education and Inspections Act 2006
 - Children and Young Persons Act 2008
 - Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
 - School Staffing (England) Regulations 2009
(as subsequently amended:
<http://www.legislation.gov.uk/ukxi/2012/1740/made> and 2015)
 - Equality Act 2010
 - Education Act 2011
 - Protection of Freedoms Act 2012
 - Female Genital Mutilation Act 2003

The following documentation is also related to this policy:

- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE) September 2018
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children, 2018

Safeguarding and promoting the welfare of children is best defined as:

- Protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- Children includes everyone under the age of 18.
- Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

The role of the school

Keeping children safe in Education 2018 states that:

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is **child-centred**. This means that they should consider, at all times, what is in the best interests of the child.

At Gallions we take a child centred approach to safeguarding. This means keeping the child in focus when making decisions about their lives and working in partnership with them and their families. We aim to create a culture of vigilance where the children and adults are taught about safeguarding. Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that school staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance 'Working Together to Safeguard Children 2018'. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the school.

"**All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments".

The role of school staff

The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

(Keeping Children Safe in Education, 2018)

At Gallions we believe that all children have the right to be safe in our society and we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents.

We want all our children to achieve their full potential by:

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional well being;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

We recognise that the safety and protection of pupils is the responsibility of all school personnel and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

We will inform the Local Authority Designated Officer of any allegations of abuse by any member of the school personnel whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations. We will also inform Local Authority Designated Officer of any person connected to the school who is considered to be unsuitable to work with children.

We are committed in establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.

We will ensure that the curriculum deals with safeguarding through activities and opportunities in Personal, Social, Health Education (PSHE) and Social, Moral, Spiritual and Cultural Education (SMSC) that will equip the children with the necessary skills and awareness to stay safe from abuse.

We are committed to establishing and maintaining procedures for safer recruitment and sound working relationships with parents and support agencies.

We wish to work closely with the School Council and to hear their views and opinions on safeguarding as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views and to have those views taken into account in all matters affecting the child.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe that 'everyone who comes into contact with children and their families has a role to play in safeguarding children'. Therefore, we believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse.
- To ensure that all school personnel are aware of what action to take when dealing with a child protection issue.
 - To create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures.
 - To establish and maintain an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.
 - To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents and support agencies.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. (Keeping Children Safe in Education, 2018)

The Governing Body:

- has in place a child protection policy and other related procedures;
- has appointed a senior member of staff to act as the Designated Safeguarding Officer has nominated a governor to liaise with the child protection officer
- has delegated powers and responsibilities to the Headteacher to ensure everyone connected with the school is aware of and complies with this policy;
- has in place safe recruitment procedures, including appropriate use of reference checks on new staff and volunteers;
- has in place procedures to deal with allegations of abuse against members of staff and volunteers;

- nominated the Chair of Governors in liaison with the Local Authority to deal with any allegations of abuse made against the Headteacher;
- has undertaken appropriate training about the ways of safeguarding children which will be updated every three years;
- will ensure that the Headteacher, school personnel and volunteers undertake safeguarding training every three years;
- will annually review all safeguarding policies and procedures;
- will receive termly reports from the Headteacher on safeguarding pupils in the school;
- will receive an annual report from the Headteacher on safeguarding pupils in the school;
- has responsibility for the effective implementation, monitoring and evaluation of this policy
- has the responsibility for ensuring that the school complies with all equalities legislation;
- has nominated the Chair of Governors to ensure that appropriate action will be taken to deal with all prejudice related incidents
- has responsibility for ensuring funding is in place to support this policy;
- has responsibility for ensuring this policy and all policies are maintained and updated regularly;
- has responsibility for ensuring all policies are made available to parents;
- has the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- has nominated a link governor to visit the school regularly, to liaise with the Headteacher and the Designated Child Protection Teacher and to report back to the Governing Body;
- has responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head Teacher

The **Headteacher** will:

- ensure the implementation of this policy, all procedures and other related policies;
- ensure everyone connected with the school is aware of this policy;
- work closely with the designated teacher and nominated governor for child protection;
- nominate a deputy designated teacher;
- provide adequate resources for the designated teacher to undertake his/her role;
- ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school;
- ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures;
- ensure that all new staff undertake training in child protection procedures;
- create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures;
- establish an environment where children feel safe to talk and a culture where school personnel listen to children;
- not promise confidentiality to any child but always act in the interests of a child;
- have in place effective anti-bullying strategies;
- encourage pupils to assess risks to themselves;
- ensure school personnel are constantly encouraging pupils to assess risks to themselves;
- regularly report to the governing body and keep them updated;
- undertake training in safeguarding and child protection;

- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- report annually to the governing body on the effectiveness of the policy

Role of the Designated Child Protection Lead:

The **Designated Child Protection Lead** will:

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;
- work closely with the Headteacher and the nominated governor;
- be trained in child protection policy procedures;
- renew training every two years in order to;
 - understand the assessment process
 - understand the procedures of a child protection case conference and child protection review conference
 - understand the specific needs of children in need
 - understand the specific needs of children with special educational needs and those of young carers
 - have in place a secure and accurate record system of all concerns and referrals
- take the lead in dealing with child protection issues;
- keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
- be trained in working with all agencies;
- familiarise school personnel with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals;
- record all child protection referrals;
- co-ordinate action within the school;
- liaise and seek advice from the Local Authority Designated Officer when the need arises;
- liaise with social care and other agencies;
- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;
- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date with all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures;
- organise appropriate training for school personnel and governors;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school personnel when necessary
- annually review the policy with the Headteacher

Role of the Family Support Safeguarding Officer

- The **Family support and safeguarding officer** will:
- work closely with the Headteacher and the nominated governor;
- be trained in child protection policy procedures;
- be trained in working with all agencies;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals;
- record all child protection referrals;
- co-ordinate action within the school;
- transfer the child protection file of any pupil leaving to join another school;
- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child;
- act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date with all new guidance on safeguarding children;
- Make referrals for early help
- Renew training every two years in order to:
- understand the assessment process
- understand the procedures of a child protection case conference and child protection review conference
- understand the specific needs of children in need
- understand the specific needs of children with special educational needs and those of young carers
- have in place a secure and accurate record system of all concerns and referrals

The main role of the Family Support and Safeguarding Officer is to support teachers, parents/carers and pupils in ensuring there is an effective partnership between home and school. In particular, to enable children to maximise the opportunities provided by the school by overcoming barriers to learning both inside and outside the school.

Role of the Nominated Governor

The **Nominated Governor** will:

- work closely with the Headteacher and the Designated Child Protection Teacher;
- ensure policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with Local Authority guidelines and Local Safeguarding Children Board procedures;
- ensure that everyone connected with the school is aware of this policy;
- take responsibility for the oversight of procedures relating to handling allegations against school personnel and volunteers
- take responsibility for taking action according to Local Authority procedures where there are allegations against the Headteacher;

- ensure recruitment of school personnel and volunteers is in line with the Safe Recruitment policy;
- undertake safeguarding training every three years

Role of the Local Authority

The **Local Authority** will:

- be responsible for safeguarding and promoting the welfare of children by working in partnership with schools and other organisations;
- establish a Local Safeguarding Children Board;
- appoint the chairperson to the Local Safeguarding Children Board;
- appoint other members to the Local Safeguarding Children Board;
- have in place a Local Authority Designated Officer;
- ensure the Local Safeguarding Children Board is run effectively;
- ensure schools undertake their responsibilities for the safeguarding of children;
- have excellent links with local organisations;
- provide advice, information and guidance to families in the Local Authority;

Role of the Local Authority Designated Officer

The **Local Authority Designated Officer** will:

- ensure safeguarding procedures are correctly applied and implemented throughout the Local Authority;
- provide advice, information and guidance to personnel in the Local Authority;
- provide advice, information and guidance to families in the Local Authority;
- be responsible for updating the Local Authority policy for safeguarding and child protection;
- provide training and meet the training needs of schools and other organisations;
- work closely with Social Services, the Police, Health professional and all other agencies;
- be the key link to Social Services or the Police during and following formal investigations;
- monitor the progress of cases to ensure that they following the appropriate procedures;
- keep up to date with all changes in legislation;
- will be the Local Authority representative on the Local Safeguarding Children Board

Role of School Personnel & Volunteers

School personnel and volunteers must:

- recognise that child protection is their main responsibility;
- treat children's welfare with utmost importance;
- be aware of the background of the children in their care;

- be made aware of this policy and all other safeguarding policies and procedures during induction, the school personnel handbook and training;
- be aware of the names of the designated teachers’;
- be trained in identifying signs of harm and abuse;
- be aware of the effects of abuse and neglect on children;
- undertake training on responding to a child;
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- know how to report any suspected case of harm or abuse;
- respond immediately to any child;
- establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;
- encourage pupils to assess risks to themselves;
- report any concerns to the designated person or the deputy designated person;
- know what to do if a child makes a disclosure;
- not promise confidentiality to any child but always act in the interests of a child;
- receive support and counselling if they feel distressed from being involved with a case or incident;
- be kept up to date with changes in procedures;
- be prepared to attend a Strategy Meeting;
- be prepared to attend a Child Protection Case Conference;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- implement the school’s equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils must be made aware of:

- basic safeguarding procedures in school such as visitors signing in and wearing visitor badges;
- how to assess risk to themselves;
- how to keep themselves safe
- know who to report an incident to
- what the school does in order to keep them safe
- who the lead people in school are for keeping them safe as well as knowing ALL adults have a duty of care in order to protect them from harm.

Role of the School Council

The **School Council** will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Governing Body

Every year the School Council will ask the views of all pupils by issuing a questionnaire and asking:

- Do they feel safe in school?
- Are they aware of basic safeguarding procedures in school?
- Are pupils aware of how to keep themselves safe?
- Do they know who to go to if they are concerned about their own safety or that of others?
- Are they are aware of e-safety?
- Do they know how to keep themselves safe outside school?
- Do they know how to keep themselves safe when using the internet?

Role of Parents/Carer

Partnerships with Parents

Parents/Carers are:

- asked to work hard with the school to establish excellent home-school relationships;
- aware that we have a responsibility for the welfare of all our pupils;
- aware that we have a duty to involve Social Services if we have any concerns about a child;
- aware they will be informed of our actions

Annually we will ask parents if:

- they have any concerns about the safety of their child when in school;
- they feel enough time is given for children to learn how to keep safe;
- they know who talk to if they have any concerns;
- they feel their views are listened to and acted upon

The Designated Child Protection Teacher:

- will ensure that parents are aware of this policy;
- will respect parents and children's need for privacy;
- will respect families from different backgrounds and cultures as long as it does not put the child at risk;
- when making a referral will share all information with parents unless it places the child at risk

Early Help

All school staff should be prepared to identify children and families who may benefit from Early Help. Early Help involves providing support as soon as a problem emerges at any point in a child's life and usually involves working closely with the family and other agencies. Staff should discuss early help requirements with the designated safeguarding lead. 'Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any cases should be kept under constant review and consideration given to a referral to children's social care for an assessment for statutory services if the child's situation does not appear to be getting better or is getting worse.'

The school is committed to working closely with the local early help advisor and having regular meetings to review cases and talk about new cases which may begin. Refer to Early Help Document for detailed information.

The school recognises that “**Any** child may benefit from early help, but the staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care”.

The schools approach to mental wellbeing

The school works alongside Headstart, a lottery funded initiative to support the mental wellbeing of children from the age of 10 up. 'HeadStart provides exciting, evidence based opportunities to support young people with emerging mental health difficulties to be more emotionally resilient and through doing so to overcome barriers to learning; achieve more, be mentally healthy and less likely to need the input of more specialist services, This is a sustainable long term programme designed to promote the emotional resilience of 10-16 year olds at risk of developing mental health difficulties which leads to:

- Reduction in Mental Health disorder
- Improved school attainment and attendance
- Reduction in risky behaviors'

<http://www.newhamconnect.uk/Services/3471>

We have two learning mentors in place who work alongside the most vulnerable children in the school and those who show signs of emerging mental health needs. These children are identified by the lead safeguarding officer, in team meetings and through an overview of each individual child (e.g. attendance, low self- esteem, safeguarding, poor behavior in school, temporary housing). The learning mentors are timetabled weekly to meet the needs of the children.

We also have a nurture programme in place where children are given the opportunity to join in with gardening and cooking lessons whilst developing their maths, science and english skills. These groups are small and short term with a measure on progress against child specific targets.

The schools approach to Online Safety

The school recognises that:

'The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.' Keeping Children Safe in Education, 2018

The school takes the following steps to teach the children about online safety and to keep the children safe whilst in and out of our care:

- doing all that we reasonably can to limit children's exposure to risks from the school's or college's IT system
- Staff to undergo regularly updated safeguarding training
- Implementing a broad and balanced curriculum where online-safety is planned and delivered to all Year groups

Types of abuse and neglect

It is important that all staff and volunteers know the different types of abuse and recognising them. It is also ensured that they are aware who the Designated Child Protection Teacher is and the Designated Safeguarding Lead is in order to contact with any concerns.

The following definitions on abuse and neglect should be familiarized by all members of staff;

- **Abuse:** a form of maltreatment of a child
- **Physical Abuse:** involves hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise physically harming a child. Physical harm may also be caused when a parent or carer simulates the indications of, or purposefully causes ill health to, a child whom they are looking after. Physical abuse, as well as being a result of an act of directive can also be caused through omission or the failure to act to protect.
- **Emotional Abuse:** emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve making a child feel or believe that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.
- **Sexual Abuse:** involved 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 penetrative acts such as rape, buggery or oral sex or non-penetrative acts such as fondling. Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Boys and girls can be sexually abused by males and/or females, by adults and by other young people. This includes people from all different walks of life.
- **Neglect:** persistent failure to meet a child's basic physical, emotional, and/or psychological needs which is likely to cause serious impairment on the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- **Online Abuse:** is any type of abuse that happens on the web, whether through social networks (including Facebook, Twitter, and/or Instagram), playing online games or using mobile phone messaging applications. Children can be at risk of online abuse from people they know, as well as from strangers (refer to E-safety policy).

Staff are also required to be aware of the following Safeguarding Issues;

- **Domestic Abuse:** any type of controlling, bullying, threatening or violent behavior presented in a relationship. Domestic abuse may include physical, emotional, sexual and psychological abuse. Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, as they will grow to accept this behavior as the norm and may mirror the behavior in their relationship.
- **Child Sexual Exploitation:** Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Please see below for further details about CSE.
- **Female Genital Mutilation (FGM):** is the partial or total removal of external female genitalia for non-medical reasons. This is also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes specified for this procedure. Still, it is child abuse. FGM is dangerous and a criminal offence. (Female Genital Mutilation Act 2003; amended by the Serious Crime Act 2015)
Please see below for further details about FGM.
- **Grooming:** when someone purposefully builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be approached online or in the real world for grooming purposes, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female and any age.
- **Bullying/Peer on Peer abuse:** is behaviour purposefully performed by a child in order to hurt another – examples include hitting, sexual violence, sexting, pushing, spreading rumours, threatening or undermining someone. This can be within school or away from the school site (for example, at home or online). It is usually ongoing and continued over a long period of time. This can cause physical, emotional and psychological pain.
- **Faith Based Violence (FBV)/ Honour Based Violence (HBV) / Forced Marriage -** This involves someone harming/abusing another person using religious, cultural, ethnic value as a reason or justification.

Reporting Concerns

If a pupil makes a disclosure then the member of the school personnel must:

- listen to the pupil without interruption or asking leading questions;

- remain calm;
- offer reassurance;
- not ask the pupil to remove or adjust clothing if bruises are observed;
- let the pupil speak freely;
- accept what has been told them without challenge;
- not offer opinion or criticize or lay blame;
- reassure the pupil at the end of the disclosure telling them that they have done the right thing;
- not promise confidentiality but inform them that other people need to be told;
- record accurately and factually what the child has said in note form;
- record observed injuries or bruises on a map of the body;
- submit a completed critical incident sheet to the designated person who will seek advice from the Local Authority Designated Officer;

If a member of the school personnel suspects that a child may be a victim of abuse then they must:

- record accurately and factually what they have seen in note form – this can be recorded directly onto the Safeguard software or handwritten and signed;
- Speak to the designated safeguarding lead immediately. If in exceptional circumstances the designated safeguarding lead (or deputy) is not available, this should not delay in action being taken. In these circumstances, any action taken should be shared with the designated safeguarding lead as soon as practically possible.

The designated person will then:

- further investigate and keep records of this investigation;
- decide whether to take this referral further or to monitor the situation;
- inform the person making the initial referral of his/her decision;
- prepare in readiness for a case conference/core group meeting the following information on the child:
 - attendance and punctuality data
 - academic achievement
 - child's behaviour and attitude
 - relationships and social skills
 - appearance and presentation
 - any known incidents in or outside school
 - school contact with parents/carers

If a parent makes a disclosure to school then the Designated Child Protection Teacher:

- should meet with the parent taking down all details;
- will assure the parent that the school will take the matter seriously;

- that he/she will have to take advice from the Local Authority Designated Officer about the disclosure;
- will get back to the parent when a decision has been taken and how to proceed

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

(Keeping Children safe in Education, 2018)

Reporting Extremism and radicalisation

We consider Extremism to be views and actions that promote:

- violence against others
- hatred towards others
- undermining the rights of others

Gallions Primary School is clear that extremism and radicalisation should be viewed as safeguarding concerns and our guideline support and reflect the *prevent* duty. We value freedom of speech, the expression of beliefs and both pupils/students and adults having the right to speak freely and voice their opinions.

We are also clear that any manipulation or exploitation of children through the normalisation of extreme views may make them vulnerable to radicalisation. In any such instance, safeguarding procedures will be applied with the involvement of parents and external agencies.

Prevent Duty

In order for schools and childcare providers to fulfill the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools’ and childcare providers’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences, **(Prevent duty guidelines, DFE 2015)**.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages, **(Keeping Children Safe in Education, 2018)**.

Further Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

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.

Indicators of FGM

There is a range of potential indicators that a girl may be at risk of FGM. The list below is a list of possible indicators:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM)
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between the legs.

Further details of the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty which commenced in October 2015 states that teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

Further information on Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation 78 does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
 - can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Some of the following signs may be indicators of child sexual exploitation:
 - children who appear with unexplained gifts or new possessions;
 - children who associate with other young people involved in exploitation;
 - children who have older boyfriends or girlfriends;
 - children who suffer from sexually transmitted infections or become pregnant;
 - children who suffer from changes in emotional well-being;
 - children who misuse drugs and alcohol;
 - children who go missing for periods of time or regularly come home late; and
 - children who regularly miss school or education or do not take part in education.

Child criminal exploitation: county lines Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism⁹⁸ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

(Keeping Children Safe in Education, 2018)

Additional Safeguarding Issues

As well as the areas identified above, the list below identifies other potential areas of concern. These are:

- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

Further information about all of these issues can be found in *Keeping Children Safe in Education, 2018*

Recording Information

School personnel and volunteer helpers are asked to record any concern or incident in the following way:

<ul style="list-style-type: none">▪ Date▪ Time▪ Place▪ Nature of the concern	<ul style="list-style-type: none">▪ All facts▪ Observed injuries and bruises▪ Note the actual words of the child▪ Sign the notes and hand to the DT
---	--

Reporting to the Designated Child Protection Teacher

- All concerns must be reported and discussed immediately.
- The Designated Child Protection Teacher will decide the appropriate action in consultation with the Headteacher.

Support

- We will ensure that support mechanisms are in place for any child that is at risk in order to build their self-esteem and confidence;
- School personnel and volunteer helpers who feel distressed from being involved with a case or incident will receive support and counselling.

Confidentiality and Security of information

- It is imperative that confidentiality is observed at all times as the protection of the child is paramount.
- School personnel have a professional responsibility to share information with other professionals who are investigating a case.
- A child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret.
- The child must be reassured that the information will only be shared with the designated teacher who will decide what will happen next.
- All child protection records are regarded as confidential and will be kept securely.

Safer Recruitment

All staff and volunteers working with children in our school will be recruited safely following the procedures outlined below:

Preparation - We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role. We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.

In order to secure a suitable person for the role a time scale of at least 6 weeks should be given to the whole safer recruitment process.

Advertising - We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants. The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment. The advertisement will state that the post is subject to a Disclosure and Barring check.

Applications - We will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions.

We will scrutinize all completed application forms.

We will not accept CVs.

References:

We will not accept open references or testimonials.

We will ask for the names of at least two referees.

We will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children.

We will follow up any vague or ambiguous statements.

We will call the person who has given the reference.

Interviews - We will always conduct a face to face interview even when there is only one candidate. Our interview panel will always contain at least one member trained in safer recruitment practice. Our interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.

All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work. References will be sought before interviews are carried out.

Appointments - Our offer of appointment will be conditional on all requested checks having been returned as satisfactory.

We will refer to the Disclosure and Barring Service any person whose checks reveal that they have sought work when barred from working with children.

Induction - We will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

Case Conferences and Core Group Meetings

The Designated Child Protection Teacher will attend:

- all Child Protection Case Conferences with the appropriate member of staff;
- all Core Group meetings once a child has been placed on the Child Protection Register

Pupils Transferring to another School

The following procedures will take place if a pupil, on the child protection register, transfers to another school:

- the case social worker will be contacted by the Designated Child Protection Teacher;
- child protection records will be passed on to the Designated Child Protection Teacher at the receiving school only if that school is in the same Local Authority;
- if the child is moving to another Local Authority, then information will only be passed on with outline details of case conferences but not minutes of conferences

Training

Training organised by the Local Safeguarding Children Board will take place for school personnel, volunteer helpers and governors:

- on induction to the school
- during NQT induction
- throughout the academic year

All school personnel must undertake appropriate training every three years in:

- child protection issues
- restraint training
- recognising signs of abuse
- handling disclosures

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning equal opportunities.

Dealing with Allegations against school Personnel, school volunteers, the Head teacher or another pupil

The headteacher or principal or (where the headteacher or principal is the subject of an allegation) the chair of governors, or the chair of the management committee or proprietor of an independent school (the 'case manager'), should discuss the allegation immediately with the designated officer(s). The purpose of an initial discussion is for the designated officer(s) and the case manager to consider the nature, content and context of the allegation and agree a course of action. The designated officer(s) may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar

allegations previously and about the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the designated officer(s) in order to help determine whether police involvement is necessary.

(Keeping Children Safe in Education, 2018)

If an allegation is made against a member of staff, the HT will contact Nick Pratt (designated officer/LADO) within 1 working day to discuss the concerns and agree a next step forward. The school will follow the statutory guidelines laid out in the following document;

The meeting will confirm the next steps and the roles and responsibilities for the participants. This could result in the need for the police to pursue an investigation, for social and /or the police to pursue an investigation or for the matter to be dealt with internally through school procedures.

**Contact Details: Sept 2018, Local Authority Designated Officer (LADO):
Nick Pratt 0203 373 1462**

Related Safeguarding Policies

<ul style="list-style-type: none"> • Administration of Medicines • Anti-bullying • Behaviour • Child Gone Missing On or Off Site • Child Protection • Confidentiality • CRB Disclosure Checks • Disciplinary Procedure • Drugs Misuse • Equal Opportunities • Exclusions • Online safety • Extended School Activities • Health and Safety • Hygiene • ICT and Access to the Internet • Intimate Care • Intruders 	<ul style="list-style-type: none"> • Manual Handling • Medical and First Aid • Parent Involvement • Photographic & Video Images • Restraint, Safer Recruitment • School Personnel Code of Conduct • School Security • School Trips • Sex Education • Sick Child • Special Needs • Students on Placement • Sun Protection • Toileting • Uncollected Child • Visitors & Contractors • Whistle Blowing
--	--

Raising Awareness of this policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- School council meetings
- Through PSHE lessons
- the School website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops/INSETS
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- ONLINE SAFETY POLICY
- BEHAVIOUR POLICY
- ANTI-BULLYING POLICY
- WHISTLE BLOWING POLICY
- STAFF CODE OF CONDUCT

Important Telephone Numbers	Local Authority Designated Officer: <i>Nick Pratt</i>	0203 373 1462
	Social Services Referrals:	0203 373 4600

	Out of Hours Social Services (after 5:00pm)	<i>0208 552 9587</i>
	Police	111 / 999

Monitoring and evaluation

This policy needs to have regular evaluation and monitoring to ensure it is being implemented and is effective.

The senior management team will monitor the policy.

Signed by:

Chair of Governors Date

Date:

Date of renewal: October 2018