



EAST MORTON CE PRIMARY SCHOOL

Safeguarding and Child Protection Policy

This policy applies unless overridden by any other emergency response guidance, which is in place.

Updated Sept 2022

Vision

All are inspired to achieve their full potential in our loving community of life-long learners, where:

- Everyone is valued;
- Every chance is provided for all to flourish in the security of God's love; and
- Every day brings the enjoyment of life in all its fullness.

Core Values

At East Morton, 'Love' is our core value and it is from love which all of our six key values flow:

- Hope
- Peace
- Generosity
- Community
- Wisdom
- Justice

Designated Safeguarding Lead including Online Safety: Emma Petts (Deputy Headteacher)

Deputy Safeguarding Lead: Anne Proctor (Headteacher)

Designated Safeguarding Lead for Early Years: Jessica Goodison

Named Governor: Jonathan Gallucci

Named Governor for Prevent: Jonathan Gallucci

Mental Health Governor: Jonathan Gallucci

Mental Health Leader: Anne Proctor

Designated Teacher for Looked After Children: Emma Petts (Deputy Headteacher)

Useful Numbers:

Children's Social Care Initial Contact Point: 01274 433999

Emergency Duty Team: 01274 431010

Early Help Gateway: 01274 435600

Lead Officer for Child Protection (LADO): 01274 434343

Keighley Social Care: 01535 618123

Police: Javelin House, Child Protection Unit: 01274 376061

NSPCC whistleblowing helpline for support and advice: 0800 028 0285

Introduction

This policy has been developed in accordance with the principles established by the Children Act 2004; the Education Act 2002, and the following publications, all of which have been shared with practitioners working with our children:

- 'Working Together to Safeguard Children' 2018
- 'What to do if You Are Worried a Child is Being Abused' 2015
- 'Information sharing guidance for safeguarding practitioners' 2018
- 'The PREVENT Duty' June 2015
- 'Guidance for safer working practice for those working with children and young people in education settings' October 2019
- 'Keeping Children Safe in Education' 2022
- Bradford Safeguarding Partnership Child Protection Procedures.

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

Safeguarding and promoting welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment;
- preventing impairment of children's health and physical 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.

The aims of this policy are:

- to provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- to raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. (Reference Appendices and section 1 of 'Keeping children safe in education' 2021 to develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- to develop and promote effective working relationships with the key safeguarding partners, Local Authority, Clinical Commissioning Group and the Police.
- to ensure that all staff working within our school are checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (where required) and a single central record is kept for audit.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Early Years

All adults working in Early Years are required to follow safeguarding school policies and procedures including the use of mobile phones and cameras in the setting and allegations being made against a member of staff. In addition to these, there are some procedures that are specific to Early Years set out in the statutory framework for the early years foundation stage document.

All children, on entry to Reception, are given a password to ensure that they are picked up from school by an adult deemed to be safe by their parents.

There is a designated practitioner to take lead responsibility for safeguarding children in the EYFS along with a paediatric first aider.

Safety checks are made each day, both indoor and outdoors, to ensure that the learning environment is free from hazards.

Safe School, Safe Staff, Safe Children

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them (including supply staff and volunteers).

The Governing Body will ensure that:

- the Designated Safeguarding Lead (DSL) is a member of the Senior Leadership Team and a suitable supporting teacher is appointed. Job descriptions will reflect these roles. On appointment, the DSLs must then undertake 'New to Role' training, two yearly refreshers and the 'Update' course every year.
- the DSLs are also appointed as the strategic leads for the implementation of the government's PREVENT strategy and therefore hold the role of SPoC (Single Point of Contact for PREVENT concerns raised by pupils, staff, or students) The SPoCs have access to WRAP training on appointment and 'Update' courses, when available.
- the DSLs are properly supported to carry out their tasks and that they are given time to fulfil the duties that their roles demand.
- the school operates Safer Recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
- the effectiveness of systems to safeguard children are monitored by leaders, governors and the academy trust.
- Child Protection concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer. DSL to lead with checks from the LGB.
- PREVENT concerns are referred to the relevant body within the council for support in undertaking a risk assessment
- Incidents of FGM and Upskirting will be referred directly to the Police
- our Lettings Policy will seek to ensure the suitability of adults working with children on school sites at any time.
- community users organising activities for children are aware of the school's Child Protection and Safeguarding (including PREVENT) guidelines and procedures.

- school has a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.
- children are taught about safeguarding issues. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and through sex and relationship education (SRE).
- the named governor for safeguarding is appropriately trained and supported.
- the named governor liaises with the LADO on Child Protection in the event of an allegation of abuse made against the Headteacher
- the named governor evaluates the effectiveness of this policy with the DSLs annually.

Note: Governors will not be given details relating to individual child protection cases or situations, to ensure confidentiality is not breached.

The Headteacher will ensure that:

- all other staff and the nominated governors are offered an appropriate level of training and undergo refresher training regularly. During their training, staff will be made aware of the Prevent agenda and the risks posed to children through radicalisation (See Appendix 3 for detailed information about the school's approach to radicalisation) Training will ensure that all staff members have read and understood part 1 including Annex B and part 5 of Keeping Children Safe in Education 2021. For individuals who are deemed to not work directly with children, Annex A will need to read and understand (a condensed version of Part 1 for those staff who are not directly work with children). An additional key aspect of the training is to raise staff awareness of some of the different types of abuse which children face which may not be known to them; this includes (but is not limited to) information on how to identify signs that a girl may either be about to, or has already suffered from Female Genital Mutilation (FGM) or Breast Ironing, Children Missing in Education, Upskirting, Serious Violence, Honour Based Abuse Contextual Safeguarding and the signs and symptoms of a child at risk of, or suffering from Child Sexual Exploitation. (CSE)
- all members of staff and volunteers are provided with Child Protection awareness information at induction and the school safeguarding procedures so that they know who to discuss a concern with. These should include the:
 - child protection policy
 - behaviour policy
 - staff behaviour policy (code of conduct)
 - Children missing from education
 - Role of the designated safeguarding lead
- risks are appropriately assessed and minimised.
- robust arrangements are in place to ensure Health and Safety.
- Safer Recruitment practices are implemented.
- a Single Central Record of all staff and regular volunteers is maintained in accordance with government guidance.
- children and their parents are fully aware of these arrangements.
- children are not removed from roll until a receiving school has been confirmed.
- Half-termly meetings of the Safeguarding team take place.
- the impact of this policy is evaluated and reported to Governors.

The Designated Safeguarding Lead(s) for Child Protection will ensure that:

- Child Protection procedures (including PREVENT referrals) are followed within the school.

- timely referrals to Children's Social Care / Bradford PREVENT team/Police are made in accordance with the locally agreed procedures.
- keep accurate records of concerns about children, or their families even where there is no need to refer the matter immediately.
- all staff employed including temporary staff, volunteers, students and extended service providers within the school are aware of the school's internal procedures and are provided with advice and support as required.
- all Child Protection / PREVENT records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied (where permissible) on to the child's next school or college.
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences, core groups, or other multi-agency planning meetings and contribute to assessments.
- any pupil currently with a Child Protection Plan who is absent in the educational setting without explanation is referred to their key worker's Social Care Team immediately.
- if a child is absent from school and there are concerns that there may be a risk of radicalisation, an urgent referral is made to the Bradford PREVENT team.
- E-safety is an important element within the curriculum, including visits from the Police Cyber Team to lead workshops in KS2

The Business Manager will:

- ensure secure visitor control measures are in place and carried out. This includes arrangements for supply staff, students, volunteers, extended service providers and contractors (including taxi drivers and bus drivers who transport students to and from the school);
- ensure vetting and barring procedures are administered and details recorded in accordance with statutory duties /guidelines;
- ensure a current, accurate Single Central Record is maintained;
- advise staff of vetting arrangements necessary for enhanced curriculum provision.

What school staff should look out for:

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;

- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

Abuse and Neglect

Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

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.

Indicators of abuse and neglect – information for staff:

- **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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
- **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. Sexual abuse can take place online, and technology can be used to facilitate offline

abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (child on child abuse) in education and **all** staff should be aware of it and procedures for dealing with it.

- When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 such as rape, assault by penetration, and sexual consent.
- When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
- **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.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via KCSIE Annex B

- Child abduction and community safety incidents
- Children and the court system
- Children missing from education
- Children with family members in prison
- Child criminal exploitation (CCE) and Child Sexual Exploitation (CSE)
- County Lines
- Modern slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- So-called 'honor-based' abuse (including Female Genital Mutilation and Forced Marriage)
- FGM
- Forced Marriage
- Preventing radicalisation
- Child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- The response to a report of sexual violence or sexual harassment

- Additional advice and support

Overview for staff and volunteers if a child tells you they have been hurt or abused

- Listen, and do not interrupt the child if he or she is freely recalling significant events.
- Do not lead the child or plant ideas. If questions are needed to clarify understanding, they should be framed in an open manner in order to not lead the child in any way.
- Do not give undertakings of absolute confidentiality. It is your duty to pass concerns on to the designated teacher, not to keep a secret.
- You must complete an incident report form on CPOMS, tagging the DSL and Deputy DSL and also speak to one of the DSLs regarding your concerns as soon as possible. You must record the time, date, place and people who were present as well as what was said. Remember, your note of the discussion might need to be used in any subsequent proceedings.
- In discussion with the DSL, decide upon whether the concern is under **Section 17 (child in need)** or **Section 47 (child at risk of harm)** and next steps will be informed by this decision
- If you have concerns about the response you receive from the DSL it is your responsibility to make a referral yourself if you believe the **child is at risk of harm** and adequate action has not been taken to prevent harm to the child.
- Confidentiality is essential. However, fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Your responsibility in terms of referring concerns does not end at this point, you have a duty to return to the DSL to clarify the outcome of a concern you have raised, you may also have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.
- If you would like further advice, please talk to one of the designated members of staff for Child Protection or the lead Governor Mr Jonathan Gallucci.

Confidentiality

- It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- The Data Protection Act 2018 and the GDPR does not prevent the sharing of information for the purposes of keeping children safe.
- Confidentiality is essential. However, fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- The Headteacher or DSL will disclose any information about a child to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. No single professional can have a full picture of a child's needs – everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of

harm, or impede a criminal investigation. If in doubt, we will consult with the Education Social Work Service on this point.

Care, Guidance and Support

Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate. Copies of the staff Code of Conduct, Acceptable User Policy and Staff handbook are all provided on induction with annual updates informing staff how they can keep themselves safe.

Children

We recognise that children who are abused or witness violence may find it difficult to develop a 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 (core and enhanced), including elements of relationships education;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the school Behaviour, Inclusion and SEND policies which aim to supporting vulnerable pupils in the school;
- measures to ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies that support the pupil such as social services, child and adult mental health service, education welfare service and educational psychology service

Children requiring mental health support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies and proprietors should ensure that they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the **[mental health and behaviour in schools guidance](#)**.

Children potentially at greater risk of harm

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Relational Policy (Behaviour Policy)

All school staff should adhere to the school's relational policy and corporal punishment should not be used under any circumstances. Any volunteers, who work in school, will not deal with behavioural issues themselves and must highlight concerns or observations directly to the class teacher.

Allegations against staff (including supply staff and volunteers)

All school staff should take care not to place themselves in a vulnerable position with a child, they should adhere to Keeping children safe in education 2022 and the school's code of conduct.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) and the CEO at Bradford Diocesan Academy Trust.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO and the CEO at Bradford Diocesan Academy Trust without notifying the Headteacher first.

The school will follow the BDAT procedures for managing allegations against staff and contact the LADO for advice and support.

Concerns that do not meet threshold (Low level concerns)

As part of our whole school approach to safeguarding we ensure that we promote an open and transparent culture in which all concerns about all adults working in school are dealt with promptly.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at paragraph 424 (KCSIE 2022). A low-level concern is any concern – no matter how small, and even if

no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples if such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phones;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

It is crucial that any such concerns, including those which do not meet the harm threshold are shared responsibly and with the right person, and recorded and dealt with appropriately.

Other specific issues:

Children Missing in Education (CME)

A child going missing from education is a potential indicator of abuse or neglect. Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. Children who have poor attendance are closely monitored by The Family Liaison officer and Child Protection team. Incidences of extended leave and prolonged absence are also closely monitored. Parents are required to give at least 2 contact names as emergency contacts for their child.

The academy will follow the guidelines laid down in the Bradford Authorities guidance for schools. For further information:

[https://bso.bradford.gov.uk/userfiles/file/ESWS%20CME%20Guidance%20for%20Schools%20September%202017\(4\).doc](https://bso.bradford.gov.uk/userfiles/file/ESWS%20CME%20Guidance%20for%20Schools%20September%202017(4).doc)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Prevention of radicalisation: Prevent Duty

As of July 2015, the *Counter-Terrorism and Security Act (HMG, 2015)* placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the **Prevent duty**. We ensure that:

- We teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion

- We are a safe space in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- We are mindful of duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

Child Sexual Exploitation (CSE) + Child Criminal Exploitation (CCE):

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purposes of exploitation.

Domestic Abuse:

Domestic abuse can encompass a wide variety of behaviour and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Any disclosures which indicate domestic abuse are reported to the Child Protection team. Cases will be dealt with as part of existing structures, policies and procedures on child protection and safeguarding.

Forced Marriage:

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and it is a criminal offence. Our staff know to report concerns to the child protection team where a disclosure linked to forced marriage is made. Guidance on how to protect, advice and support is in the following document: <https://www.gov.uk/guidance/forced-marriage>

Faith Abuse:

Faith abuse refers to psychological manipulation and harm inflicted on a person by using the teachings of their religion. Religiously-based psychological abuse of children can involve using teachings to subjugate children through fear, or indoctrinating the child in the beliefs of their particular religion whilst suppressing other perspectives. Signs and Indicators of this type of abuse may be any of those described above. Cases will be dealt with as part of existing structures, policies and procedures on child protection and safeguarding.

Homelessness:

Many families live in temporary accommodation. When a family moves frequently, they may be facing chronic poverty, social isolation, racism or other forms of

discrimination and the problems associated with living in disadvantaged areas or in temporary accommodation. These families can become disengaged from, or may have not been able to become engaged with, health, education, social care, welfare and personal social support systems. Children living with these circumstances are particularly vulnerable and the child protection team work with these families to offer support and signposting to support services.

Serious violence:

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change of friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increased the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Harmful sexual behaviour

All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours and physical signs linked to behaviours that put children in danger. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Safeguarding issues can manifest themselves via child-on-child abuse. This may include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour and sexting. Staff should recognise that children are capable of abusing their peers.

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. Recent DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them.

Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We also have a statutory duty to report and record any incidents of 'Upskirting'.

The appropriate safeguarding lead person should be familiar with the full 2020 guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it.

The guidance covers: what sexual violence and harassment is, schools' legal responsibilities, a whole school approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with child protection policies. Victims of harm should be supported by the school's pastoral system.

A flow chart for initial reactions in dealing with disclosures of sexual violence or harassment between children is at Annex D from the BDAT Safeguarding and Child Protection Policy.

A bespoke helpline is available for children and young people who have experienced abuse at school, and for worried adults and professionals who may need support and guidance. If they are concerned about something, they can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk.

So-called 'honour-based' abuse

So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM (see below), forced marriage, and practices such as breast ironing and virginity testing. Abuse committed in the context of preserving 'honour' often involves a wider network of family and community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Female Genital Mutilation

Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Familial Safeguarding (formerly known as contextual safeguarding)

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. **All** staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means the assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Mental Health

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or deputy.
- The department has published advice and guidance on [Preventing and Tackling Bullying](#) and [mental health and behaviour in schools guidance](#).

Child on child abuse

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. It can happen both inside and outside of school or online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it. It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers. Downplaying certain behaviours, e.g. dismissing sexual harassment as 'just banter', 'just having a laugh', 'part of growing up', or 'boys being boys;' can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery); upskirting (not necessarily a skirt), which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks, with or without underwear to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used in a way of initiating a person into a group and may also include an online element).

All incidents of sexual violence, including 'upskirting' will be referred to the Police as it is a criminal act. Anyone of any gender can be a victim. The perpetrator will be under investigation by the school and the required sanctions, in-line with school's behaviour policy will be issued.

Minimising the risk of safeguarding concerns towards pupils from other students

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example they have experienced serious abuse themselves.

These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

- When an allegation is made by a pupil against another student, 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 on CPOMS, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact social services to discuss the case. It is possible that social services 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 on CPOMS.
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither social services 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.

Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns regarding child protection/ safeguarding. Concerns may include the attitude or actions of colleagues involved in the management of child protection. If this is the case, staff should refer back to the DSL or supporting DSL. If concerns are not addressed by the DSL, or supporting DSL, the member of staff must make the child protection referral themselves. In the

case of mismanagement of child protection the member of staff must refer to the named governor (where appropriate) or the LADO.

If concerns are not addressed within school, staff have the option of calling the NSPCC whistleblowing helpline for support and advice: 0800 028 0285

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is at risk of:

- harming themselves
- harming other children or adults
- causing significant damage to school property or others,

At all times the minimal force necessary will be used to prevent injury. Such events must be recorded and signed by a witness. Staff who are likely to need to use physical intervention will be appropriately trained in 'Team Teach'. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection procedures. We recognise that touch is appropriate in the context of working with children, and all staff follow keeping children safe in education 2022 alongside our own policies on Behaviour and Positive Handling.

Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms including, but not limited to, cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences / perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents on CPOMS.

Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents on CPOMS and record confirmed incidents with the local authority.

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children.

Monitoring and Evaluation

This Child Protection and Safeguarding Policy and related procedures will be monitored and evaluated by:

- Governing Body visits to the school and subsequent governor reports
- SLT 'drop ins' and discussions with children and staff
- Surveys and questionnaires marked and monitored by the DSL
- Scrutiny of Attendance data by Mrs Petts the Inclusion Leader half termly
- Scrutiny of range of risk assessments
- Scrutiny of LGB minutes
- Logs of bullying/racist/behaviour incidents reviewed by the Safeguarding Team half termly

- Monitoring of CPOMs by the Safeguarding Team half termly

Review

To be reviewed in September 2023

Headteacher:



Governor Approval:



Date:

6th October 2022

Related Policies

- Acceptable Use Policy
- Administrations of Medication Policy
- Anti Bullying Policy
- Attendance Policy - Children
- Behaviour Policy (Relational Policy)
- Code of Conduct – staff
- Equality Policy
- E-Safety Policy
- EYFS Policy
- Exclusions Policy
- Health and Safety Policy
- Induction Policy
- Intimate Care Policy
- Looked After Children Policy
- Mental Health and Well-Being Policy
- Policy to Support Pupils at School with Medical Needs
- Positive Handling Policy
- SEND information Report
- Staff Handbook

Appendix 1: Child Protection Procedure Flowchart

Appendix 2: DBS procedures

Appendix 3: Prevent Information

Appendix 4: British Values

Appendix 5: How can I stay safe in school?

Child friendly safeguarding guide

Appendix 6: How can I keep children safe in school?

Appendix 7: DSL Job description

Appendix 8: BDAT interim statement for Harmful Sexual Behaviour Added April 2021

Appendix 9: Flow chart

Appendix 10: Responding to low levels concerns

Appendix 1

Child Protection Procedures Flow Chart September 2022

Safeguarding Team:



Emma Petts
Designated Lead
Member of Staff



Anne Proctor
Deputy
Designated Lead
Member of Staff



Jessica Goodison
Designated Lead
Member of Staff
for Early Years



Caroline Dewhirst
Delegated
responsibility
for E-Safety



Jonathan Gallucci
Designated
Governor Lead

On discovery or suspicion of child abuse – ACT Immediately

You **MUST** inform your Designated or Deputy Safeguarding Lead via
[CPOMS / Cause for Concern Form]

Where it is clear that a Child Protection Referral is needed contact Children's Initial Contact Point without delay

- ✓ Children's Social Care Initial Contact Point - **01274 433999**
- ✓ Children's Social Care Emergency Duty Team - **01274 431010**
- ✓ Early Help Gateway - **01274 435600**

IMMEDIATE RISK OF HARM CALL 999

General enquiries, Children Specialist Services – **01274 435600**

Following a referral to Children's Social Care a **Multi-Agency Referral Form (MARF)** should be completed and sent to Children's Social Care. Consult the new Continuum of Need and Risk Identification document for help deciding what action should be taken about concerns about a child.

Key documents and guidance can be found at
<https://saferbradford.co.uk/children/practitioners-who-work-or-volunteer-with-children-and-young-people/>

If you are asked to monitor the situation, make sure you are clear what you are expected to monitor, for how long and how/and to whom you should feedback information.

Remember always make and keep a written record of all events, discussions, decisions, reasons for decisions and action taken. Keep records confidential and secure.

USEFUL TELEPHONE NUMBERS

Children's Social Care Emergency Duty Team - **01274 431010**

Children's Social Care Initial Contact Point - **01274 433999**

Education Social Work Service **01274 439651**

Early Help Gateway **01274 435600**

Police Child and Public Protection Unit **01274 376061**

Appendix 2

Robust DBS Procedures

The following procedures are to be rigorously adhered to by all staff. Any queries please speak directly to the Headteacher, Deputy Head or School Business Manager.

1. All Governors, anybody employed or working on a voluntary basis at this school who has direct or indirect contact with children **MUST** have a current Fully Enhanced DBS check completed through East Morton CE Primary School and will not be permitted to take up employment/voluntary work until the DBS clearance has been received and verified by School Business Manager. DBS checks need not be renewed unless the member of staff has had a break in service, but all persons who have a current DBS must sign an annual declaration which states that they have not had any criminal convictions.
2. Peripatetic/Consultants/Students/Visitors over the age of 18 working with direct or indirect contact with children must produce a Fully Enhanced DBS check. It is the responsibility of the member of staff introducing these people into School to ensure that they bring copies of their DBSs and produce them to School Business Manager prior to entering the School. The details will then be verified and recorded. Any overseas students, teachers or visitors must provide identification and police records which satisfy the Headteacher until a current fully enhanced DBS check can be completed. Failure to produce a clear Fully Enhanced DBS check will, without exception, result in the person being asked to leave the School until relevant documentation is produced.
3. It is at the discretion of the Headteacher or delegated representative (exclusively) to authorise a one-off, short term visitor into school who has **indirect contact only** with the children, without a DBS check. It is the responsibility of the member of staff requesting this visit to gain this authorisation from the Headteacher and document this fact to the School Business Manager.
4. All outside agencies involved in more than one visit must produce a Fully Enhanced DBS check, together with relevant identification, **prior** to the activity starting. On the very rare occasion where this procedure cannot be complied with the member of staff introducing these agencies must seek the Headteacher's permission to produce the documentation on commencement of the activity. Failure to produce satisfactory documentation will result in the activity being cancelled and without exception the provider will be asked to leave until the relevant documentation has been produced, checked and verified. Fully Enhanced DBSs and relevant identification will be viewed, checked and recorded by office staff.
5. If parents are transporting children in an official capacity (ie at the request of the school) they do not need a DBS check unless they commit to transport regularly each month or on three or more occasions in any one month.

Appendix 3

Prevent Appendix

Principles

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, **'Keeping Children Safe in Education' 2022 and our responsibilities with regard to the Prevent Strategy 2015.**

Aims

- To ensure staff are aware of the Prevent Strategy and able to protect children and young people who are vulnerable or at risk of being radicalised

Practice

- In addition to DBS checks we 'open source' check organisations, particularly those in the voluntary sector.
- We will ensure staff are aware of the risks to children and young people of being radicalised and provide WRAP (Workshop to raise awareness of Prevent) training

Managing Referrals

- To refer any child/ren at risk of being radicalised or extremism through the Local Authority Channel Referral and Intervention processes.

Raise Awareness

- Ensure staff and governors are aware of how to identify and respond to risks to children from extreme or radical views.

Vulnerability to radicalisation or extreme view points

The school recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The schools aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act. The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a student is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

(For Prevention of Radicalisation, please see British Values statement Appendix 5)

Appendix 4

East Morton CE Primary School

British Values Statement

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

As a Church of England school, East Morton CE Primary is committed to serving its community. It recognises the multi-cultural, multi-faith and ever changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. East Morton CE Primary School is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British Values to all its students.

The government set out its definition of British Values in the 2011 Prevent Strategy.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

East Morton CE Primary School uses strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways East Morton CE Primary School seeks to instil British Values.

At East Morton CE Primary School we have a focus on Christian values, all of which link to the British values listed above. We value the different backgrounds and faiths of all our pupils and families and we undertake a variety of activities in school to celebrate these. We have found this approach to be enriching for everyone as it teaches tolerance and respect for the differences in our community and the wider world. Underpinning all this, are a range of curriculum topics which have strong links to the British Empire. In following the RE curriculum, all pupils will learn in detail about key faiths and through this learning they will be taught to show respect for those faiths. Through History, pupils are taught about significant periods in British History.

Democracy

Democracy plays a key role within day to day life of our school. Pupils have the opportunity to have their voices heard through our proactive school council. Individual pupils also have the opportunity to put themselves forward for a variety of different roles and responsibilities.

Through the Literacy curriculum and Philosophy for Children, learners are taught the skill of debating and voting, based on arguments put forward. Through teaching in PSHCE and the Learning Challenge curriculum, children are taught about freedom of speech and how an individual's voice can make a positive difference to the lives of others.

The rule of law

The importance of laws, whether they are those that govern the class, the school or the country, are reinforced during the school day, as well as when dealing with behaviour and through collective worship. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

All children in school sign a Pupil e-Safety Acceptable Usage Pledge. Visits from community authority figures such as the PCSO, Fire Service etc. are regular features on our yearly calendar and help reinforce this message. We are adopting a restorative approach to pupil behaviour, in which children are taught how to accept responsibility for their actions.

Individual liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms as well teaching them that how they act can impact positively and negatively on others. They are advised how to exercise these freedoms safely, for example through our e-Safety and PSHE lessons. Whether it is through choice of challenge, how they record work or participate in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual respect

Respect for each other, for our school and to others in our community is an integral part of our school ethos and Behaviour Policy. Pupils see staff model this by treating each other with respect and courtesy and we promote this in the way our children interact with each other in their classes and during social times. Mutual respect and fair play is also discussed within sports based activities.

We encourage children to celebrate our increasingly multi-cultural setting and teach about the unfairness of discrimination based on someone's faith, culture or beliefs.

Tolerance of those of different faiths and beliefs

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Opportunities to share and discuss prejudice-based bullying occur through collective worship, assemblies and lessons. Children listen to many Christian faith stories but also have the opportunity to experience and discuss those of other religions. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within class and during collective worship. Our pupils also have the opportunity to visit different places of worship in each year group.

How can I stay safe in school?

At East Morton CE Primary School, all of the adults around you think that your health, safety and welfare are very important. Keeping you safe is always the top of our job list. In our school we respect children and want to keep you safe and help protect your rights.

We do our best to help you made good educational progress.

We teach you how to recognise risks in different situations and how to protect yourself and stay safe.

How will we try to protect you?

We try to provide a safe environment for you to learn in.

We want to ensure that you remain safe at home as well as at school.

We think it is important for you to know where to get help if you are worried or unhappy about something.

If you need to talk – we will listen

You can talk to any adult in school.

It is Mrs Petts's and the Safeguarding Team's special job to keep you safe so talk to them if you are worried.

You can put something in your class's worry box.

You can tell a friend and then go with your friend to tell an adult.

Never keep it a secret if someone:

Is bullying you;

Says funny things to you that you do not like which upsets you;

Touches you in a place you don't like;

Tries to give you tablets, cigarettes, drugs or alcohol;

Hits you or hurts you;

Sends unkind messages on the internet or to your phone;

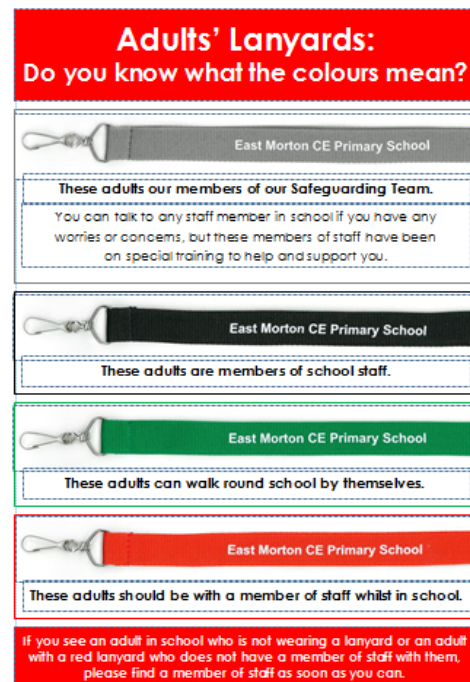
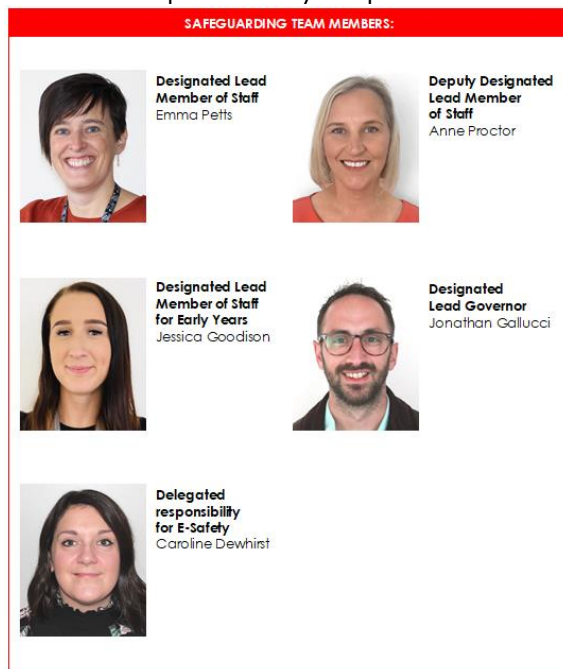
Asks you to do something on-line that you not happy about;

Shows you images on the internet which you don't like;

Appendix 6

How can I help to keep children safe in school?

At East Morton CE Primary School, all of the adults in school know that children's health, safety and welfare are very important. Keeping children safe is always the top of our job list. In our school we respect children and want to keep them safe and help protect their rights. All adults working with or on behalf of children have a responsibility to protect them.



What to do if a child tells you they have been hurt or abused

- Listen, and do not interrupt the child if he or she is freely recalling significant events.
- Do not lead the child or plant ideas. Use open questions/statements i.e. Tell me more ... Tell me about it
- Do not promise to keep it a secret. It is your duty to pass concerns on to the designated teacher.
- You must complete an incident report form on CPOMS. If you do not have a CPOMS log-in then you must pass all information on to the DSL.
- Confidentiality is essential. However, fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Your responsibility in terms of referring concerns does not end at this point, you have a duty to return to the DSL to clarify the outcome of a concern you have raised.
- If you would like further advice, please talk to one of the designated members of staff for Child Protection or the lead Governor Mr Jonathan Gallucci.

Appendix 7

Annex C: Role of the designated safeguarding lead (Job Description)

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

This person should have the status and authority within the school to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting staff to do so, and to contributing to the assessment of children,

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what 'available' means and whether in exceptional circumstances availability by phone is acceptable. It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage Referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC – When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college¹⁴⁴. This includes:
 - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,

- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners; 145 Full details in Chapter one of Working Together to Safeguard Children. 146 Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Appendix 8

Harmful sexual behaviour

All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours and physical signs linked to behaviours that put children in danger. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Safeguarding issues can manifest themselves via child-on-abuse. This may include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour and sexting. Staff should recognise that children are capable of abusing their peers.

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. Recent DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them.

Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We also have a statutory duty to report and record any incidents of 'Upskirting'.

The appropriate safeguarding lead person should be familiar with the full 2020 guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. For more guidance go to:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> (May 2018)

The guidance covers: what sexual violence and harassment is, schools' legal responsibilities, a whole school approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment.

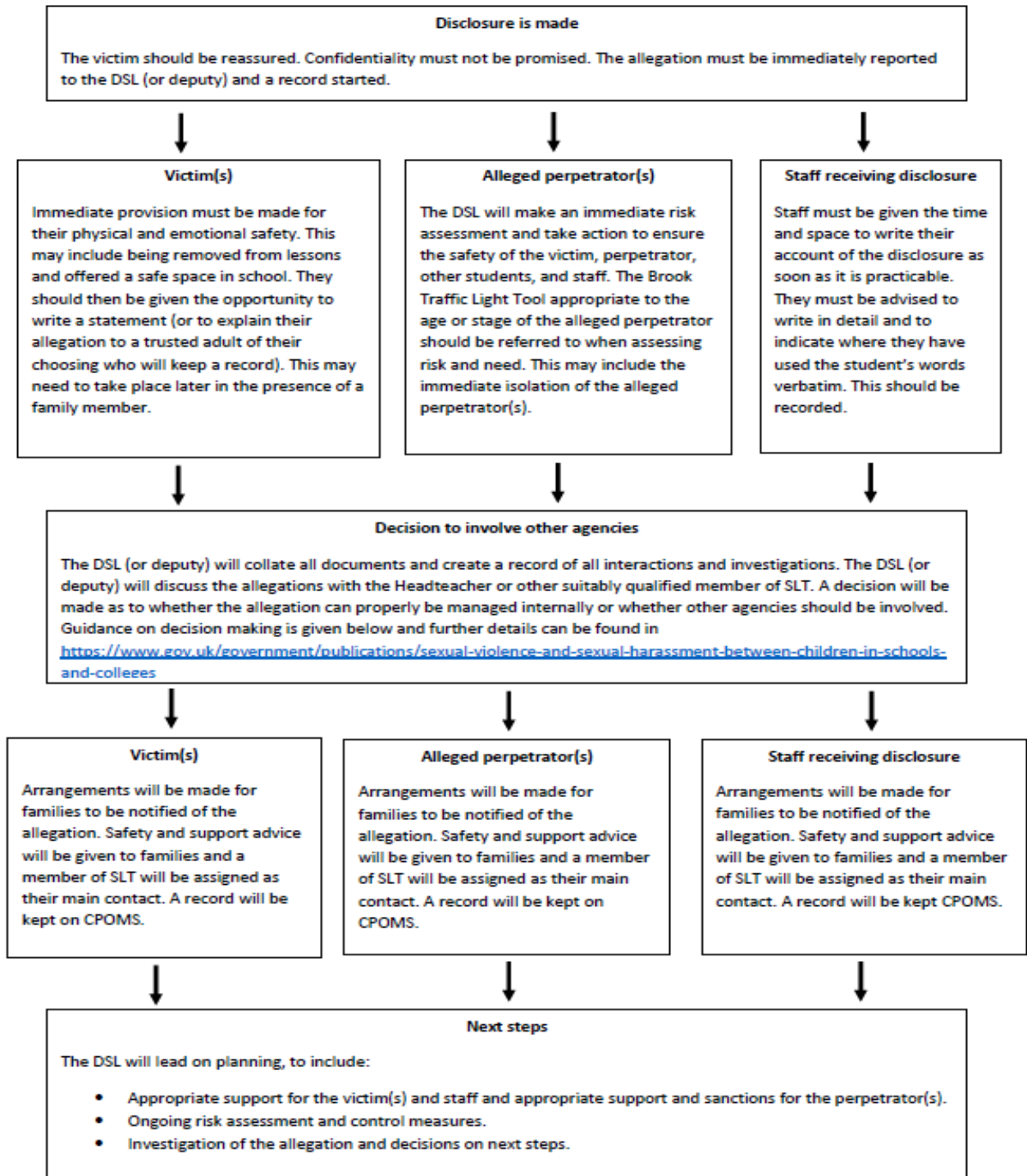
All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with child

protection policies. Victims of harm should be supported by the school's pastoral system.

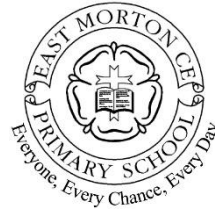
A flow chart for initial reactions in dealing with disclosures of sexual violence or harassment between children is at Annex D (see below) from the BDAT Safeguarding and Child Protection Policy.

A bespoke helpline is available for children and young people who have experienced abuse at school, and for worried adults and professionals who may need support and guidance. If they are concerned about something, they can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk.

School initial action flow chart



Annex D



EAST MORTON CE PRIMARY SCHOOL

Low Level Concerns Form

Please use this form to share any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult may have acted in a way that:

- is inconsistent with East Morton CE Primary staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegation threshold, or is otherwise not serious enough to consider a referral to the LADO.

You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s).

Please use a separate sheet if necessary. The record should be signed, timed and dated.