

SPRINGDALE FIRST SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

Introduction:

This policy has been developed in accordance with all of the current legislative Acts, including the updated 'Keeping Children Safe in Education' – September 2018.

The Governing Body of Springdale First School takes seriously its responsibility to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm.

The definition of Safeguarding is:-

“Protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.”

Springdale First School places Safeguarding and the promotion of well-being in the highest regard, and therefore staff contribute to shape arrangements that make our Policy effective.

Safeguarding and promoting the welfare of children is everyone’s responsibility. This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff (including peripatetic staff) working in the school. All have a full and active part to play in protecting our pupils from harm and must acknowledge that the child’s welfare is our paramount concern. This is in line with the Teachers’ Standards (2012) and the professional duty to safeguard children’s welfare and maintain public trust in the teaching profession.

All professionals must have child-centred approach and must consider **what is in the best interests of the child** at all times.

Professionals must share information and work together to get a full picture of need, to ensure a child receives the right help at the right time

The policy is reviewed annually by the Governing Body, and is in line with the expectations of Ofsted, which inspects safeguarding arrangements as part of the school’s Leadership and Management and the Local Safeguarding Children’s Board.

Governors and school leaders will **ensure** children are taught about safeguarding, including on line safety.

Purpose of this policy:

- To afford protection to our pupils
- To enable staff and volunteers to safeguard and promote the welfare of children
- To promote a culture which makes a safe place to learn
- To provide a clear statement of the school’s responsibilities in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific roles

PRINCIPLES:

- Governors / Trustees, staff and volunteers in this school recognise their responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe environment in which they can learn and develop.

- The staff and Governors / Trustees of Springdale First School are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.
- We recognise that because of the day to day contact with children, staff in school are well placed to observe the signs of possible abuse and therefore need to be constantly vigilant.
- This school recognises its statutory duty to discuss with Social Care any significant concerns about a child or young person which may indicate physical abuse, emotional abuse, sexual abuse or neglect, in accordance with the Local Safeguarding Children's Board child protection procedures and to attend any child protection conferences, initial and review, and core group meetings and child in need conferences that may be called. All staff will receive appropriate training to ensure that these procedures are followed as required.
- This school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Child and Adolescent Mental Health Services (CAMHS), Education Welfare Service, Educational Psychology Service and other agencies/services coming into school to support individual pupils or groups of pupils.
- The school recognises the contribution it can make to a co-ordinated offer of Early Help. Details of our Early Help strategies are detailed in this Policy.
- The school will ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. The school's Safeguarding and Child Protection Policy is made available to parents on request and published on the school website.

The school is committed to protect all children equally and aims to eradicate all discrimination and barriers for children. The school recognises the needs of SEND children, and the additional barriers that they may face if being harmed. The school will employ strategies appropriate to each child, taking advice from the LA Social Care, NSPCC, other agencies and guidance in LSCB information.

We aim to safeguard children and young people by:

- Creating a safe environment, that enables pupils and staff to speak out, be heard, valued and respected
- Contributing to the identification of children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school.
- This includes to report all concerns, be aware of signs of abuse, be vigilant toward behaviour that might lead to extremism, report suspected FGM to police, for example a child who is using extreme language

Achieving these aims requires systems designed to:

- Prevent unsuitable people working with children and young people;
- Promote safe practice and challenge poor and unsafe practice;
- Identify instances in which there are grounds for concern about a child's welfare, and initiate/take appropriate action to keep them safe;
- Contribute to effective partnership working between all those involved with providing services for children.

Related information

The principles embedded in this policy link into other policies relating to: Health and Safety, PSHE, Sex and Relationship Education, Anti-bullying, Equal Opportunities, Special Educational Needs, Confidentiality, Attendance, Racism and Homophobia, Educational visits, Digital Well-Being, Combating Extremism, School

Security (including evacuation and lock down procedures) and Whistle Blowing. It is also related to the staff Code of Conduct and Guidance for Safer Working Practice.

THE DESIGNATED SAFEGUARDING LEAD (DSL)

- The Designated Safeguarding Lead is the Headteacher, Mrs Susannah Hill. The DSL in the school will always be a member of the Senior Leadership Team.
- Miss Debbie Budden and Matthew Cameron (Assistant Heads) are the deputy Designated Safeguarding Leads.
- In the absence of the DSL and the deputy DSLs, Mrs Paula Martin (Pastoral Support) and Mrs Dionne Samways (ELSA), in conjunction with the most senior member of staff in school, will assume responsibility for any child protection matters that arise, and feedback to the DSL as soon as possible.
- The DSL or a Deputy is always available during school hours.
- Where any roles of the DSL are delegated to train deputies the DSL retains ultimate responsibility.
- The DSL will co-ordinate action on child protection within the school. This includes ensuring all staff, teaching and non-teaching (including supply staff) know who the Designated Safeguarding Lead is, that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the DSL. Also that they are aware of what happens once a concern has been raised.
- Where appropriate, the DSL will liaise with the DSL of the school(s) attended by the siblings of the child causing concern.
- The DSL will ensure that a written record is kept of any actions taken as a result of concerns raised.
- The DSL will ensure that the school's Safeguarding and Child protection Policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review and renewal.
- The Governing Body authorises the DSL to carry out her responsibilities as outlined in "Keeping Children Safe in Education" 2018.

WHAT TO DO IF I AM CONCERNED A CHILD MAYBE SUFFERING FROM ABUSE? Talk to your DSL team regarding your concerns, do not assume anyone else has raised the concern

1. Complete an orange form (if lower level concerned, information only and the child is not at immediate risk of harm or safeguarding) or a pink form (high alert, immediate risk from serious harm or abuse), detailing what you have observed or heard
2. The DSL will discuss with you further if required, take appropriate action. Expect timely feedback. If you have not heard, it is your responsibility to follow up with another discussion with the DSL
3. If you felt the action taken or not taken by the DSL is not meeting the needs of the child, or circumstances have deteriorated or changed then again re-refer to the DSL and if not satisfied follow the Escalation Procedures.

WHAT DO I DO IF A CHILD DISCLOSES?

If a child wishes to confide in you the following guidelines should be adhered to:

1. **Be honest.**
Do not make promises that you cannot keep.
Explain that you are likely to have to tell other people in order to stop what is happening.
2. **Create a safe environment.**
Stay calm.
Reassure the child and stress that he/she is not to blame.
Tell the child that you know how difficult it must have been to confide in you.
Listen to the child and tell them that you believe them and are taking what is being said seriously.

3. **Record on the appropriate pink or orange form exactly what the child has said to you and include;**

Child's name, class; include the date and time of any incident

Tick whether you have witnessed an incident, a child has disclosed or information has been told to you

What the child said and what you said

Your observations e.g. child's behaviour and emotional state

Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions

Sign and date the record and provide a copy for Social Care and your records.

4. **Be clear about what the child says and what you say.**

Do not interview the child and keep questions to a minimum.

Encourage the child to use his/her own words and do not try to lead them into giving particular answers.

We use the TED approach, all staff have been made aware of the TED model (tell, explain describe) and this must be used.

5. **Maintain confidentiality**

Only tell those people that it is necessary to inform.

6. **Do not take sole responsibility**

Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.

The DSL should refer these concerns to MASH before the child goes home if still in school. A decision will be made by MASH whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice.

Although referrals to MASH would normally be made by the DSL, any other individual with concerns can make a referral.

MASH will advise about if and when to share information with parents if there are concerns that this may be putting the child more at risk.

* Any concerns that a child has been a victim of Female Genital Mutilation, and then teachers have the responsibility to report it straight to the Police and inform the DSL, when possible.

Social Care referrals:

Poole MASH (an immediate risk to child) 01202 735046 or

EHAP (Early Help Assessment Point) 01202 262626

Dorset: 01202 228866

Bournemouth: Telephone 01202 458101

The Dorset Police Safeguarding Investigation Team: Telephone 101

- In accordance with local inter-agency procedures, the agreement of the child's parent for an external referral should normally be sought where possible. **However**, if it is felt that seeking an agreement would increase the level of significant risk of harm to the child, the matter will be discussed with MASH and their advice sought. This must not contribute to a delay in making a referral.
- Where a concern is related to digital well-being the school "green slip" will be used; this is completed in the same way as the pink slip.
- The school will ensure that the relevant social worker is notified if there is an unexplained absence of more than two days of a pupil who is currently subject to a child protection plan. When discussing concerns in respect of a child who is Looked After by the Local Authority the child's named social worker must be informed.
- Children will not be asked to make a written statement themselves or to sign any records.

- All records of a child protection nature will be given to the DSL for safekeeping. This includes child protection conference minutes and written records of any concerns. Access to any records will be on a 'need to know' basis. All records will be securely held, separate from the main pupil file, and in a secure place (locked metal cabinets in the Pastoral Care Worker's Office).
- When a child who has had a child protection plan or there are other significant concerns e.g. Child in Need (CIN), Domestic Abuse (DA) leaves the school and/or transfers to another school, the DSL will inform the child's new school immediately and will ensure the transfer of ALL records.
- When pupils transfer between schools or move school part way through an academic year, all information about any past or current concerns will, if possible, be passed on to the DSL of the receiving school/college.
- The final school that a child attends is responsible for keeping records confidentially until the child's 25th birthday. If it has not been possible to pass records on they will be kept in the same way by Springdale School.

CONCERNS RELATING TO A MEMBER OF THE SCHOOL STAFF OR OTHER PERSON IN A POSITION OF TRUST:

Whistle Blowing

- All staff are made aware of their duty to raise concerns, where they exist, about the management of safeguarding, which may include the actions or attitudes of colleagues through the school whistle blowing policy.
- If the suspicions in any way involve a member of staff, the matter must be brought to the attention of the Headteacher immediately who will act in accordance with procedures in Keeping Children Safe in Education (Sept 18) Part 4. If the suspicion involves the Headteacher, advice should be sought from the Local Authority Designated Officer (LADO) and the Chair of the Governing Body is to be informed immediately. Other school staff should assist parents to do this if required.
- Whistle Blowing regarding the Headteacher should be made to the Chair of governors – Carolyn Rigler crigler@springdale.poole.sch.uk
- A member of the Governing Body / Trustees is nominated to liaise with the LA regarding child protection and allegations against the Headteacher.
- The Head, Assistant Heads or Chair of Governors will attend any meetings facilitated by the (LADO) relating to allegations against staff. This is the forum for deciding what action may be necessary.
- Staff are made aware of the NSPCC whistle blowing helpline (help@nspcc.org.uk or 0800 028 0285) so that they can report any concerns they may have about the Leadership or DSL and handling of safeguarding matters. (help@nspcc.org.uk or 0800 028 0285)
- The Sexual Offences Act 2003 established a criminal offence of 'abuse of trust' affecting teachers and others who work with children and young people. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken. This legislation is intended to protect young people in education who are over the age of consent but under 18 years of age, as well as those under 16. 'Grooming' a child or person under 18 with a view to a future sexual relationship may also be an offence in this context.
- The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.
- Records of allegations against staff will be retained for 25 years.

Role of the LADO

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.

- Ensuring the child's voice is heard and that they are safeguarded
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

USE OF PHYSICAL INTERVENTIONS:

- There is an absolute ban on the use by any member of staff of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation.
- It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact to take place; (e.g. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.)
- During rare occasions where a child is causing harm to themselves or others, staff are expected to safely intervene.
- The school follows the DfE Guidance on the Use of Reasonable Force. Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from :
 - a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil) ;
 - b. causing personal injury to , or damage to the property of, any person (including the pupil himself); or
 - c. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.
- School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents will be informed the same day.
- The SLT are TEAM TEACH trained and have trained staff on preventative strategies. If a member of staff is anticipating a child is leading to a more violent incident they will send a yellow help card to a SLT member.
- Any restraint incident will be recorded, following the Hamwic electronic forms and our body map form that indicates holds used.
- At no time can a child be held in a way that restricts their breathing or chest as indicated in the DfE guidance
- Parents are informed immediately.
- Children who have more complex emotional needs, will have a specific Behaviour Support Plan – drawn together with the Inclusion Lead, parents and class teacher. This is shared with other staff and reviewed on a regular basis, along with emotional support programme being delivered regularly.

SUPPORTING THE PUPIL:

- The school will support pupils in accordance with any agreed plans that are in place e.g. child protection plan, CIN plan, targeted support plan.
- The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team.
- When Service children move schools there will be liaison with the receiving school and or the welfare service of the appropriate armed force to ensure that all necessary documentation is passed on.
- Advice will be sought from relevant professionals as appropriate to individual needs.

- We recognise that children who are abused or who witness violence may experience difficulties which impact on their sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through the content of the curriculum and the school ethos of valuing the pupil.

CHILDREN WHO ARE LOOKED AFTER:

- The named designated officer is Susannah Hill in conjunction with Simonne Burgess (Inclusion Lead)
- The school works in partnership with families, social care and the Virtual Headteacher (Jeff Mason) and the LA procedure for PEPs and annual reviews will be followed.
- Springdale value that every child who has been taken in to care, even if they are now out of care and adopted remain vulnerable. They will have experienced levels of abuse that were eventually deemed unacceptable in order for them to have been removed. These experiences are often likely to have a long term impact on a child's relationships, emotional well-being and development. We place these children in high regard to ensure that educational gaps are diminished and that emotional development and well-being is supported and monitored.
- We work closely with the adoptive family and social worker (where assigned) to form a clear Plan of support and this is reviewed each term, ensuring the child achieves the best outcomes all round.

EARLY HELP

Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.

Early help will be kept under constant review and consideration will be given to a referral to Children's Social Care if the child's situation does not appear to be improving. (KCSiE 2018).

The school work in partnership with parents and carers in order to be open and transparent about the needs and aspirations for the child and family. In school we can provide ELSA sessions for individuals that focus on emotional resilience, managing emotions more appropriately, grief, social skills and self-esteem. Sometimes this works best in a small group where children can share ideas, and worries appreciating that others are in the same position and that growing together is powerful.

The school has 2 Pastoral Support and ELSA (Emotional Literacy Support Assistants) Paula Martin and Dionne Samways, who work closely with families, and directly with children. We have a nurturing ELSA room with resources and a family room where confidential meetings can be held.

Other Early Help strategies include our Inclusion Leader, Attendance Lead, after-school and breakfast clubs, and signposting to other services such as Family Outreach, School Attendance Officer, School Nurse or Adult Education. In order to engage other services, the school will work with other local agencies to identify children and families who would benefit from early help.

- Undertake an assessment of the need for early help through EHAP
- Refer to appropriate services e.g. CAMHS, YADAS.

The school will ensure that the child has a choice of staff to listen to their concerns either about themselves or their peers.

Discussions may take place between relevant professionals to gain information and advice as needed.

Staff will be trained to support children's emotional issues and will receive supervision through the LA SLA.

THE CURRICULUM:

- Throughout the whole school, staff raise pupil's awareness of appropriate safety knowledge. This normally links in with topics, events at certain times of the year or aspects of development that are needed such as independent walkers – Road Safety and Stranger Danger.
- The aim is to raise awareness, confidence and resilience in all our pupils, enabling them to use strategies and a range of contacts that ensure their protection and that of others.
- In this way the school seeks to give pupils opportunities to develop the skills they need to stay safe from abuse.
- Children will be taught that they have a right to be safe.
- Children are taught how to be safe in a range of situations and how to avoid harming themselves. This includes safety at home, road, and rail and water safety.
- Some of the areas we focus on include: Stranger Danger, Fireworks, digital well-being, cyber bullying, and personal safety following the NSPCC Pants Campaign. Full details about what is covered in each year group in which can be seen in our long-term curriculum map.
- Children will be made aware of whom they should turn to for help through the curriculum, displays and assemblies.

TRAINING:

- This school is committed to supporting and training all staff in matters of child protection and safeguarding, and follows information and guidance from the LSCB.
- All staff and volunteers complete a comprehensive Induction which includes Safeguarding. Staff are provided with a booklet that allows them to record knowledge, note further questions they need answering and summarises the aspects of Safeguarding and Health and Safety that need to be remembered.
- All staff have annual safeguarding training, at the start of the year where the Safeguarding File is reviewed. The file is kept in each classroom, the staffroom, the office and Lunchtime servery for easy referral. The contents of the file are seen in appendix 3.
- The Governing Body will ensure that all staff receives appropriate induction and-going training to equip them to carry out their responsibilities for safeguarding and child protection effectively as prescribed in government guidance (Section 175 Education Act 2002) and in accordance with the expectations of the Local Safeguarding Children Board.
- Staff will receive formal safeguarding training by a suitably qualified person (an external trainer) at least every 3 years with regular and at least annual updates as part of Staff Professional Development meetings or INSET. Updates will be more frequent if there are specific matters to address. Updates will be given by the DSL or an external provider.
- Induction of new staff will be carried out by the DSL (or a Deputy if the DSL is unavailable). This begins prior to their start and during the first few weeks of joining the school.
- Relevant information e.g. Serious Case Reviews will be shared with all staff each term, or more regularly where needed.
- Effectiveness of training will be evaluated by:
 - Monitoring the implementation of policies and adherence to procedures by the Head and the Governing Body.
 - Including tasks / questions in training sessions which allow understanding to be evaluated.
 - An annual questionnaire for staff, analysed and fed back into future training
- The Governing Body will ensure that the DSL and deputies attend Level 3 safeguarding training at least once every two years, attend termly safeguarding forums and keep up to date with recommendations from serious case reviews, and changes to national and local guidance.

- Supply and peripatetic staff are invited to attend school safeguarding training. They are made aware of the safeguarding policy and the procedures to follow through induction led by the DSL.
- Staff are required to sign record sheets to show that they have attended training and / or have received updates, this is stored electronically by the Business Manager.

SAFER RECRUITMENT of staff/volunteers and maintaining appropriate Disclosure & Barring Service checks:

- Recruitment will be in line with guidance in KCSiE 2018 part 3.
- Good practice as outlined in relevant guidance and by the HAMWIC Trust Human Resources Section will always be followed in respect of creating a safe working environment in school.
- The school will ensure that safer recruitment practices are in place and followed in checking the suitability of all staff and volunteers to work with children, including relevant members of the Governing Body. Evidence of these checks (the Single Central Record) will be maintained as required by the current Guidance.
- SLT and Governors / Trustees who may be involved in recruitment will be appropriately trained.

SPECIFIC SAFEGUARDING AREAS:

Keeping Children Safe in Education September 2018, identifies specific areas of safeguarding that has developed since the last publication below in alphabetical order are those key areas, a definition and our procedures to ensure our children are protected. Appendix A details the key areas of abuse

CHILDREN AND THE COURT SYSTEM:

Children who are involved in family courts, providing evidence are subject to stress as they are entrenched in family conflict.

There is a Child Arrangement Toolkit that has clear and concise information on the dispute resolution service available. This may be useful for parents and carers. School will always provide ELSA support where needed, and be extra vigilant and mindful for children potentially in this situation.

CHILD CRIMINAL EXPLOITATION - (COUNTY LINES):

This is defined where exploitation is geographically widespread, that is a typical feature of county lines activity such as drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, across counties using dedicated mobile phone lines.

Children may miss education or appear to have more material belongings or confidence than previously. Methods to entice can involve violence, intimidation, and there is an imbalance of power. The DSL will refer to the MASH and will consider the National Referral Mechanism

CHILD SEXUAL EXPLOITATION:

CSE is a form of sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants; or the financial advantage or increased status of the perpetrator or facilitator.

The school recognise that this may even appear to be consensual, but still constitutes abuse. Children may appear to have new gifts, possessions, associating with other young people being exploited, suffer from sexually transmitted diseases, have changes in emotional well-being, misuse drugs and alcohol, miss school, and come home late or not at all. Staff will report any concerns to the DSL. Support will be sought from agencies for the child and family.

The school will adhere to LSCB guidance and practice. Children will be taught about keeping themselves safe and CSE at an age appropriate level through PSHCE (Jigsaw programme), assemblies and other curriculum opportunities.

CHILDREN MISSING FROM EDUCATION

A child going missing from education is a potential indicator of abuse or neglect including sexual exploitation, FGM, child exploitation, child criminal exploitation or risk of radicalisation. After reasonable attempts to contact the family the school will inform the Local Authority so that informed and swift action can be taken.

- The school will keep its admission register accurate and up to date. This is the responsibility of the Pupil Administration Officer (Mrs N Stafford).
- The school have clear procedures to monitor, support and challenge attendance of all pupils. Staff are aware of these procedures and that attendance is an aspect of safeguarding
- This is set out in 4 stages, and includes working with Pastoral Support and the LA School Attendance Worker (SAW)
- The school has an Attendance Lead – this is our Inclusion Lead, who strategically maintains an overview of attendance – ensuring monitoring checks and Early Help and support strategies are in place for the most vulnerable
- The Attendance Lead reports to the Headteacher, who may become involved with specific families.
- The school will inform the LA if a child is to be educated outside of school (Elective Home Education), is unfit to attend on health grounds, is in custody for four months or is permanently excluded.

CHILDREN WITH FAMILY MEMBERS IN PRISON

Children who have family members in prison are at risk of poor outcomes, including poverty, stigma, isolation and poor mental health.

The school will use the NICCO (National Information Centre on Children of Offenders) information in such circumstances to provide support to children, to help mitigate negative consequences

DIGITAL WELL-BEING (See also Digital Well-Being policy)

- Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the Internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate, or possibly illegal, through social networking sites etc. including 'cyber-bullying'.
- Staff at this school have a major responsibility to educate our pupils; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. Parents are included as much as possible in this process as children often have access to a wide range of technologies at home.
- It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff **must not** however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.
- Staff should not communicate with pupils through private email accounts, social networking sites, even on educational matters, but should use official email and networking sites sanctioned by the school. Staff should be circumspect in their use of social networking sites and must not discuss school business or school issues on their personal social networking site.
- Appropriate filters are in place to safeguard children.
- Children are taught that if they do something wrong it's better to tell an adult before it gets any worse.

- The ICT Manager, Mrs Wendy Washbrook, is responsible for ensuring that e-safety procedures are adhered to and that any breaches are recorded. A governor checks records once a term.

Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However some people abuse children through taking or using images so to protect children we will:

- Seek parental consent for photographs to be taken or published
- Use only the child's first name with images
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

DOMESTIC ABUSE

Any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass, but is not limited to, psychological, physical, sexual, financial and emotional.

Children often feel to blame, live in fear and uncertainty and therefore are prone to longer term emotional and psychological needs. The school refer to NSPCC website for advice and guidance; use the SAFELives toolkit to support an assessment.

This school receives information from the police to alert the DSL in the school when there has been an incident of domestic abuse in a household where a pupil lives. We are not informed of the detail of the incident, only that one has occurred. This allows us to monitor and support the pupil.

If we have additional concerns we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a Multi-agency risk assessment conference (MARAC) occurs the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

FEMALE GENITAL MUTILIATION

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

- Senior / Pastoral staff have undertaken accredited training relating to these forms of abuse.
- Staff will receive training regarding these specific forms of abuse so that they are alert to indicative signs and can report these swiftly. This forms part of safeguarding training described above.
- The statutory duty to report concerns and do everything possible to prevent these forms of abuse is recognised.
- Through PSHCE, the Sex and Relationship curriculum children will be made aware of the rights they have with regard to their body.
- Appendix 1 gives a link to further information on signs of FGM.
- It is the duty of any teacher to report to the police where they have discovered that FGM appears to have been carried out on a girl under 18.

HONOUR BASED VIOLENCE including FORCED MARRIAGE *This encompasses incidents or crimes which have been committed to protect or defend the honour of the family community including FGM, forced marriages and practices such as breast ironing.*

All forms of HBV are abusive, and will be escalated by being referred to the DSL, who will follow appropriate course of action.

PREVENTING RADICALISATION – Prevent Duty – Counter Terrorism & Security Act 2015

Children are vulnerable to extremist ideology and radicalisation. Extremism is the vocal or active opposition to our fundamental British Values of liberty, mutual respect, tolerance of different faiths and beliefs, rule of law and democracy.

- The Prevent lead is the DSL, and will contact CHANNEL for any referrals regarding extreme behaviours or symptoms being displayed. Children may appear more withdrawn, or conversely gain new confidence, use specific language or be overly interested or vocal about a specific agenda. They may doodle images or signs or wear particular clothing
- Senior / Pastoral staff have undertaken accredited training relating to Prevent duties which must be regularly updated.
- All staff will receive training regarding the school's duty under the Prevent agenda and will be alert to signs of radicalisation.
- The school will engage effectively with the family as this is the key way of spotting signs of radicalisation. The school will discuss any concerns with the family unless this is likely to put the child at risk.
- Concerns will be reported to the Prevent Lead or the DSL so that appropriate action, e.g. referral to the safeguarding referral unit (police) sru@dorset.pnn.police.uk – 01202 222229, can be taken.
- The school will work in partnership with other agencies.
- IT policies and suitable filtering is in place to ensure that children are safe from terrorist and extremist material when accessing the Internet on the school site.
- British values are promoted through the curriculum.
- The school website will be used to give information to families e.g. Education Against Hate <http://educateagainsthate.com/>

PEER on PEER ABUSE including sexual violence and harassment (Part 5 KCSiE):

Children can abuse other children, and it may take several forms. This includes bullying (including cyber), sexual violence, sexual harassment, physical abuse, sexting and initiating /hazing and rituals.

Sexual Violence:

This refers to sexual offences under the Sexual Offences Act 2003, and includes rape, assault by penetration, sexual assault.

Sexual Harassment:

This means 'unwanted conduct of a sexual nature' and can occur offline or online. This is in the context of child on child sexual harassment and is likely to violate a child's dignity, make them feel intimidated, degraded. Humiliated and creates a hostile, offensive sexualised environment.

Both sexual harassment and violence are not acceptable, and are a form of abuse. They will not be shrugged off as 'humorous', banter or just boys being boys. The school recognise that more vulnerable groups are girls, SEND and LAC.

The DSL will refer to the Brooks Toolkit for guidance, follow LA flowchart for Youth Produced Sexual Imagery and contact the Safe Schools and Communities Team for advice. The DSL has been trained on managing peer on peer abuse, particularly of a sexual nature. The DSL will follow Part 5 of KCSiE on how to respond to an incident, risk assessment to the victim, other children, staff and the perpetrator. The will follow record and reporting arrangements considering whether to manage internally, gain Early Help, refer to Social Care or report to the Police.

HEALTH AND SAFETY (INCLUDING EDUCATIONAL VISITS)

- The Health and Safety Policy, set out in a separate document, details the way that our children's physical safety is protected both within the school environment and when undertaking educational trips and visits.
- Risk assessments are created for all special events on site and off site educational visits.
- Our off-site educational visit lead is Anne-Marie Lawrence, all risk assessments must be passed to her prior to booking the trip.
- Details of planning an educational visit, procedures and carrying out risk assessments are detailed in the Safeguarding file, which can be found in every class, staffroom and the office
- The Child Protection / Safeguarding policy and procedures of off-site providers will be checked and the DSL must be satisfied that they are appropriate before the facility is used.
- The member of staff in charge of the visit will report any safeguarding concerns to the DSL. In emergency the member of staff in charge of the visit will contact the police and/or social care.

Anti-Bullying

- **Our** anti-bullying champion is Vicky Johnston
- The Anti-Bullying policy gives clear guidance on the way that potential or actual incidents of bullying are dealt with. Written records of incidents are kept which are checked termly by a governor.
- This includes all forms of bullying including cyber, racist, homophobic and gender related bullying.
- Racial and homophobic language will not be tolerated.
- All staff are aware that children with SEND and or differences/perceived differences are more susceptible to being bullied or being victims of child abuse.

Confirmation of policy

Name of school: Springdale First School:

Governor signing (name and signature):

Date policy ratified by Governing Body:

Date to be reviewed: September 2019

LEGAL DOCUMENTATION REFERRED TO:

- Children Acts 1989 and 2004
- Education Act 2002 and in line with government publications;
- "Keeping Children safe in Education" September 2018,
- "Working Together to Safeguard Children" July 2018.
- Section 175 of the Education Act 2012 – Governors duty
- Prevent Duty – Counter Terrorism & Security Act 2015
- Guidance for Safer Working Practice for those Working with Children and Young People in Educational Settings October 2015

Appendix 1 - Types of abuse and neglect

All school and college 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.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. **All staff must be aware of the VERY REAL possibility of peer to peer abuse**

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.

Further information may be found in:

- * What to do if you are worried a child is being abused: advice for practitioners' 2015
- * KCSIE 2018 part 1 and annex A
- * The NSPCC website.

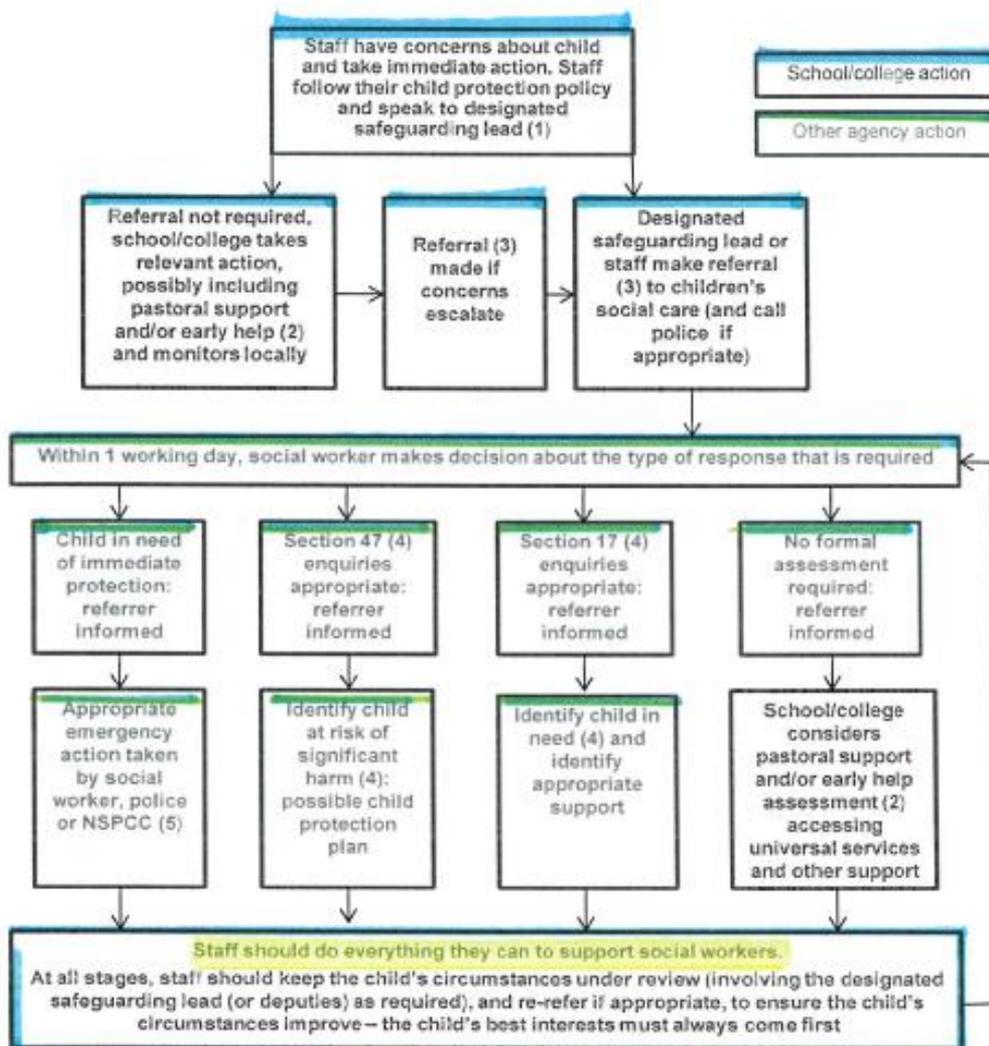
Further information regarding signs of FGM may be found on the NSPCC website:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/>

APPENDIX 2: What to do if I have a concern a child is being abused? Flowchart



Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of *Working Together to Safeguard Children* provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of *Working Together to Safeguard Children*.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of *Working Together to Safeguard Children*.

(5) This could include applying for an Emergency Protection Order (EPO).

Appendix 3: List of contents for the classroom Springdale Safeguarding File

Child Protection & Safeguarding Policy		1
Staff Handbook		2
Code of Conduct		3
Safer Working Practices -2015		4
Continuum of Need – threshold tool (level 1-4)		5
Keeping Children Safe in Education	part 1	6
(complete KCSiE 2018 in staffroom)	part 4	7
	part 5	8
	Appendix A	9
Referral forms (pink/amber/green)		10
Training & updates (INSET, emails)		11
Brooks Traffic Light toolkit (sexualised behaviours)		12
Risk Assessments (including Educational Visits, Lone working etc)		13
Health & Safety Policy		14
Whistle Blowing Policy		15
Behaviour Policy & Reasonable Force DfE guidance (includes incident forms)		16
Intimate Care Policy		17
IT Policies (including acceptable use, social media etc)		18
Serious Case Reviews		19
GPDR – (Policy, does and don'ts)		20