



Stoke by Nayland CEVC Primary School

Safeguarding Policy

(To be read in conjunction with policies for: Safer Recruitment, Whistleblowing, Health and Safety, Behaviour and Discipline, Online Safety and Acceptable User of ICT)

Prepared by	<i>Peter Drew and Jane Le Grice</i>
Approved by the Governing Body	<i>Stoke by Nayland CEVC Primary School</i>
Signature of Chair of Governors	<i>Peter Busfield</i>
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Review date	<i>Within 1 year</i>

School Safeguarding Policy Framework

“All school and college staff have a responsibility to provide a safe environment in which children can learn”.

(Keeping Children Safe in Education July 2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keepingchildren_safe_in_education_guidance_from_5_September_2016.pdf

Section 11 of the Children Act 2004 places a duty on key people and bodies to make arrangements to ensure that their functions are discharged with regard to the need to safeguard and promote the welfare of children.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children as:

- protecting 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; and
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Introduction

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as pupil safety and protecting our pupil/students from, bullying, racist abuse and harassment, children missing education and online abuse etc. The witnessing of abuse can have a damaging affect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.

Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

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

The following policy has been adapted from Suffolk County Council’s (SCC) safeguarding model policy framework for schools and education settings and links to other relevant policies such as online safety, whistle-blowing, anti-bullying, our staff code of conduct and other relevant guidance to staff, such as our ‘Prevent’ duty.

The Ofsted inspection framework (September 2015) sets out what it expects to see for safeguarding within schools, early years and other educational settings to be considered effective.

This includes evidence to support that:

- Children and learners being protected from harm and feeling safe.

- Children know how to raise issues/worries and understand the process for doing so.
- Adults who work with them are able to give a strong and proactive response to any concerns raised with them.
- Adults also know and understand the indicators that may suggest a child, young person or young adult is suffering or at risk of abuse, neglect or harm.
- Adults take appropriate action in line with local procedures and statutory guidance.

It is a statutory expectation that our school has a safeguarding policy and that this will be reviewed at least **annually** in discussion with the schools' Governing Body. The policy will also make links to the Local Safeguarding Children and Adult Board requirements.

Our safeguarding arrangements are reported on a termly basis to our governing body and our safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

We will include a summary of our safeguarding policy to parents on our school website and will make copies available in the school.

Purpose and Aims

The purpose of the Stoke by Nayland CEVC Primary School Safeguarding Policy is to provide a secure framework for all adults working or volunteering in the School in safeguarding and promoting the welfare of those pupils who attend our school.

The policy aims to ensure that:

- ◆ All our pupils are safe and protected from harm.
- ◆ Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices;
- ◆ Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours' and the School's legal responsibilities in relation to its pupils.

Ethos

Safeguarding in our school is considered everyone's responsibility and as such our school aims to create the safest environment within which every pupil has the opportunity to achieve their outcomes. The School recognises the contribution it can make in ensuring that all pupils registered or who use our school, feel that they will be listened to and have appropriate action taken to any concerns they may raise. Children at our school will be able to talk freely to any member of staff or regular visitor to our school if they are worried or concerned about something. All staff and regular visitors will, either through training or induction know how to recognise a disclosure from a child and will know how to manage this. We will not make promises to any child and we will not keep secrets.

The school will endeavour to provide activities and opportunities in the personal, social and health education (PHSE) curriculum that will equip our children with the skills they need to stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents and carers.

Responsibilities and expectations:

Stoke by Nayland CEVC Primary School has a Governing Body whose legal responsibility it is to make sure that the School has an effective safeguarding policy and procedures in place and to monitor that the School complies with them. The Governing Body should also ensure that the policy is made available to

parents and carers by publishing this on our website or in writing if requested. It is also the responsibility of the Governing Body to ensure that all staff and regular volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for appropriately managing allegations of abuse made against members of staff (including the Headteacher and volunteer helpers). The Governing Body will ensure that there is a Named Governor and a Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues in our school.

The **Designated Safeguarding Lead** is: Mrs. Jane Le Grice, (Headteacher). If they are not available then the alternate steps in.

DSL Alternate is: Mrs. McGrath-Wells (Teacher)

The **Named Safeguarding Governor** is: Mr. Peter Drew (email: drew555@btinternet.com)

The **Chair of Governors** is Mr. Peter Busfield (email: peter.busfield123@btinternet.com)

The **School's e-Safety lead** is: Mrs McGrath-Wells

The **designated Governor for 'Looked After Children' (LAC)** is: Mr Peter Drew

The Corporate Director for Children and Adults, have identified dedicated staff to undertake the role of Local Authority Designated Officers (LADO). LADOs can be contacted via email on

LADOCentral@suffolk.gcsx.gov.uk or by using the LADO central telephone number:

0300 123 2044 for allegations against all staff and volunteers.

The LADO for our school is: **Lorna Jackson**

Professional Advisor/ LA Designated Officer - e-Safety – Safeguarding Learning & Quality Assurance

Lorna.Jackson@suffolk.gov.uk

It is the responsibility of the Designated Safeguarding Lead to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging safeguarding training for all staff and volunteers who regularly and frequently work with children and young people in our school and that this training takes place at least every three years.

Our DSL can deliver safeguarding training within school provided they are linked in to the support and quality assurance process offered by the Local Authority and the LSCB. This includes attendance both statutorily required and locally agreed training and engagement in the quality assurance process. Our DSL is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions and assessments to safeguard and promote the child's welfare.

Our DSL is also required to complete a safeguarding self-review assessment annually which demonstrates that the safeguarding arrangements in the School are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan, which will be signed off and monitored by the Named Governor for Safeguarding on behalf of the Governing Body to ensure these improvements are implemented. The self-review assessment is to be shared annually with the Local Authority, who will have a quality assurance role in ensuring the School is meeting its safeguarding requirements under sections 175/157 the Education Act 2002 for maintained, academies and free schools.

The Corporate Director for Children and Adults has identified designated staff responsible for the safeguarding of all children and young people in all schools and education settings and whose role it is, to satisfy the Local Authority (LA) that these arrangements are robust. The Professional Advisor for

Safeguarding in Education can be contacted via email on StategicSupport-EducationandLearning@gcsx.gov.uk or by using the telephone number 01473 263942 to discuss any safeguarding issue of concern.

All child protection (CP) concerns need to be acted on **immediately**. If school staff are concerned that a child may be at risk or is actually suffering abuse, they should report this to the Designated Safeguarding Lead immediately.

All Adults, including the DSL, have a duty to refer all known or suspected cases of abuse to children's social care or the Police. Where a disclosure is made to a visiting staff member from a different agency, e.g. centrally contracted staff or School Nurse, it is the responsibility of that agency staff to formally report the referral to the School's Designated Safeguarding Lead on school site in the first instance. Where the disclosure is made by a child attending a Pupil Referral Unit (PRU) or alternative provision, the referral should be recorded and referred to the on-site DSL and a formal notification made to the school's DSL, where the child is on roll for information, or to agree the appropriate action to be taken. Any records made should be kept securely on the child's main school/child Protection file. A referral should not be delayed in order to discuss with the schools DSL if it is felt/identified that a child is at immediate risk and the DSL is unavailable. If you remain concerned for a child's **immediate** welfare, refer to children's social care via Customer First using the number **0808 800 4005 or call 999**.

Arrangements are in place to help pupils feel safe and adopt safe working and learning practices, e.g. PSHE modules and the curriculum. Pupils are aware that they can talk to their teachers, the Headteacher or any member of staff if they have any concerns or complaints.

Recognising concerns - signs and indicators of abuse.

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting 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 another child or children.

The following indicators listed under the categories of abuse are not an exhaustive list.

- **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 result when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Fabrication of signs and symptoms may include fabrication of past medical history; Fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents; Induction of illness by a variety of means

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as, masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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 and poor parenting: 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 care-givers); or ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Source Keeping Children Safe in Education July 2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

Procedures for staff and volunteers

What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- ◆ **Do** stay calm and listen carefully.
- ◆ **Do** reassure them that they have done the right thing in telling you.
- ◆ **Do not** investigate or ask leading questions. (However you may be asked to gather enough information to contribute to good decision' making and an assessment of risk.)
- ◆ **Do** let them know that you will need to tell someone else.
- ◆ **Do not** promise to keep what they have told you a secret.
- ◆ **Do** inform your DSL as soon as possible.
- ◆ **Do** make a written record of the allegation, disclosure or incident which you must sign, date and record your position.
- ◆ **Do not** include your opinion without stating it is your opinion.
- ◆ **Do** refer without delay.

Managing Allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the Headteacher. In the case of the allegation being made against the Headteacher this will be brought to the immediate attention of the Chair of Governors and the LADO on the same day.. The Headteacher/Chair of Governors must discuss with the

LADO the nature of the allegations in order for the appropriate action to be taken. In Suffolk this role is undertaken by dedicated LADOs who cover the county. This will constitute an initial evaluation meeting or strategy discussion involving the LADO and the Police or appropriate multi-agency partners. Dependent on the allegation being made, the Headteacher will need to:

- ◆ Refer to the LADO immediately and follow up in writing within 48 hours. In Suffolk schools should also notify the Strategic Lead Resolution Officers in the appropriate area.
- ◆ Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- ◆ Contact the parents or carers of the child/young person if advised to do so by the LADO.
- ◆ Consider the rights of the staff member for a fair and equal process of investigation.
- ◆ Act on any decision(s) made in any strategy meeting or evaluation meeting.
- ◆ Ensure that the appropriate disciplinary procedures are followed including whether to suspend a member of staff from work until the outcome of any investigation is deemed necessary.
- ◆ Advise the Disclosure and Barring Service (DBS) where a member of staff has been dismissed or removed or would have been, had they not resigned, due to safeguarding concerns. **This is a legal duty and failure to report to the DBS where the criteria have been met, is a criminal offence.**

If you are concerned that a member of staff or adult in a position of trust poses a risk of harm to a child or young person or that they might already have harmed a child or young person, you should report your concerns to the Headteacher. Where those concerns relate to the Headteacher however, this should be reported to the Chair of Governors using the schools' Whistle Blowing Policy.

Allegations against a teacher or member of staff who is no longer teaching or works at the school should be referred to the police. Historical allegations of abuse should also be referred to the Police.

More guidance on managing allegations can be found at the following links: [Suffolk Safeguarding Children Board Protocol: Allegations Against Persons who Work with Children](#)

Source: Keeping Children Safe in Education (July 2016:40-50) Part four.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

Training

All members of staff and regular volunteers will have regular access to safeguarding training. We will also, as part of our induction procedure, issue safeguarding update information on a regular basis, in relation to our staff code of conduct/handbook, Safeguarding Policy and any policies related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers.

Our DSL and Alternate DSL will undertake further safeguarding training in addition to the whole school safeguarding training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wider agenda of safeguarding issues. This will support both the DSL/Alternate to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieve better outcomes for the pupils in our school. This includes taking part in multi-agency training and how we contribute to the assessment of children and early help offer.

Our Governing Body will have access to safeguarding training. Our Chair of Governors and our Named Governor for Safeguarding will also undertake additional training at least every two years to support the School's role in handling allegations against adults who work with children and young people, including our staff and volunteers.

To book safeguarding training, please speak to the DSL who will help you to identify the most appropriate training Also email: SLQAteam@suffolk.gov.uk

Our safeguarding arrangements are reported on a termly basis to our Governing Body and our Safeguarding Policy is reviewed annually and approved by the Governing Body, in order to keep it updated in line with local and national guidance/legislation.

We will include a summary of our Safeguarding Policy to parents in our school prospectus/website and will have copies of our policy available in the School

Useful Contacts:

Multi-agency Safeguarding Hub (MASH) Professional Helpline: 03456 061 499

Customer First (Professional Referral Line): 03456 066 167

Customer First: 0808 800 4005

Police (emergency): 999

Suffolk Police Cybercrime Unit: 101

Suffolk Local Safeguarding Children Board www.suffolkscb.org.uk

Suffolk County Council: www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/

Current Safeguarding Issues

(The following safeguarding concerns actual or suspected should be referred immediately to Children's Social Care. The concerns featured below are linked to guidance and local procedures which where available can be found on the Suffolk Local Safeguarding Children Board website at:

www.suffolkscb.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website

- child sexual exploitation (CSE) – see also below
- bullying including cyberbullying
- domestic violence – see also below
- drugs
- fabricated or induced illness
- faith abuse – see also below
- female genital mutilation (FGM) – see also below
- forced marriage – see also below
- gangs and youth violence - see below
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering – see also below
- preventing radicalisation – see also below

- hate
- sexting – see below
- teenage relationship abuse
- trafficking – see below
- children missing from home or care
- children missing education – see below
- children and adult missing strategy

Child Exploitation including Child Sexual Exploitation (CSE)

Children and young people can be exploited by their associations and through gang activity. They may suffer exploitation through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people at Stoke by Nayland CEVC Primary School we will ensure that we have in place appropriate measures such as security filtering, and an Acceptable Use Policy linked to our E-Safety Policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the School and are aware of the dangers associated with the Internet and other mobile technology.

Domestic Violence and Abuse

A new government definition of domestic violence (DV) has been developed and came into force in March 2013. It changed the definition to one of *domestic violence and abuse* (DVA). The new definition now includes 16 and 17 year olds, recognising that they are the largest group to experience domestic abuse and violence. It is now defined as:

‘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; emotional’.

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.

Where there is evidence of domestic violence, we will report our concerns to the appropriate agency including children’s social care and the police in order to prevent the likelihood of any further abuse taking place.

Online Safety including sexting, cyberbullying and exploitation

Our e-Safety Policy clearly states that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse including sexting (when a young person takes an indecent image of themselves and sends this to their friends or boy / girlfriends via mobile phones) or cyber bullying we will report our concerns to the appropriate agency.

Gangs and youth violence

At our school we will endeavour to protect our children and young people from exposure to gang activity and exploitation by having robust Attendance and Behaviour policies and to act on relevant information or allegations. We will take all reports seriously and will share this information appropriately with other agencies to safeguard our pupils from harm.

Safeguarding Disabled Children

Disabled children may require additional action. This is because they experience greater risks as a result of negative attitudes and 'created vulnerability'. This may lead to disabled children having unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (*Safeguarding Children, DCSF, July 2009*).

At our school we will ensure that our disabled children are listened too and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding the abuse of a disabled child.

Substance Misuse

Pupils affected by their own or other's drug misuse should have early access to support through the school and other local services. As part of a school's duty to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities.

Mental Health

The implications of decreased emotional well-being are related to mental health concerns such as stress, depression and anxiety which can contribute to physical ill-health, such as digestive disorders, sleep disturbances and general lack of energy.

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children Board and Local Authority to ensure Stoke by Nayland CEVCP School is a safe place to learn and work.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than a:

- ◆ parent.
- ◆ person who is not a parent but has parental responsibility.
- ◆ close relative.
- ◆ Local Authority for more than 28 days and where the care is intended to continue. It is a statutory duty for our school to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant / sweatshop, drug dealing, shoplifting and benefit fraud. Where the School is made aware a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

Preventing Radicalisation and Extremism

It is essential that our staff are able to identify pupils/students who may be vulnerable to radicalisation, and know what to do when they are identified. Our school sees protecting our pupils from the risk of radicalisation as part of our wider safeguarding duties, and that it is similar to protecting pupils from other risks (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are

the product of outside influences. All staff will have access to a general Prevent awareness programme to be able to understand and identify any risks to pupils at risk of radicalisation and report their concerns to our Designated Safeguarding Lead and when it is appropriate to make a referral to the Channel panel. Channel is a panel which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the School and where political issues are brought to the attention of pupils, reasonably practicable steps are taken to offer a balanced presentation of opposing views to pupils.

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Stoke by Nayland CEVC Primary School does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

Faith abuse

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in a criminal conviction of those using this form of abuse even if the intention is to help the child.

Female Genital Mutilation (FGM) and gender based violence

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to the attention of our school, we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place. This is now a mandatory duty, placed on all school staff, to report to the police, any suspected case of FGM where they discover that this act has been carried out on a child under the age of 18 years. Schools are not required to examine a child, even though it will be rare that visual evidence of FGM will be seen, but where there is a direct or indirect disclosure that the act of FGM has been carried out, the usual child protection procedure of the school should be followed.

Forced Marriage

Our school does not support the idea of forcing someone to marry without their consent and will follow LSCB procedures to refer any child and young person immediately to Children’s social care.

Honour Based Violence

Honour based violence is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community’. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk from

Honour Based Violence our school will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Peer on peer abuse

Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student.

Risk factors against children could include:

1. Physical Abuse
 - violence, particularly pre-planned
 - forcing others to use drugs or alcohol
2. Emotional Abuse
 - blackmail or extortion
 - threats and intimidation
3. Sexual Abuse
 - indecent exposure, indecent touching or serious sexual assaults
 - forcing others to watch pornography, sexting, revenge-porn
4. Child Sexual Exploitation
 - encouraging other children to attend inappropriate parties
 - photographing or videoing other children performing indecent acts
5. Gang and relationship abuse

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL should contact children's social care or the LADO to discuss the case. It is possible that children's social care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place and the allegation is found to not be malicious rumour, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they

have experienced serious abuse themselves. These pupils will need an individual risk assessment plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. The school, in these cases, also has a duty to protect the privacy rights of any pupils for whom the allegation is made against or to.

Where neither children's social care nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Children Missing From Education and Missing From Home and Care

"Basic to safeguarding children is to ensure their attendance at school." (*OFSTED 2002*).

The law requires that all schools have an Admission Register and Attendance Register. All pupils must be placed on both registers.

Our school must inform the Local Authority if any of our pupils is going to be removed from the Admission Register where they:

- have been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

All schools including Stoke by Nayland CEVC Primary School must inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the Local Authority. If a child's whereabouts is unknown by school and/or parents then police should be contacted via 101. Even if this is only for a short period of time as it helps to build a pattern and the history can be useful for future missing episodes.

Safer Staff -Safer recruitment and selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked.

At our school we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. We will ensure that all of our staff are appropriately qualified and have the relevant employment history, references and vetting checks to ensure that they are safe to work with children in compliance with the Key Safeguarding Employment Standards, the disqualification by association and a prohibited order check for teaching staff.

There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. It is recognised that some children in School may require intimate care, specifically help with toileting.

However, at all times the agreed policy for physical intervention and safe restraint must be adhered to. If staff, visitors, volunteers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long and what they are doing. Doors, ideally, should have a clear glass panel in them and be left open / unobscured. All staff will have access to and be expected to know our school's policy for physical intervention and safe restraint.

All adults that come into regular contact with children at our school, will be recorded on our Single Central Record.

Staff members should refer to the Staff Handbook/Code of Conduct Policy for more details.

Safer Children

Records and monitoring

If we are concerned about the welfare or safety of any child, we will record our concern on the agreed report forms as detailed in our local procedures and give this to the Designated Safeguarding Lead. Blank copies of these forms are available from the Designated Safeguarding Lead. Any information recorded will be kept securely in a locked filing cabinet. Children with active cases / involvement of other agencies and services shall have separate files kept. These files are the responsibility of the Designated Safeguarding Lead and information will only be shared within school on a need to know basis for the protection of the child.

Any safeguarding information will be kept in these files. Copies of referrals, invitations to child protection conferences or multi-agency discussions and meetings, core groups and reports will also be stored here.

Reports of a concern to the Designated Safeguarding Lead must be made in writing and signed and dated by the person with the concern.

If a child leaves our school we will ensure that our Designated Safeguarding Lead makes contact with the Designated Safeguarding Lead at the following school and the file will be forwarded under confidential cover. Acknowledgement of receipt will be sought from the receiving professional.

Child Protection Conferences/Multi-agency planning meetings

A child protection conference will be convened if a referral has been made and, following an investigation, the findings have considered the child to be at risk of harm or if the child is already subject to a child protection plan. A review conference is held to monitor the safety of the child and the required reduction in risk. Child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Social Care services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

Staff may be required to attend child protection conferences or core group meetings to represent the school. The person attending will need to have as much relevant up to date information about the child as possible. This is most likely to be available from a class teacher. All reports for child protection conferences will be prepared in advance using the required county report format. The information contained in the report will be shared with parents at least one day before the initial child protection conference and at least 48 hours before the review conference and should be prepared using the county report format for conference. This is unless counter advice has been given by county safeguarding advisors.

For further advice on anything in relation to this policy speak to the Designated Safeguarding Lead or visit the LSCB website at www.suffolkscb.org.uk.

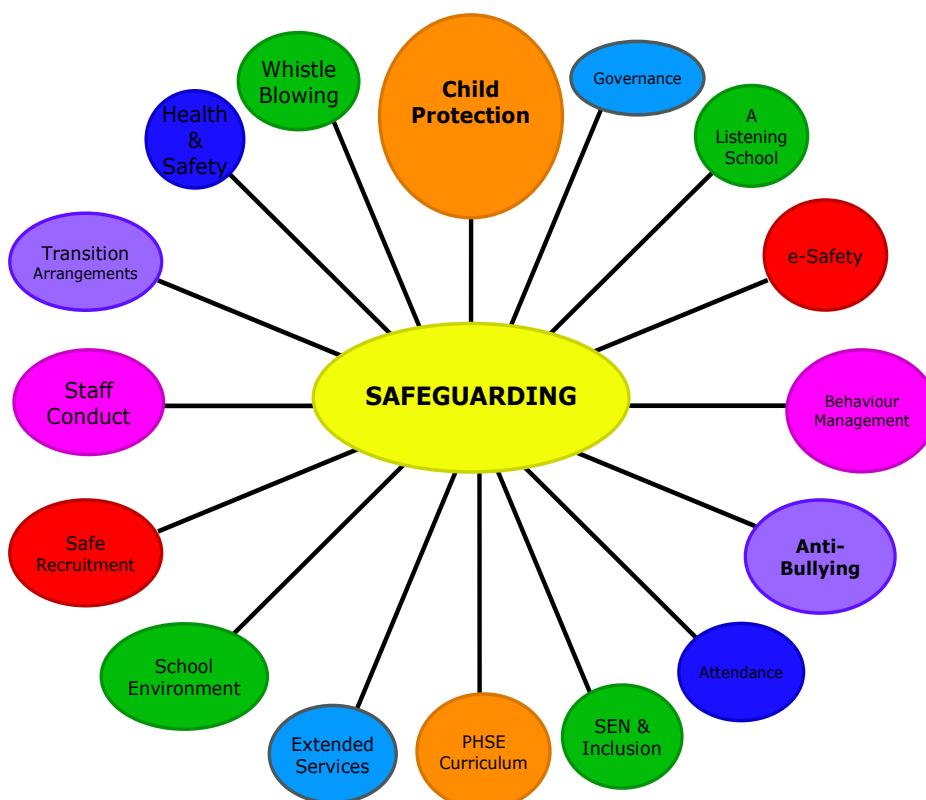
The School has a Complaints Procedure (see website) to follow for the handling of complaints.

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.

Disabled children do however require additional action. This is because they experience greater risks as a result of negative attitudes and 'created vulnerability'. This may lead to disabled children having unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (*Safeguarding Children, DCSF, July 2009*).

At our school we will ensure that our disabled children are listened too and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and regular volunteers receive the relevant training/information to raise awareness and have access to specialist staff in the event they have concerns regarding the abuse of a disabled child.



School recording form for safeguarding concerns

(Must be hand-written)

Name of student/ person making the disclosure or that you are concerned about	Childs date of birth	Tutor Group/ Form/Class	Your name (and position in school)

Nature of Concern/Disclosure

(Remember to only record fact DO NOT add your own opinion)

Was there an injury?	Yes		No		Did you see it?	Yes		No	
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Describe the injury:

Have you filled in a body plan to show where the injury is and its approximate size?	Yes		No	
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Was anyone else with you?	Yes		No		Who?	
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Where were you?

Has this happened before?	Yes		No	
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Did you report the previous incident?	Yes		No		To Whom?		Date:			
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Is the safeguarding concern enabled or dependant on the internet	Yes*		No	
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*If yes, discuss this with your e-safety Lead, follow the e-safety reporting flow chart and ensure that this is recorded on the e-safety Lead's log.

Who are you passing this information on to?	DSL	Senior Leader	LADO	Police	Customer First
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Please give details including their name and contact number:

Name:	Time:	Date:			
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Your Signature:

Date:

Print Name:

For use by DSL only:

Date and Time received:

Summary of Action Taken:

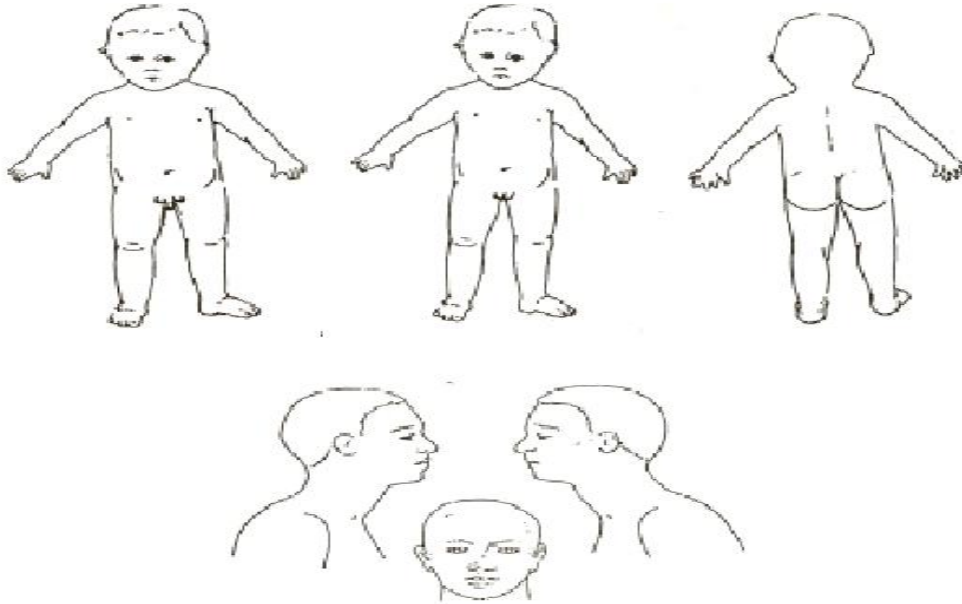
Referred to:

Recorded on log Yes No

Date and time completed :

Log ref number:

Example body map: Age 5 and under



Example body map: Age 5 and over

