

# All Saints' CEVCP School

## Safeguarding Policy 2017-18



*Inspire Challenge Succeed*

Review Frequency	Annual	Approval Level Required	Full GB
Approved By:	Full GB	Approval Date:	Autumn 2017
Signed:		Print Name:	Richard Harding Chair of Governors
Signed:		Print Name:	Richard Harding
Signed:		Print Name:	Clare Lamb Headteacher and DSL

“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/Keeping\\_children\\_safe\\_in\\_education\\_guidance\\_from\\_5\\_September\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf)

### Introduction

The purpose of the All Saints' CEVCP 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 or students who attend our school. It covers how we deal with more serious child protection concerns as well as day-to-day safety and welfare issues.

The policy aims to ensure that:

- We establish and maintain an environment where all of our pupils are safe and protected from harm and when there are concerns about the welfare of a child, staff members always act in the child's best interests.
- Children feel safe and adopt safe practices supported by the curriculum including being able to talk to staff with the confidence that they will be listened to if they have a worry or concern.
- Children who have additional/unmet needs are supported appropriately. This could include referral to early help services or social care services if they are potentially a child in need or have been / are at risk of being abused and neglected.
- Staff, pupils, governors', visitors, volunteers and parents adopt an attitude that 'it could happen here', are aware of the 'expected behaviours' and the school's legal responsibilities in relation to its pupils.

*Motivation Cooperation Creativity Independence Curiosity Stickability*

Our Safeguarding Policy 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.

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 links to other relevant policies such as Safer Recruitment, E-safety/ICT Acceptable Use, Whistle-blowing, Behaviour, Staff Code of Conduct/Behaviour 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 Board. The policy will also make links to the Local Safeguarding Children and Adult Board requirements and all relevant legislation. Including:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (Section 175/157)
- Suffolk Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures
- Keeping Children Safe in Education (DfE, September 2016)
- Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2016) – Appendix 1
- Working Together to Safeguard Children (DfE 2015)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)
- The Childcare (Disqualification) Regulations 2009 made under the Childcare Act 2006

Our safeguarding arrangements are reported on a termly basis to our governing board 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 post copies of our policy throughout the school. We are also able to arrange for our policy to be made available to parents whose first language is not English on request.

## **Ethos**

Safeguarding in All Saints' CEVCP 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.

All Saints' CEVCP 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. Every child will know what their chosen adult will have to do with whatever they have been told.

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**

### **The Governing Board**

All Saints' CEVCP School has a governing board 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 board should also ensure that the policy is made available to parents and carers by publishing this on our website or in writing if requested.

The governing board take responsibility for promoting a safeguarding culture and keeping up to date with safeguarding training (including Prevent and Part 1 of the latest edition of KCSIE). This is written into a Code of Conduct that all governors sign annually.

It is also the responsibility of our governing board to ensure that our staff and 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).

Our governing board 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 Clare Lamb our Headteacher. If they are not available then

The **Deputy DSLs** are: Mrs Suzanne Kemp our Senior Teacher and Mrs Kate Bolton (They can also be contacted with any safeguarding concerns).

The **Named Safeguarding Governor** is: Richard Harding

The **Chair of Governors** is: Richard Harding contactable on 07981 624488 or [governors@allsaintsprimary.org](mailto:governors@allsaintsprimary.org)

The **designated teacher for 'Looked After Children' (LAC)** is: Mrs Clare Lamb

The Corporate Director for Children and Adults has 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](mailto: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: **Rennie Everett 07717 302255.**

Other useful contacts are:

- 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](http://www.suffolkscb.org.uk)
- Suffolk County Council: [www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/](http://www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk/)
- The Professional Advisor for Safeguarding in Education can be contacted via email on [StategicSupport-EducationandLearning@gcsx.gov.uk](mailto:StategicSupport-EducationandLearning@gcsx.gov.uk) or by using the telephone number 01473 263942 to discuss any safeguarding issue of concern.

## **The Designated Safeguarding Lead**

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;
- arrange safeguarding training for all staff and volunteers who regularly and frequently work with children and young people in our school and ensure that this training takes place at least every three years.
- undergo formal training every two years including Prevent awareness. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

Our DSL can deliver safeguarding training within schools provided they are linked into the support and quality assurance process offered by the Local Authority and the LSCB. This includes attendance at 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 our 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 our school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in an action plan which will be signed off and monitored by the named governor for safeguarding on behalf of the governing board of the school, 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 the Education Act 2002 for maintained, academies and free schools.

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 Designated Safeguarding Lead, 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 Designated Safeguarding Lead on school site, in the first instance.

For all Children who are 'Looked After' or in Care, the DSL should ensure they have details of the their social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

Where children leave the school, the DSL should ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred separately from the main pupil file.

A referral should not be delayed in order to discuss with the school's Designated Safeguarding Lead, if it is felt/identified that a child is at immediate risk and the Designated Safeguarding Lead 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**.

## Recognising Concerns

### **A child centred and coordinated approach to safeguarding:**

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals 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.

Schools and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

## Children who may require early help

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services if the child's situation doesn't appear to be improving.

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse and/or neglect.

School staff members should be aware of the main categories of abuse: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

## Children with special educational needs and disabilities

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties
- Reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation.

## 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:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography, sexting, revenge-porn

Child Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

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).

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.

## **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 be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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:** 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](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 have a concern**

If any member of staff is concerned about a child he or she must inform the Designated Safeguarding Lead (DSL). The DSL will decide whether the concerns should be referred to Children's Services: Customer First. If it is decided to make a referral to Children's Services: Customer First this will be discussed with the parents, unless to do so would place the child at further risk of harm.

**Customer First: 0808 800 4005**

While it is the DSLs role to make referrals, any staff member can make a referral to Customer First. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Customer First and/or the Police immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

If a teacher ( persons employed or engaged to carry out teaching work at schools and other institutions in England) , in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. This is a mandatory reporting duty.

If the allegations raised are against other children, the school should follow section 4.3 of the Suffolk Safeguarding Children Board Procedures Manual – Children Who Abuse Others. Please see the school's Behaviour Policy for more details on procedures to minimise the risk of peer on peer abuse.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

## **Confidentiality**

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in school.

- All staff in school, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Social Care and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

### **What to do if a child makes a disclosure**

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 accept what is said and allow the child to talk freely.
- 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 Designated Safeguarding Lead 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.

### **Record Keeping**

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead. When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible (see Appendix A)
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Annotate a diagram to indicate the position of any injuries (See Appendix B)
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a pupil who is/ or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

## Managing allegations against staff

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 using the contact details above.

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, Headteachers 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 we 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf)

## **Concerns about safeguarding practices within the school**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Head Teacher. Where there are concerns about the Head Teacher, this should be referred to the Chair of Governors as appropriate.

## **Training**

All members of staff and volunteers will have regular access to safeguarding training which is continually updated. We will also 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. Safeguarding training will form part of the induction package for all newly appointed staff and volunteers including governors.

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 board will have access to safeguarding training. Our Chair of Governor's and named governor for safeguarding will also undertake additional training at least every two years to support their employers' 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

## **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](http://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 blow
- children missing from home or care
- children missing education – see below
- children and adult missing strategy

### **Child Sexual Exploitation**

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 All Saints' CEVCP 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 or cyber bullying we will report our concerns to the appropriate agency.

## **Gangs and youth violence**

At All Saints' CEVCP 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.

## **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 us at All Saints' CEVCP 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. All Saints' CEVCP School is made aware of 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 All Saints' CEVCP School sees protecting our pupils/students from the risk of radicalisation as part of our wider safeguarding duties, and that it is similar to protecting pupils/students 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.

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. All Saints' CEVCP 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**

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 your attention, you should 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. You 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**

All Saints' CEVCP 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 All Saints' CEVCP School, we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

### **Children Missing Education**

The law requires that all schools have to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All Saints' CEVCP 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 All Saints' CEVCP 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

All recruitment for staff and volunteers will adhere to the All Saints' Safer Recruitment Policy without exception. The policy draws together best practice from:

- The Suffolk Safeguarding Children Board – Key Safeguarding Employment Standards.
- Keeping Children Safe in Education (July 2016).
- The Childcare (Disqualification) Regulations 2009 made under the Childcare Act 2006.

The statement that 'All Saints' CEVCP School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment' will be explicit at all stages of the recruitment process.

The Head and Senior Leadership Team will undertake Safer Recruitment Training. In addition, members of the Governing Board may also undertake the training to increase awareness of safer recruitment practices. Under no circumstances will any part of the recruitment and selection process be carried out without the oversight and management of someone who has received this training.

The All Saints' Safer Recruitment Policy ensures that all staff and volunteers will be subject to rigorous scrutiny of references and the relevant identity, DBS, Barred List and Prohibition Order Checks. All appointees will have to complete a declaration in relation to the Childcare Disqualification Regulations 2009 before commencing their role.

All adults that come into regular contact with children at our school will be recorded on our Single Central Record and will sign a declaration to say that they have read and understood this policy and Part 1 and Annex A of Keeping Children Safe in Education 2016



## Safer Children

### 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 council 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. 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](http://www.suffolkscb.org.uk).

# All Saints' CEVCP 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	<b>Your name</b> (and position in school)

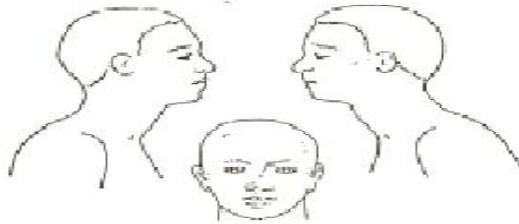
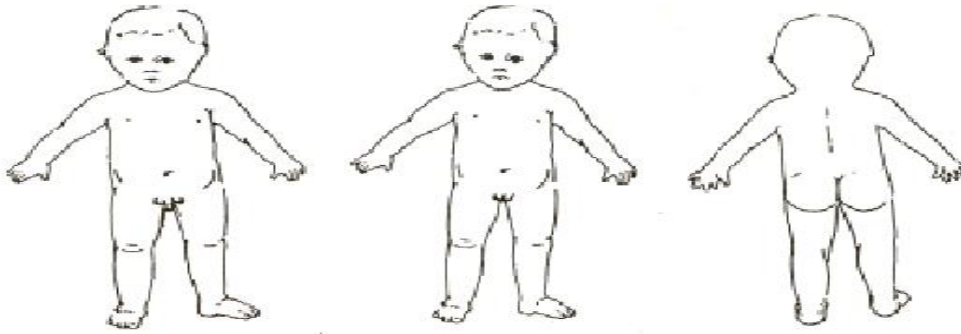
## Nature of Concern/Disclosure

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

Was there an injury?	Yes		No		Did you see it?	Yes		No		
Describe the injury:										
Have you filled in a body plan to show where the injury is and its approximate size?						Yes		No		
Was anyone else with you?	Yes		No		Who?					
Where were you?										
Has this happened before?			Yes		No					
Did you report the previous incident?			Yes		No	To Whom?			Date:	
Is the safeguarding concern enabled or dependant on the internet							Yes*		No	
*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	
Please give details including their name and contact number:										
Name:					Time:			Date:		
Your Signature:					Date:					
Print Name:										
For use by DSL only: Summary of Action Taken:					Date and Time received:					
Referred to:					Recorded on log Yes <input type="checkbox"/> No <input type="checkbox"/>			Date and time completed :		
					Log ref number:					

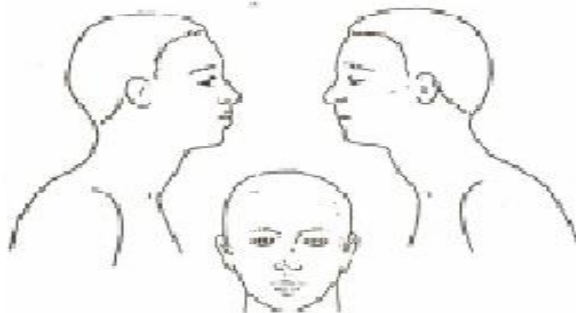
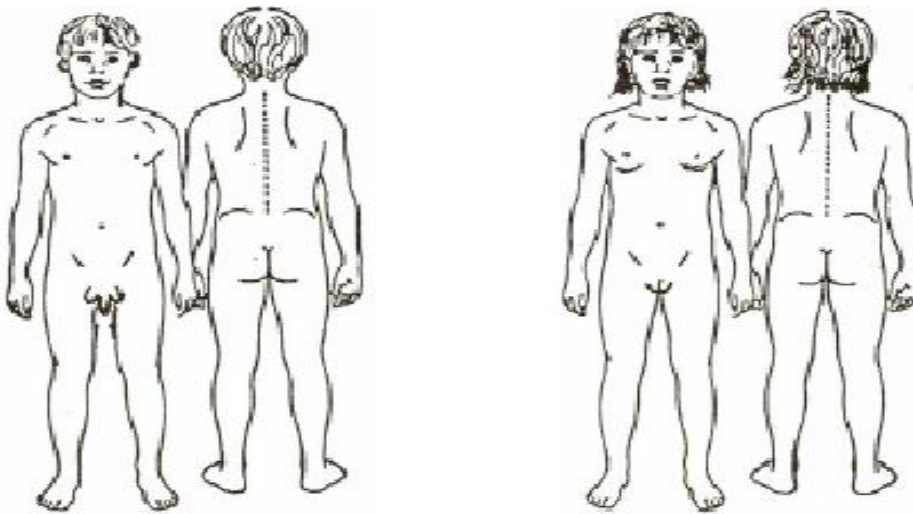
## Appendix B

### Example body map: Age 5 and under



### map: Age 5 and over

### Example body





## Safeguarding Staff Declaration

*Inspire Challenge Succeed*

Please sign and return to the Headteacher

I, \_\_\_\_\_ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

- (1) The School's Safeguarding Policy
- (2) **Part 1 and Annex A** of 'Keeping Children Safe in Education' DfE Guidance, 2016

I am aware that the Designated Safeguarding Leads (DSLs) are:

**Clare Lamb – Senior DSL**

**Suzanne Kemp – Deputy DSL**

**Richard Harding – Safeguarding Governor**

and I able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available in the policies file in the staffroom.

Signed \_\_\_\_\_

Date \_\_\_\_\_