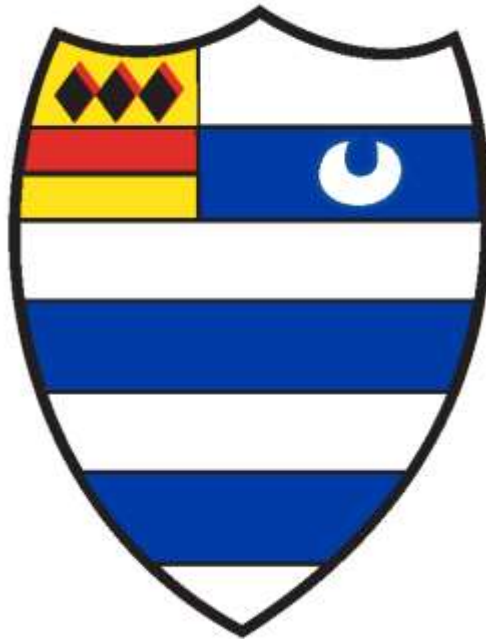


Stanford Junior and Infant School



CHILD PROTECTION AND SAFEGUARDING POLICY

“Living Together, Learning Together”

Prepared by Senior Leadership Team:
Adopted by governors:
Last Review:
Approved by Policy Committee:
Date of next Review:

July 2017
July 2017
November 2022
November 2022
July 2023 (or earlier if required)

IMPORTANT CONTACTS:

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Mrs Clair Smith*	smithc@stanfordschool.co.uk 01472 318003
Deputy DSL	Mrs Leona Hackfath	hackfathl@stanfordschool.co.uk 01472 318003
Local authority designated officer (LADO)	Mrs Charlotte Allenby	01472 326118 LADO@nelincs.gov.uk charlotte.allenby@nelincs.gov.uk
Chair of governors	Mr Scott Smith	smithsc@stanfordschool.co.uk
Channel helpline		20 40 7264

RATIONALE:

At Stanford Junior and Infant School we recognise the responsibility we have under Section 175 (LA Schools)/157 (academies and Independent Schools) of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. This policy demonstrates the schools commitment and compliance with safeguarding legislation and the school's responsibility to play a crucial role in preventative education, and the policies and systems that will underpin this. Through their day-to-day contact with pupils and direct work with families, the staff at our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Services (in North East Lincolnshire or neighbouring authorities dependent upon the child's area of residence). This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

PURPOSE:

The purpose of the policy is to ensure that:

The welfare of the child is paramount.

- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is of suffering or likely to suffer from harm.
- Pupils and staff involved in Safeguarding issues receive appropriate support.
- Staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Head teacher or the Governing Body.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of Stanford Junior and Infant School.

They are consistent with North East Lincolnshire Safeguarding Children's Partnership multi-agency child protection procedures. <http://www.safernel.co.uk/>

LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps

us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

TERMINOLOGY:

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's mental and physical health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, from harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

There are 4 main elements to the Policy:

- 1) Prevention - through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school protective ethos.
- 2) Procedures - for identifying and reporting cases, or suspected cases of abuse.
- 3) Support to children - who may have been abused.
- 4) Preventing unsuitable people working with children - by following the DfE guidance in Keeping Children Safe in Education 2021 - September 2016 together with the school's individual procedures.

EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see separate section)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations - for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see separate section)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

1. ROLES AND RESPONSIBILITIES

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance

of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

ALL STAFF

Staff who work directly with children are expected to read at least part 1 of Keeping Children Safe in Education (KCSIE). Staff who **don't** work directly with children read part 1 of KCSIE or annex A of KCSIE (a condensed version of part 1), but these staff are expected to read at least either section.

All Staff who do and do not work directly with children are also expected to read annex B of KCSIE (about specific safeguarding issues).

All staff will read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff, behaviour policy and code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, the online safety policy and the safeguarding response to children who go missing from education

- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- What to look for to identify children who need help or protection
- Responsibility of staff with regards to anonymity

- 1.1 Knows the name of the Designated Safeguarding Lead (DSL) and his/her role and responsibility.
- 1.2 Have read part 1 of Keeping Children Safe in Education - September 2021, as well as made themselves familiar with the key points of the documents listed in Section 14.
- 1.3 Have an individual responsibility to refer Safeguarding (Child Protection) concerns.
- 1.4 knows what to do if a child tells them he/she is being abused or neglected (appendix 8) and What to do if you are worried a child is being abused - Advice for practitioners.
- 1.5 Will receive training at the point of induction and at regular intervals as required, but at least annually, so that they know:
 - their personal responsibility / code of conduct / teaching standards
 - Safeguarding Children's Partnership child protection procedures and how to access them
 - the need to be vigilant in identifying cases of abuse at the earliest opportunity
 - how to support and respond to a child who discloses significant harm
 Knows their duty concerning unsafe practices in regard to children by a colleague.
- 1.6 The DSL will disclose any information about a pupil to other members of staff on a need to know basis.
- 1.7 The school will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- 1.8 The school will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate.
- 1.9 Work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).

- 1.10 Ensure that, where there are unmet needs, an Early Help / Intervention discussion is initiated. Advice may be sought from the relevant consultants in the locality. If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.
- 1.11 Complete reports and send representatives to case conferences, core groups and Child Protection review meetings.
- 1.12 Notify any allocated Social Worker if:
 - a) a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
 - b) there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
- 1.13 Follow North East Lincolnshire's policy and statutory guidance on Children Missing Education (CME).
- 1.14 Ensure all staff in scope of the Disqualification by Association 'Disqualification Under the Childcare Act 2006' have completed a Disqualification Declaration
- 1.15 Ensure that all staff are aware of their duties under the Serious Crimes Act 2015 to report known instances of female genital mutilation (FGM) to the police via the 101 number
- 1.16 The DSL will also keep the head teacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.
The full responsibilities of the DSL and deputy are set out in their job description.

THE DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL is a member of the senior leadership team. Our DSL is Mrs Clair Smith, Deputy Head. The DSL takes lead responsibility for child protection and wider safeguarding in the school.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Out of school hours the DSL can be contacted by mobile or email address.

When the DSL is absent, the deputy DSL- Mrs Leona Hackfath, Headteacher - will act as cover.

If the DSL and deputy are not available, Mrs Jayne Smith, Key Stage 1 Lead/ SLT will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters

- › Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- › Contribute to the assessment of children
- › Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- › DSL will have a good understanding of harmful sexual behavior

The DSL will also:

- › Keep the headteacher informed of any issues
- › Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- › Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- › Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- › Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL and DDSL are set out in their job description

19. GOVERNING BODY RESPONSIBILITIES

The Governing Body fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The Governing Body have agreed processes which allow them to monitor and ensure that the school:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a Link Governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate
- Has robust Safeguarding procedures in place.
- All Governors will read Keeping Children Safe in Education Document.

- Operates safer recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site. This includes checking the Single Central Record (SCR).
- Has procedures for dealing with allegations of abuse against any member of staff or adult on site
- Has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues
- Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.
- Is supported by the Governing Body nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.
- Carries out an annual review of the Safeguarding policy and procedures.
- Carries out an annual Safeguarding Audit in consultation with the Governing body, sharing this with the NEL Safeguarding Children's Partnership /Safeguarding in Schools team on request.

- Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
 - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate

All governors will read Keeping Children Safe in Education in its entirety.

THE HEADTEACHER

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Headteacher will make decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

VIRTUAL SCHOOL HEADS

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.

RECOGNISING ABUSE AND TAKING ACTION

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note - in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. **Anyone can make a referral.**

Tell the DSL as soon as possible if you make a referral directly.

<https://www.gov.uk/report-child-abuse-to-local-council>

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- › Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- › Stay calm and do not show that you are shocked or upset
- › Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- › Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- › Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- › Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- › Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- › Not recognise their experiences as harmful
- › Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

2. PREVENTION

The school will establish an ethos where:

- 2.1 Children feel secure in a safe environment in which they can learn and develop
- 2.2 Children know that there are adults in the school whom they can approach if worried or in difficulty.
- 2.3 Adequate signposting to external sources of support and advice is in place for staff, parents and pupils (such as the school website, notice board in staffroom and school office).

- 2.4 Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum, including addressing issues related to the Prevent Strategy and elements of upholding British Values.
- 2.5 Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available
- 2.6 It is ensured that children can recognise and manage risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognise when pressure from others, including people they know, threatens their personal safety and well-being and supports them in developing effective ways of resisting pressure.
- 2.7 All adults are adequately trained and feel comfortable and supported to draw safeguarding issues, including serious violence to the attention of the Head Teacher and/or the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead (DSL/DDSL) and are able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard children - Keeping Children Safe in Education - September 2018.
- 2.8 Staff have safeguarding training ongoing throughout the year. The following list is a selection of some of the training we deliver and information we share in school for staff:
- Designated Safeguarding Leaders Group half-termly meetings for DSL & DDSL (x6 per year)
 - Safeguarding Team termly meetings (x3 per year)
 - Refresher Training for Basic and Level 1 & 2 Safeguarding
 - Weekly minuted meeting for class staff including concerns for any vulnerable children
 - Regular staff training to update on any local or national changes or statutory guidance
 - Induction for new (including temporary) staff, governors and volunteers
 - Training for key staff in specific areas such as Prevent (Extremism), Anti-Bullying, Neglect Awareness, CCE etc.
- 2.9 As an adult working in this school you have a duty of care towards all students. This means you should act at all times in a way that is consistent with their safety and welfare. If you have a concern about a child, particularly if you think s/he may be suffering or is at risk of suffering or likely to suffer from harm, it is your responsibility to share the information promptly with the Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Officer (DDSL) or a member of the Senior Leadership Team, who will ensure the matter is dealt with, see Key Personnel (Appendix 1)
- If none of the named people are available please inform another member of staff within the school such as a teacher, teaching assistant, member of the school office or lunchtime supervisor.
- If no staff are available then contact the Integrated Front Door (including MASH) on 01472 326292 (option 2) which operates a 24 hour helpline.**

- 2.10 Emerging themes are proactively addressed and fed back to the relevant staff internally, the local authority and NEL SCP to ensure a coherent approach so that multi- agency awareness and strategies are developed.
- 2.11 There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum
- 2.12 Support and planning for young people in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach
- 2.13 It works in accordance with 'Working Together to Safeguard Children 2018' and relevant NE Lincolnshire Safeguarding Children Partnership advice to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's lived experience as evidenced by observations or information provided through the multi-agency forum.
- 2.14 Our arrangements for consulting with, listening and responding to pupils are through the school's 'Pupil Voice' forum and chosen named adults for individual pupils as necessary.
- 2.15 There is a commitment to the continuous development of staff with regard to safeguarding training. This includes, but is not limited to;
- All staff follow the NEL Safeguarding Children Partnership advice and guidance and receive a safeguarding update as part of their induction, to enable them to understand and fulfil their safeguarding responsibilities effectively.
 - The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead also follows the NEL SCP relevant training to ensure qualification to the appropriate level that is up to date and relevant.
 - The Designated Safeguarding Lead and Deputy attend the briefings for Designated Safeguarding Leads coordinated by the NE Lincs SCP, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes emerging in North East Lincolnshire, regionally and nationally. The expectation is that the Designated Safeguarding Lead will attend at least 2 briefings per academic year.

3. EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS

There is an expectation that schools try to engage with early help to identify the holistic needs of a child and seek support through working closely with local partners. In order to do so the school does the following -

- 3.1 The school acknowledges serious case review findings and shares lessons learned with all staff with the aim to ensure no child falls through the gap (see Appendix 2).
- 3.2 All staff should understand the procedures for reporting concerns and know how to pass on any concerns no matter how trivial they seem. Always share details with DSL. These are consistent with North East Lincolnshire's Local Safeguarding Children's Partnership child protection procedures.
- 3.3 All staff understand the difference between a 'concern' about a child and 'immediate danger or at risk of harm' and know the procedures to follow for each. (Appendix 3& 4)

- 3.4 The school knows how to identify and respond to:
- Signs/symptoms of any type of abuse, e.g. Physical, Sexual, Emotional
 - child-on-child abuse eg bullying, cyber-bullying, sexting etc
 - Neglect - appendix 6 and 7 and useful information on the NSPCC website
 - Drug/substance/alcohol misuse (both pupil and parent)
 - Child sexual exploitation / trafficked children
 - Children missing education
 - Domestic abuse
 - Child- on- Child abuse
 - Risky behaviours including concerns around extremism/radicalisation
 - Sexual health needs
 - Obesity/malnutrition
 - Inclusion and diversity including SEND, HIV, LGBT pupils
 - On line grooming - E Safety Advice here
 - Inappropriate behaviour of staff towards children
 - Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010. (Appendix 5)
 - Self-Harm
 - Female Genital Mutilation - Multi-agency statutory guidance on FGM - April 2016
 - Forced Marriage
 - Unaccompanied asylum seeking children

For any allegation of child- on- child abuse or if any member of staff believes any young person to be at risk of significant harm they will speak to the Designated Safeguarding officer immediately and a safeguarding referral to Social Care will be made. Where a crime has been committed the Police will also be involved. We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously. Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sharing of nudes and semi- nudes)

3.5 Gathering the facts

- Any situation of child abuse will be dealt with immediately and sensitively.
- Information will be gathered as soon as possible after the incident to get the true facts before the child(ren) forget.
- The member of staff will be sensitive to the language they use and the impact of that language on both the children and the parents when they become involved. Staff will not act in a prejudiced, judgemental, dismissive or irresponsible manner when dealing with such sensitive matters.

- It is our policy to speak to all the young people involved in an allegation of child-on-child abuse separately to gain a statement of facts from them. The member of staff will ask the children to tell them what happened, only asking questions to gain clarity e.g. where did the incident happen, when etc. We will try to decipher whether this was a deliberate or contrived situation for a young person to be able to harm another.

3.6 Facts that we need to know:

- The age of the children involved.
NB In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)
- Where the incident or incidents took place.
- If the incident was in an open, visible place it may have been observed and more information can be gathered. If the incident did not take place in an open visible place then the school must consider if more supervision is required within this particular area.
- The explanation that was given by all of the children involved about what occurred.
- If all of the children give the same explanation of the incident we can have more faith in the account. If the versions differ we need to discover why. The effect of the incident may be different upon the different children involved.
- The children's own understanding of what occurred.
- It is important to be aware of what the children know about what they are doing, for example whether they know the names of body parts, about privacy and what it is inappropriate to touch. Also, whether the child knows the impact of their behaviour upon another.
- Any instances of repetition
- We need to find out if the behaviour has been repeated to an individual on more than one occasion and whether the behaviour has continued after the issue has already been discussed or dealt with and appropriately resolved.
- Deciding on our next course of action informing Social Services.
- In consultation with the Designated Safeguarding Lead (DSL) contact will be made with Social Services to gain advice about future actions. They will advise whether or not to inform parents.

3.7 Informing parents

- If Social Services are not going to be involved then School will share information with parent and child together (depending on the child's age).
Next Steps
- It is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

3.8 For the child who has been harmed

- Support for the child who has been harmed depends on the individual young person. School can refer a child to counselling or one to one support via a mentor. If the incidents are of a bullying nature, the child may need support in improving peer groups/relationships with other children.

- Other interventions that could be considered may target a whole class or year group, for example, a speaker on cyber or bullying etc. Issues can be discussed in PHSE lessons and addressed through the SMSC curriculum.
- If the child feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in School so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

3.9 For the child who has displayed harmful behaviour

- In this circumstance it is important to find out why the child has behaved in such a way. It may be that the child is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases counselling may also be necessary or involvement of Social Services. Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members.
- Once the support required to meet the individual needs of the young person has been met, it is important that the child receives a consequence for their behaviour in line with our behaviour policy.

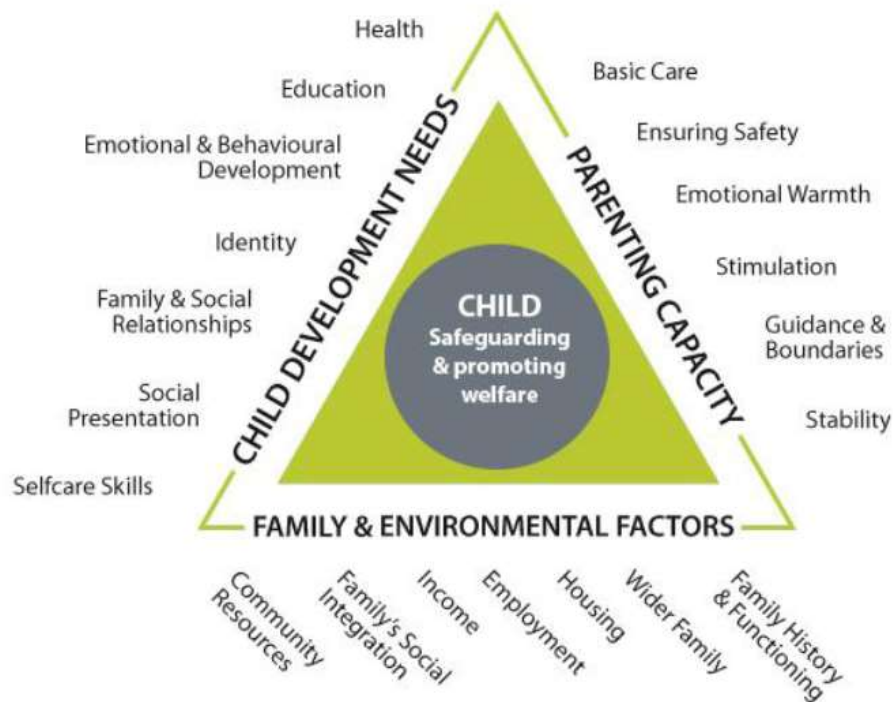
3.10 Following the closing of an investigation there may be a need for an individual risk assessment completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved, including the child and their parents.

3.11 After care

It is important that following the incident the children involved continue to feel supported and receive help. It is important to ensure that the child does not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the child following the incident(s) are important.

3.12 The school is signed up to Operation Encompass, run by Humberside Police. Whenever the police become aware of an incident of DA/DV occurring within a family of a pupil the school will be alerted via secure email of the incident.

3.13 School staff are aware of the '*Continuum of Need*' and actively support multi agency planning for those children in risk categories. Staff have an understanding of the *Framework of Assessment of Need* (see below) and make decisions based on a child's development needs, parenting capacity and family & environmental factors.



3.14 Early Help / Intervention

Early Help or Early Intervention is the term that can be used to describe arrangements and services that identify the need for help for children and families as soon as the problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. Working Together to Safeguard Children (2018) identifies the critical features of effective Early Help as:

A multi-disciplinary approach that brings a range of:

- Practice that empowers families and helps them to develop the capacity to resolve their own professional skills and expertise through a "Team around the Child" approach.
- A relationship with a trusted lead professional who can engage with the child and their family, and coordinate the support needed from other agencies
- A holistic approach that addresses the children's needs in the wider family context
- Simple, streamlined referral and assessment process

3.15 The designated safeguarding lead acts as the focal point for all matters concerning child protection and safeguarding children and young people. One of the primary tasks is to act as the contact between school, the family and other agencies. Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the designated safeguarding lead immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

4. Staff must be aware of their position of Power and Trust.

4.1 Staff must:

- be aware of their positions of Power of Trust, and must not use this position to gain access to information for your own advantage or to a pupil's or family's detriment.
- be aware of safeguarding confidentiality in school and of the risks to others if that confidentiality is breached.
- not use their power to intimidate, threaten, coerce or undermine pupils.
- be aware how actions may be viewed by others.
- not to be seen to be paying special attention to a particular pupil.
- always consider the following: 'Are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equitably?' 'How will my actions be regarded by others?'

5. Communication with pupils.

- 5.1 Staff should retain a professional distance whilst engaging with pupils and not engage in discussions/communication that could be misconstrued either by the child and/or by others.
- 5.2 Staff should refrain from meeting pupil(s) outside of the school, excepting unplanned contacts. Where such meetings do occur this should be recorded and your senior member of staff informed. This is particularly relevant where any such meeting could be open to question.
- Staff should not provide pupil's with their home and/or mobile telephone number.
 - Neither should they provide pupils with details of their computer e-mail address and/or password details of internet sites.
 - Any such contacts, including with parents/carers, should be reported to your senior member of staff. Breach of these could result in dismissal.

6. Infatuations.

- 6.1 Any concerns surrounding an indication of an infatuation from a pupil should be reported and recorded. This can be via verbal, written or physical means - including various forms of technology. This also applies to colleagues whom you have reason to believe is subject to an infatuation.

7. Gifts

- 7.1 No gift which might be construed by others as a bribe, or lead the giver to expect preferential treatment should be accepted.
- 7.2 A small 'thank you' is okay, but gifts on a regular basis or of any significant value must not be accepted.
- 7.3 Generally only gifts to a pupil should be given as part of an agreed reward system.
- 7.4 In any other context, ensure that any gifts given are open, are of insignificant value and given at other opportunities to all children equally.

8. Physical Contact

- 8.1 As a rule staff do not touch pupils. Physical contact should never be secretive or for personal gratification or for a type which others may consider indecent.
- 8.2 There are occasions when it is appropriate and proper for staff to have physical contact with pupils, but only when it is appropriate and proper to do so in your professional judgement.

- 8.3 Physical contact should be given in response to a child's needs at the time, of limited duration and appropriate given their age, special needs, stage of development, gender, ethnicity and background.
- 8.4 Staff should not work on a 1:1 basis in closed rooms.
- 8.5 Staff should not indulge in horseplay, tickling or fun fights.
- 8.6 Staff should use extra caution when it is known that a pupil has suffered previous abuse or neglect.
- 8.7 Any concerning physical contact by yourself or any other member of staff which you believe which could be misconstrued should be reported to the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead or SLT.

9. One to One Working

- 9.1 Staff engaged in such situations need to be mindful that this is potentially a more risky situation and they need to ensure the situation is kept as transparently safe as possible - both in their own and the pupil's best interest.
- 9.2 Staff should avoid practices which could be considered to be either unsafe or open to misinterpretation as to your conduct. In such circumstances report and record your concerns to your senior member of management without delay. The fact that a certain way of working has been in place for some considerable period of time does not negate either its potential danger nor the basis of your concerns.
- 9.3 Where small group live nurture sessions are taking place for remote learning, an additional member of staff will be present in the room and the lesson will be recorded for both the pupil and staff members safety.
- 9.4 As a general guide:
 - Avoid meeting with pupils in remote, secluded areas of the school.
 - Ensure there is visual access and/or open door whilst in such situations.
 - Where possible make other staff aware, beforehand, of the meeting. If you are sufficiently concerned seek the presence of another member of staff.
 - Avoid usage of engaged or equivalent signs wherever possible.
 - Always report any situation to a senior member of staff if, in such a situation, a pupil becomes distressed, angry or suggests something which is outside of your professional relationship with them.
 - Note - this may also apply to situations outside of the workplace and must be reported to the Designated Safeguarding Lead/Deputy Designated Safeguarding Lead or SLT.

10. Pupils in distress

There may be rare occasions when a very distressed pupil needs comfort and reassurance, including limited age appropriate physical contact, principally with our youngest pupils. Be self-aware, and avoid any contact which may be intrusive or open to misinterpretation. For safety, always inform a colleague if you have offered to comfort a pupil in distress or whenever necessary always have another colleague in the room.

11. Photographic and Video Images

- 11.1 Images should only be recorded when there is justifiable need, such as to assist teaching and learning, to celebrate achievement and record memorable trips etc.

- 11.2 Images of pupils will not be displayed on websites, in publication or in a public place if the consent of the pupil and parent/carer has been withdrawn.
- 11.3 School photographic equipment should only be used and not staffs personal equipment.
- 11.4 Parents have been consulted to allow them to indicate opting out of having their child photographed. Unless they so indicate, we will deem that it is acceptable to record images for legitimate purposes.
- 11.5 Parents of new intakes/admissions will routinely be asked to give such general consent. Schools need to make a decision as to whether or not parents/carers are allowed to record school events/activities. Staff are required to adhere to their individual school policy matters. An alternative is to have such events filmed/photographed by a nominated source that provide parents/carers with the opportunity to purchase.

12 Transportation

In certain situations staff may be required to transport pupils. At such times the safety and welfare of the child is your responsibility, including ensuring you are acting legally and that your insurance cover does apply to such activities.

13 Children missing in education

- 13.1 Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Stanford School we encourage the full attendance of all children at school (see Attendance Policy).
- 13.2 Where concerns that a child is missing from education and/or suspicions of abuse are raised then these will be reported to the North East Lincolnshire Children's services and the Children Missing in Education Service to effectively manage the risks and liaise with all relevant agencies.

14 - PROCEDURES RECORD KEEPING AND CONFIDENTIALITY

Stanford Junior and Infant School will follow locally and nationally agreed safeguarding procedures.

- 14.1 The school will ensure that:
Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:
- used fairly and lawfully
 - for limited, specifically stated purposes
 - used in a way that is adequate, relevant and not excessive
 - accurate
 - kept for no longer than necessary
 - handled according to people's data protection rights
 - kept safe and secure.
- 14.2 Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual, evidence-based account. Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals.
- 14.3 As of summer 2017 the school is using CPOMs to record safeguarding concerns. Staff trained in the use of this software should use this as their primary reporting

mechanism for any concerns, unless the paper version is deemed quicker / more appropriate. Having a hand signed statement for highly significant issues may be required, even if the incident has been recorded on CPOMs initially. Records will be signed, dated and where appropriate, witnessed (see Appendix 3 & 4).

- 14.4 Hard copies of records or reports relating to Safeguarding and Child Protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these electronic records will be controlled by the Headteacher/Designated Safeguarding Lead.
- 14.5 Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.
- 14.6 Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.
- 14.7 If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.
- 14.8 Where children leave the school ensure their child protection file is transferred appropriately for any new school or college as soon as possible but transferred separately from the main pupil file. Ensuring secure transit and confirmation of receipt. This may be through an electronic system.
- 14.9 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.
- 14.10 A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- 14.11 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.
- 14.12 The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- 14.13 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).
- 14.14 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.
- 14.15 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.
- 14.16 In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- 14.17 The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

- 14.18 Records stored on CPOMs are held confidentially and are only accessible via a system of 2-form-authentication, of which only the Headteacher, DSL and DDSL have unsupervised access to.
- 14.19 There is always a DSL available who has the necessary seniority and skills, undertakes appropriate Safeguarding training, and is given the time to carry out this important role.
- 14.20 The Policy is updated annually and that changes are made in line with any new DfE or other government department's guidance.
- 14.21 In the case of any disclosure made by a child or serious injury, or where behaviour or concerns arouse suspicion, the DSL or D/DSL will contact NE Lincolnshire Integrated Front Door (Including MASH) on 01472 326292 (then currently option 2) without delay to report concerns and seek medical attention as necessary.
- 14.22 Staff must report any concerns about adults who work with children or young people to the head teacher or to the Chair of Governors in the event of an allegation of abuse made against the head teacher. The Head or Chair must seek advice from the Local Authority Designated Officer(s) (LADO) Contact: - 01472 326118
- 14.23 The DSL will keep written, signed and dated records detailing any allegation and action taken as near to the time of disclosure as possible even when no investigation is undertaken; following up any verbal referral in writing within 24 hours.
- 14.24 Conversations with a child who discloses abuse should follow the basic principles:
- listen rather than directly question, remain calm
 - never stop a child who is recalling significant events
 - make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
 - advise you will have to pass the information on
 - avoid coaching/prompting
 - never take photographs of any injury
 - allow time and provide a safe haven / quiet area for future support meetings
 - At no time promise confidentiality to a child or adult.
- 14.25 Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- 14.26 The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- 14.27 If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- 14.28 Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- 14.29 The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- 14.30 If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- 14.31 Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3

15. SUPPORTING VULNERABLE PUPILS AT RISK

15.1 Special consideration should be given to safeguarding and protecting children that may have additional vulnerabilities, for example children that are looked after or those with special educational needs (SEN) and disabilities. We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Health conditions
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

15.2 Safeguarding disabled children/young people

- Disabled children/young people have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children/young people.
- Disabled children/young people do however require additional action. This is because they experience greater risks as a result of negative attitudes and created vulnerability. This may lead to disabled children/young people having unequal access to services and resources and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment (Safeguarding Children DCSF July 2009).
- Stanford school will ensure that all disabled children/young people are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this Stanford school will ensure that staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding the abuse of a disabled child/young person.

15.3 Additional barriers can exist to the recognition of abuse and neglect which can include:

- Health conditions
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

15.4 The school will endeavour to support vulnerable pupils through:

- Its ethos which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
- Its behaviour policy aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach which focuses on the behaviour of the offence

committed by the child; working to support children in developing positive behaviour.

- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
- Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.
- Allowing designated staff opportunity to attend face to face Safeguarding in Schools briefings/ NEL Safeguarding Children's Partnership multi-agency training. (For example Prevent, Child Sexual Exploitation guidance, domestic violence, drugs / alcohol substance misuse etc.)
- Ensuring information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. Also notifying Key workers or social workers where a child leaves the school (as appropriate)
- Following North East Lincolnshire's procedures for related to suspected Child Sexual Exploitation as necessary.

16. PUPILS WITH A SOCIAL WORKER

16.1 Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

16.2 The DSL and all members of staff will work with and support social workers to help protect vulnerable children. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

17. LOOKED-AFTER AND PREVIOUSLY LOOKED- AFTER CHILDREN

17.1 We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

17.2 We have appointed a designated teacher, Mrs Clair Smith, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to

- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

18. EXTREMISM AND RADICALISATION

- 18.1 Stanford Junior and Infant School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- 18.2 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.
- 18.3 Stanford Junior and Infant School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 18.4 Prevention work and reductions of risks will include the RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy"
- 18.5 This school adheres to the Prevent Duty Guidance for England and Wales July 2015 (revised in 2019)
- 18.6 PREVENTING RADICALISATION
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
 - **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- 18.7 Terrorism is an action that:
- Endangers or causes serious violence to a person/people;
 - Causes serious damage to property; or
 - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk, both inside and outside their home, at school and online.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour - staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures.

20. If you have a mental health concern

- 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.
- Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps.
- If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.
- Department for Education guidance on [mental health and behaviour in schools](#) for more information.

21. Risk assessment

Settings need to assess the risk, with local partners, of their children being drawn into terrorism, as well as their support for extremist ideas and terrorist ideology. Stanford Junior and Infant School adheres to this principle and as such we have robust safeguarding policies in place to identify children at risk, implement appropriate interventions and the most appropriate referral options as required. We also consider the suitability of visiting speakers.

Police in all regions are expected to produce a Counter-Terrorism local profile (CTLPs) which is to assess the risk of individuals being drawn into terrorism and is the risk assessment that settings need to refer to. Stanford School will refer to the Humberside Police CTLP as required and will review when in need of update.

22. Working in Partnership

The school takes into account guidelines and recommendations from NE Lincolnshire's safeguarding teams to ensure that our arrangements take into account policies and procedures of the Local Safeguarding Children Board.

The key aims of the PREVENT strategy is:

To help local authorities, police, community safety partnerships and other partners and partnerships to develop and implement effective actions, which will make their communities safer. This will reduce the risk from terrorism and violent extremism, so that people in the local community can go about their business freely and with confidence.

Experience has shown that the best results are achieved by:

- Partnership working and community engagement
- Understanding the challenge and its context
- Developing an effective action plan
- Managing risk
- Tracking progress and evaluating success
- Sharing learning

The CHANNEL panel is the operational group and has multi-agency representation.

23. Staff training

- 23.1 All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.
- 23.2 This training will be regularly updated and will:
- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
 - Be in line with advice from the 3 safeguarding partners
 - Have regard to the Teachers' Standards to support the expectation that all teachers:
 - o Manage behaviour effectively to ensure a good and safe environment
 - o Have a clear understanding of the needs of all pupils
- 23.3 All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- 23.4 Staff will be aware that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children
- 23.5 Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).
- 23.6 Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.
- 23.7 Volunteers will receive appropriate training, if applicable.

THE DSL AND DEPUTY

The DSL and Deputy will undertake child protection and safeguarding training at least every 2 years and will complete Level 3 safeguarding training

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

GOVERNORS

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

24. Referral Process

- 24.1 As part of the duty to protect young people from the messages of extremism, the school will refer any young person they are concerned about to the local Prevent team through the Channel process. The Channel referral form can be found through the NEL Safeguarding Children's Partnership website link <http://www.safernel.co.uk/prevent/> and should be returned to the email provided - prevent@humberside.pnn.police.uk
- 24.2 The school may also email prevent@humberside.pnn.police.uk or telephone 01472 204579 to seek advice and support. Where the school has serious concerns about the vulnerability of a young person in relation to extremist behaviour, then the school should make a call to the Police on 999.

25. IT policies

Settings are expected to ensure that children are safe from online terrorist and extremist material, typically via appropriate levels of filtering. Stanford School adheres to this principle by working closely with our IT providers.

Stanford School requires pupils and staff to abide by acceptable user policies which make clear that accessing such sites is unacceptable. Using school equipment to send terrorist publications to others would be a criminal offence.

26. Monitoring and enforcement

Ofsted inspectors will assess the settings approach to keeping children safe from the dangers of radicalisation and extremism and what is done when the setting suspects that pupils are vulnerable to these threats. If a setting is considered to be failing in this regard or if their staff or children's safety is threatened, maintained schools will be subject to intervention and academies or free schools may be subject to termination of funding. For independent schools in England or Wales, they must remedy any failing or be subject to regulatory action. Early years settings are also covered by this monitoring provision.

27. Wider issues to consider

- 27.1 These are some further areas to consider in implementing the prevent agenda:
- 27.2 Settings are required to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- 27.3 Curriculum including a balanced Religious Education, Personal Social and Health Education etc.
- 27.4 Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. NELC does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

- **Forced Marriage**

Schools and establishments do not support the idea of forcing someone to marry without their consent and will follow Safeguarding Children's Partnership

procedures to refer any child and young person immediately to North East Lincolnshire Children's services.

- **Honour based abuse**

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

- **Trafficked children/young people**

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

- **Abuse linked to faith and beliefs**

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

- **Children missing in education**

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At Stanford School we encourage the full attendance of all children at school (see Attendance Policy). Where concerns that a child is missing from education and/or suspicions of abuse are raised then these will be reported to the North East Lincolnshire Children's services and the Children Missing in Education Service to effectively manage the risks and liaise with all relevant agencies.

- **Child Exploitation**

Children and young people can be exploited by their associations and through gang activity. They may suffer exploitation through their use of modern technology such as the Internet, mobile phones and social networking sites. In order to minimise the risks to children the school will ensure that they have in place appropriate measures such as security filtering and an acceptable use policy linked to their e-safety policy. We will ensure that staff are aware of how to not compromise their position of trust in or outside of the school and we are aware of the dangers associated with the Internet and other mobile technology. See list of possible signs and symptoms in appendix 9

- **Safeguarding children linked to gang activity.**

We will endeavour to protect children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on any relevant information or allegations. We will take all reports seriously

and will share this information appropriately with other agencies to safeguard all children and young people from harm.

28. FEMALE GENITAL MUTILATION (FGM)

Female Genital Mutilation (FGM) is child abuse and illegal. Female Genital Mutilation involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious and long lasting implications for physical health and emotional well-being. Possible indicators include taking a girl out of school / country for a prolonged period or talk of a 'special procedure' or celebration. See information about possible signs and symptoms in appendix 10

As of 31st October 2015, all regulated professionals including qualified teachers or persons who are employed or engaged to carry out teaching work in schools have a statutory duty to report personally to the Police if they discover that female genital mutilation has or appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

This is a personal duty and cannot be transferred to anyone else. The new mandatory reporting duty related to a disclosure that FGM has already happened and this should be reported to the Police on 101. Where a girl discloses information that identifies her as at risk of FGM, professionals should follow the normal safeguarding procedures.

If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

29. So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

30. BREAST IRONING

Like FGM it is a harmful cultural practice and is child abuse (physical Harm). It is not covered under legislation. It involves hot stones being rubbed on the girls' breasts, also binding the breasts. It is done to girls aged between 9 and 15 years old. It is carried out by Mothers/ Grandmothers but also male members of the family. It may be practised amongst African communities in UK.

It is seen as a protection from rape, kidnapping and to deter unwanted male attention for girls who are at risk of sexual harassment, forced marriage or kidnapping. It is seen as a good thing for the girl by delaying puberty to enable them to go into education rather than marriage (forced). It is very painful and can lead to significant health issues. Girls may believe the practice is in their own good and may remain silent.

Possible indicators may be unusual behaviour, absence from school, reluctance to have medical examinations or fear of getting changed for physical activities. The local safeguarding children polices should be followed.

31. SHARING OF NUDES AND SEMI NUDES ('SEXTING')

31.1 If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

31.2 You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

31.3 You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

31.4 Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff - this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

31.5 The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

31.6 Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

31.7 Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

31.8 Referring to the police

If it is necessary to refer an incident to the police, this will be done through PCSO

31.9 Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

31.10 Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and online safety programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes.

32. CHILD SEXUAL EXPLOITATION

32.1 Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

32.2 The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

32.3 The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

32.4 CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

32.5 In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

32.6 If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

33. CHILD CRIMINAL EXPLOITATION

33.1 Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

33.2 The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

33.3 The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country, serious violence (county lines), forced to shoplift or pickpocket, or to threaten other young people.

33.4 Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

34. Domestic abuse

34.1 Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

34.2 Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

34.3 If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of [Operation Encompass](#)

34.4 The DSL will provide support according to the child's needs and update records about their circumstances.

35. HOMELESSNESS

- 35.1 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
- 35.2 The DSL and deputy will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).
- 35.3 Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

36. PRIVATE FOSTERING ARRANGEMENTS

- 36.1 Private fostering is when:
- A person is looking after a child full-time for more than 28 days and they are not closely related (Aunt, Uncle, brother, sister, grandparent, etc) to the child or a step parent.
 - The school should follow the arrangements laid out in 'The Children (Private Arrangements for Fostering) Regulations 2005' and inform the NEL Safeguarding Children's Partnership of any such arrangement we become aware of.
- 36.2 If you are a parent, you must tell the NEL Safeguarding Children's Partnership if your child:
- is going to stay with a carer for more than 28 days; and
 - the carer is not a close relative and/or does not have parental responsibility from the Court.
- 36.3 Parents/schools need not tell the NEL Safeguarding Children's Partnership if:
- your child will be away from you for less than 28 days;
 - She/he is in a residential home, boarding school or hospital;
 - She/he has been placed with approved foster carers of adopters by a local council.
- 36.4 If a person is looking after someone else's child, you must tell the NEL Safeguarding Children's Partnership if:
- they are looking after someone else's child, or are planning to; and
 - they are not a close relative; or
 - they do not have parental responsibility; and
 - the child will be with you more than 28 days; but not if the child is placed by the local council.
- 36.5 If the school becomes aware of any of the above arrangements we will inform the NEL Safeguarding Children's Partnership as a matter of course, as privately fostered children need to be protected from possible harm and need to be looked after as well as if they were with approved foster carers. North East Lincolnshire Council must check that private foster carers are suitable to do the job.

37. SAFER RECRUITMENT AND PROFESSIONAL BOUNDARIES

The school pays full regard to DfE guidance Keeping Children Safe in Education - September 2021 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, which includes Governors in maintained schools who are required to have an enhanced criminal records certificate. We do this by:

- 37.1 Operating safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity academic and vocational

qualifications, obtaining professional references, checking previous employment history (including any additional checks thought appropriate for staff who have lived or worked outside the UK) and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and the existence of any teacher prohibition orders (checked via the 'Teacher Services' system) and the right to work in England checks in accordance with DBS and Department for Education procedures.

- 37.2 In February 2015 the DfE issued additional guidance about disqualification by association 'Disqualification Under the Childcare Act 2006' which applies to those staff employed and/or provide childcare in either the early years (birth until end of reception age) or later years (children under the age of 8). Schools will need to ask those staff in scope to complete a disqualification declaration. Upon return schools should contact their HR adviser and LADO where a positive declaration has been made.
- 37.3 Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct.
- 37.4 Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance Keeping Children Safe in Education - September 2021 and NEL Safeguarding Children's Partnership, LADO and HR Policy, procedures and guidance.
- 37.5 Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- 37.6 Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities.
- 37.7 Supporting staff have confidence to report misconduct.
- 37.8 At least one member of every recruitment panel has completed Safer Recruitment training within the last 5 years. At least one person in school should have completed the NEL Safeguarding Children's Partnership face to face Safer Recruitment within the last 5 years. E-learning is also available.
- 37.9 Any visitors will be checked on arrival to the school and will wear a lanyard indicating if they can be left unattended or not around the school- red and green

38. WHISTLEBLOWING PROCEDURE

Maintained schools should follow the North East Lincolnshire County Council whistleblowing arrangements. The school should have a copy of North East Lincolnshire County Council's Policy for Raising a Concern (which includes whistleblowing arrangements). The NELCC policy and process for schools can be found at <https://www.nelincs.gov.uk/wp-content/uploads/2016/02/Whistleblowing-Policy.pdf>

The governing body minutes should include a record of:

- the school's whistleblowing arrangements
- the people in and outside the school that staff members should report concerns to

Every member of staff must be informed of the school's whistleblowing arrangements. Every staff member, including temporary staff and contractors, should know:

- what protection is available to them if they decide to report another member of staff
- what areas of malpractice or wrongdoing are covered in the school's whistleblowing procedure
- the different routes available to them for reporting a concern, including who they can approach both in and outside the school

All staff and contractors should be aware of the **NSPCC Whistleblowing Advice Line for Professionals (0800 028 0285)** and be aware that they can use this line if:

- the school doesn't have clear safeguarding procedures to follow
- they believe their concerns won't be dealt with properly or may be covered-up
- they have raised a concern but it hasn't been acted upon
- they are worried about being treated unfairly.

They should be aware that they can call about an incident that happened in the past, is happening now or they believe may happen in the future.

39. Reporting systems for our pupils

39.1 Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

39.2 We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

39.3 To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Pupils should report to any member of staff
- make pupils aware of the reporting systems and processes through discussion in our relationship/sex education curriculum
- Support and reassurance provided following disclosures]

40. ONLINE SAFETY AND USE OF MOBILE TECHNOLOGY

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

40.1 To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

40.2 The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** - being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** - being subjected to harmful online interaction with other users, such as child-to-child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** - personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and/or financial scams

40.3 To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate and reinforce the importance of Online safety with parents/carers about online safety via our website, social media, communications sent directly to them and during mentor meetings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems

- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

This section summarises our approach to online safety and mobile phone use.

41. COMMUNICATION WITH PARENTS AND CARERS

The school takes steps to ensure all parents and carers understand the child protection and safeguarding policy. The policy is available through the school public website and parents receive updates on reviews and changes through home school communication. Parents can raise a concern about their child's safety or about general safeguarding concerns in the school by informing the school immediately where there is risk of harm to a child or raising the concern through the school's complaints procedure.

Parents are regularly informed of information that they may need to be aware of to help them to protect their children from harm inside and outside the school environment.

Where the school has concerns for the safety of a child, parents are made aware of these concerns and their consent is sought in line with local safeguarding procedures unless doing so would increase the risk of harm to the child.

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed

- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

42. CONCERNS ABOUT A STAFF MEMBER, SUPPLY TEACHER, VOLUNTEER OR CONTRACTOR (LADO)

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors. The headteacher/ chair of governors will then follow the procedures, if appropriate.

Child Protection procedures must be followed whenever any member of staff or volunteer becomes aware of a concern, or an allegation of abuse is made, about an adult including volunteers who works with children. This applies to all cases in which it is alleged that a current member of staff, including a supply teacher or volunteer, has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicated he or she may pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicated they may not be suitable to work with children

The Headteacher must be notified or, where the allegation is against the Headteacher, the Chair of Governors must be informed. The first priority is whether any immediate action needs taking to ensure a child or other children are safe.

All allegations of alleged or suspected abuse against an adult who works with children must be reported to the Lincolnshire's Local Authority Designated Officers (LADO) on:

Charlotte.allenby@nelincs.gov.uk or 01472 326118.

Further guidance is in part 4 of the statutory document; Keeping Children Safe in Education - September 2021 or <http://www.safernel.co.uk/>

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to

require any response by Police or Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- the vulnerability of children away from home;
- the higher standards of conduct demanded by law and regulation of those caring for other people's children;
- the position of trust enjoyed by such people.
- Contact should be made with the LADO when it is alleged, or there are concerns that, a person who works with children has
- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

This process should be followed for members of staff/volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place - i.e. the allegation may relate to the individual's personal life or be historic.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. Decisions about suspension are made on a case by case basis and will depend on the nature and seriousness of the allegation. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with in a timely manner, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

43. MOBILE PHONES

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils. Staff will not take pictures or recordings of pupils on their personal phones or cameras. Staff need to be aware of the filtering and monitoring within the school's infrastructure, they also need to be mindful of accessing the internet whilst on school grounds.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

44. Allegations of abuse made against other pupils

44.1 We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

44.2 We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

44.3 Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

See appendix for more information about child-on-child abuse.

44.41 Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (YMM), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

44.5 Creating a supportive environment in school and minimising the risk of child-on-child abuse

44.6 We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies,

processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners

- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - o How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - o That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening - staff should maintain an attitude of "it could happen here"
 - o That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution - we will liaise with the police and/or LA children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

45. OTHER RELATED POLICIES

The school takes safeguarding seriously and understands this policy is over- arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school.

- Attendance policy
- Behaviour policy
- Health and Safety policy
- Data Protection/Information Sharing protocol
- Staff Code of Conduct / Staff Handbook
- Extremism and Radicalisation PREVENT guidance & policy
- Equality policy
- Sex and relationship education
- E-Safety guidance & policy
- Care, Control and Restraint
- Anti-Bullying policy
- Complaints procedure
- Intimate Care policy
- Keeping Children Safe in Education September 2021
- Working Together to Safeguard Children July 2018
- What to do if you're worried a child is being abused: advice for practitioners March 2015
- SEND policy
- Acceptable Use policy
- Children Missing Education policy
- Designated teacher for looked-after and previously looked- after children policy

45.1 This list is not exhaustive and staff will be given other further documentation to read in relation to issues, such as local or national incidents, as and when they arise.

45.2 The list in point 14 is however what is staff are expected to have read. Documents will be made available to them electronically, via email and stored on the school server, as well as printed copies available in staff training sessions and on display in the staffroom.

45.3 Staff are welcome and encouraged to ask any member of the SLT for clarification of key points within any document to ensure their understanding of best practice and statutory responsibility.

Signed By



Chair of Governors:

Date: November 2022



Headteacher:

Date: November 2022

Review Date	Amendments	Approved Date
July 2017	Annual Review	July 2017
January 2018	Staffing name changes	January 2018
February 2018	Amendments & additions to policy: <ul style="list-style-type: none">• Update appendices to include key personnel and move from main document• Add sections 2.5 - 2.12• Add sections 3 - 12• Add sections 13.5 - 13.14• Add section 15.2• Add section 23.4• Add Appendix 7&8	13/03/18
April 2018	Annual Review - Replace appendix 3 on page 28 with 3 new appendices and renumber appendices 4 to 8	04/05/18
November 2018	Addition of breast ironing section, page 19	13/11/18
September 2019	Review - Amendments to pages, 2, 3, 4, 5, 7, 15, 16, 17, 21, 22, 23, 26 & 27, Appendix 10	October 2019
September 2020	Annual Review	October 2020
March 2021	Amended	March 2021
September 2021	Annual Review - Amendments made	
September 2022	Annual Review - Amendments made	
November 2022	Review - Amendments made	

Appendix 1

Designated Safeguarding Officers

Mrs Clair Smith - Deputy Head & DSL
Mrs Leona Hackfath - Headteacher & DDSL

Senior Leadership Team -

Mrs Clair Smith - Deputy Head / Key Stage 2 Leader
Mrs Emma Hill - Inclusion Manager
Mrs Jayne Smith - Key Stage 1 Leader
Miss Dawn King - School Business Manager

If none of the above named people are available please inform another member of staff within the school such as a teacher, teaching assistant, member of the school office or lunchtime supervisor.

If no staff are available then contact the Multi-Agency Safeguarding Hub Point on 01472 326292 which operates a 24 hour helpline.

Key personnel

The Designated Safeguarding Lead and LAC is Clair Smith

Contact details: email: smithc@stanfordschool.co.uk tel: 01472 318003

The Deputy Designated Safeguarding Lead is Leona Hackfath

Contact details: email: head@stanfordschool.co.uk tel: 01472 318003

The nominated child protection governor is: Jeremy Law

Contact details: email: lawjj@stanfordschool.co.uk tel: 01472 318003

The headteacher is Mrs L Hackfath

Contact details: email: head@stanfordschool.co.uk tel: 01472 318003



**Child Protection Procedures
Information for Temporary Workers and Volunteers
at Stanford Junior & Infant School
September 2022**

Please note: This summary sheet is provided to all temporary workers and volunteers who have been engaged to work on supply, short contract (even for only a day) or on a voluntary basis as an integral part of their induction. Ensuring such staff read this sheet prior to commencing work within the school contributes to our commitment to safeguarding and promoting the welfare of the pupils.

As an adult working in this school you have a duty of care towards all students. This means you should act at all times in a way that is consistent with their safety and welfare. If you have a concern about a child, particularly if you think s/he may be suffering or is at risk of suffering harm, it is your responsibility to share the information promptly with the Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Officer (DDSL) or a member of the Senior Leadership Team, who will ensure the matter is dealt with, which at this school are:

Mrs Clair Smith – Deputy Head & DSL
Mrs Leona Hackfath – Headteacher & DDSL

Senior Leadership Team –
Mrs Clair Smith – Deputy Head / Key Stage 2 Leader
Mrs Emma Hill – Inclusion Manager
Mrs Jayne Smith – Key Stage 1 Leader
Miss Dawn King – School Business Manager

If none of the above named people are available please inform another member of staff within the school such as a teacher, teaching assistant, member of the school office or lunchtime supervisor.

The following is not an exhaustive list, but you might become concerned as a result of:

- Seeing a physical injury which you believe to be non-accidental
- Observing something in the appearance of a student which leads you to think his/her needs are being neglected.
- Witnessing behaviour which gives rise to concern
- A student telling you that s/he has been subjected to some form of abuse

DOs and DON'Ts

- If you are concerned you must **immediately**:
 - Write down what you observed/heard – using the form available at the front reception where you signed in.
 - Date and sign the account.
 - Hand the form personally to the DSL or DDSL, or the Senior Leadership Team in the event neither is available.
- If a student talks to you about (discloses) abuse you should:
 - Listen carefully without interruption
 - Only ask sufficient, open questions to clarify what you have heard. Do not 'lead' the student in any way.
 - Make it clear you are obliged to pass the information on, but only to those who need to know
 - Complete the form available from the office – this must be completed on the same day, dated and signed and handed personally to the DSO or DDSO, or the Senior Leadership Team in the event neither is available.
- You must not:
 - Ask the student to repeat the disclosure to anyone else in the school,
 - Ask him/her or any other student to write a 'statement'
 - You must not inform parents personally as this may not be appropriate or safe.
 - You are not expected to make a judgement about whether the student is telling the truth.

If the behaviour of another adult in the school gives rise for concern you should report it to the named senior officer. If it is about the named senior officer, you should speak to the Headteacher or other member of the SLT.

Remember – share any concerns, don't keep them to yourself

Declaration –

I have read and understood the contents of this document. I have seen a copy of the Stanford Junior & Infant School Child Protection Incident Sheet and know where to find them and who to give it to should it be required.

Name (printed): _____

Signature: _____

Date: _____

Appendix 3

STANFORD JUNIOR AND INFANT SCHOOL RECORDING SHEET FOR CHILD PROTECTION

Child's Full Name:	Date of disclosure	Incident No. Completed by Safeguarding lead
Place of incident: Time of incident (if known): Place of disclosure: Time of disclosure:		
Cause for concern / incident: Continue on a separate sheet if needed. Include the following details where appropriate. Context – describe what happened prior to the disclosure. Set the scene. Full names of any other children involved The demeanour and appearance of the child Any questions asked or answered.		

Continued

Response and actions of observer:

Printed name of observer:

Signature of observer:

Refer immediately to safeguarding leads

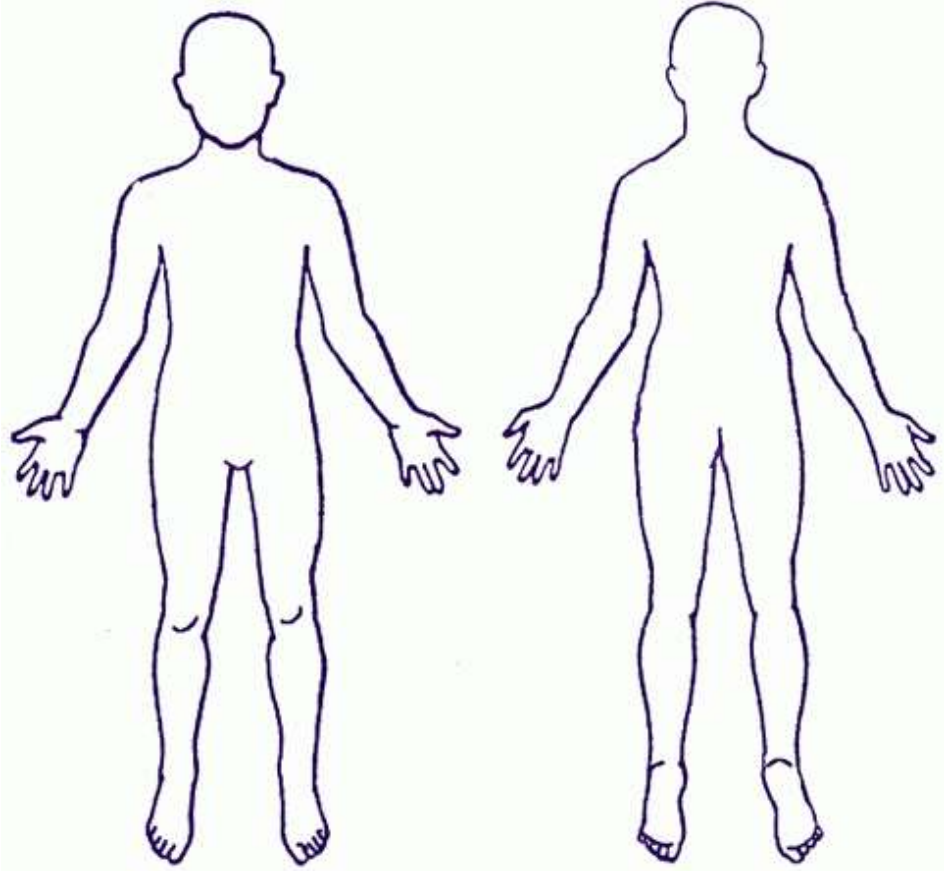
Completed by Safeguarding Officer: What actions/decisions were made and why?

Printed name of Safeguarding Officer:

Signature of Safeguarding Officer:

In the event of the safeguarding office being absent when a serious incident causes concern, please contact Integrated Front Door (Including MASH) for further advice. Tel: 326292 option 2 (You will need child's full name and Date of Birth)

Appendix 4
STANFORD JUNIOR AND INFANT SCHOOL
RECORDING SHEET FOR CHILD PROTECTION PHYSICAL INJURIES

Child's Full Name:	Date of disclosure	Incident No. Completed by Safeguarding lead
Place of incident: Time of incident (if known): Place of disclosure: Time of disclosure:		
Physical injury <div style="text-align: center; margin: 20px 0;">  </div> <p>Please describe the injury in as much detail as possible including;</p> <ul style="list-style-type: none"> The exact site of the injury (left/right etc) Size / colour / shape of the mark Texture - Is the skin broken? Tenderness/soreness Is the wound/injury clean or dirty? 		

Cause for concern – Please detail your concerns below including the following information where appropriate.

- Context – describe what happened in as much detail as possible.
- Full names of any other children involved.
- The demeanour and appearance of the child.
- Any questions asked or answered.

Response and actions of observer:

Printed name of observer:

Signature of observer:

Refer immediately to safeguarding leads

Completed by Safeguarding Officer: What actions/decisions were made and why?

Printed name of Safeguarding Officer:

Signature of Safeguarding Officer:

In the event of the safeguarding office being absent when a serious incident causes concern, please contact Integrated Front Door (Including MASH) for further advice. Tel: 326292 option 2(You will need child's full name and Date of Birth)

Appendix 5
Stanford Junior & Infant School
Racist Incident Report Form

Name of victim:	Male / Female	Age:	Ethnic Origin Code on registration form:
Name of perpetrator:	Male / Female	Age:	Ethnic Origin Code on registration form:
Location of incident:		Date of incident:	
Incident logged by:		Time of incident:	

Type of Incident (Tick and give details overleaf)			
Derogatory name calling, insults, racist 'jokes' and language		Bringing racist materials into school	
Verbal abuse and threats, teasing and taunting		Attempting to recruit others to racist organisations or groups	
Racist graffiti and other written insults		Physical assault or physical intimidation	
Wearing racist badges or insignia		Damage to person's property	
Racist comments in course of discussion		Incitement to others to behave in a racist way	
Ridicule of individuals cultural differences (food, dress, etc)		Refusal to cooperate with others on racial grounds.	

Action	
Action taken against the perpetrator	Support given to the victim
Number of previous reports:	Number or previous reports:

Parties informed							
Parents		Governors		Police		Other	

Has school made any changes to policies or procedures as a result of the incident?
Details of the incident including notes of words used:

--

Ethnic Origin Codes (DfE Classification)

Asian or Asian British		Mixed	
Indian	AIND	White and Black Caribbean	MWBC
Pakistani	APKN	White and Black African	MWBA
Bangladeshi	ABAN	White and Asian	MWAS
Any other Asian background	AOTH	Any other mixed background	MOTH




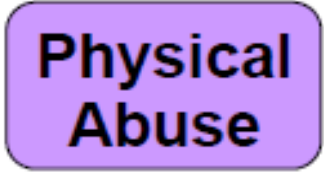
Black or Black British		White	
Caribbean	BCRB	British	WBRI
African	BAFR	Irish	WIRI
Any other black background	BOTH	Traveller – Irish Heritage	WIRT
Chinese	CHNE	Gypsy / Roma	WROM

Any other ethnic group	OOTH	Any other White background	WOTH
Ethnic data refused	REFU	Ethnic data not obtained	NOBT

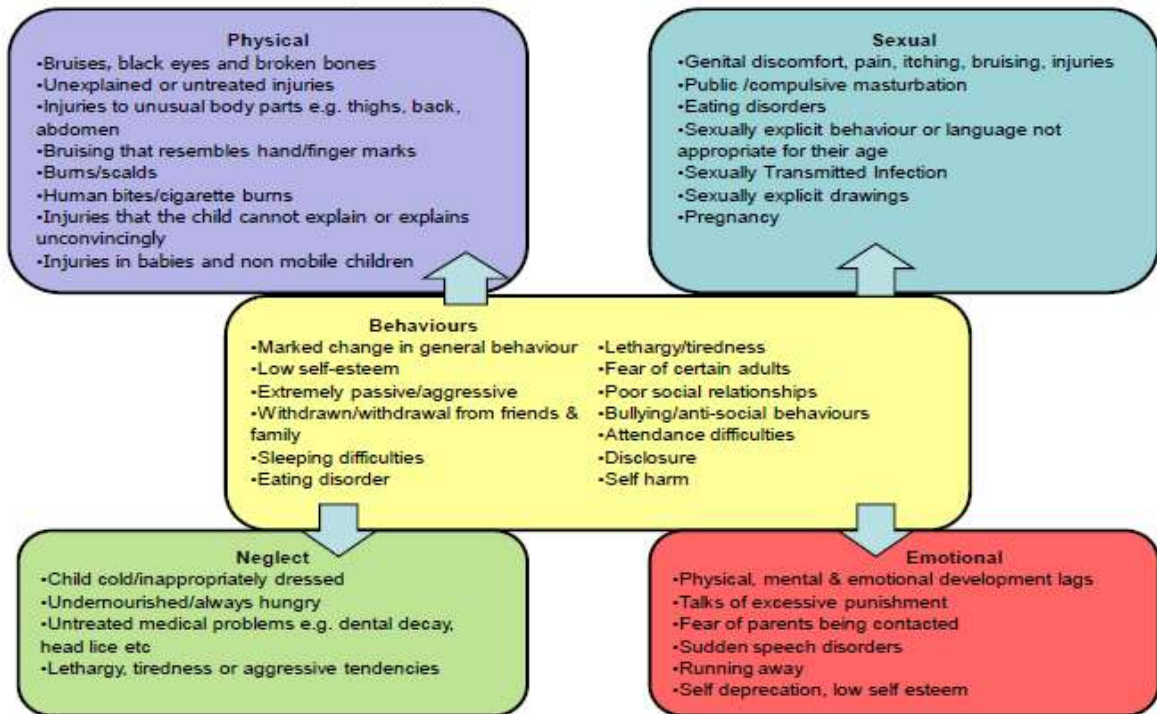
Print name:

Signature:

DEFINITIONS OF ABUSE
“WORKING TOGETHER TO SAFEGUARD CHILDREN” 2015

<div style="text-align: center; margin-bottom: 10px;">  <p>Neglect</p> </div> <p>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.</p> <p>It may occur during pregnancy as a result of maternal substance abuse.</p> <p>Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> • 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) • ensure access to appropriate medical care or treatment. <p>It may also include unresponsiveness to, or neglect of a child’s basic emotional needs.</p>	<div style="text-align: center; margin-bottom: 10px;">  <p>Emotional Abuse</p> </div> <p>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:</p> <ul style="list-style-type: none"> • conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. • not giving them opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. • developmentally inappropriate expectations being imposed; interactions that are beyond the child’s developmental capability • overprotection and limitation of exploration and learning • preventing the child participating in normal social interaction. • seeing / hearing the ill-treatment of another. • serious bullying causing them frequently to feel frightened or in danger • exploitation or corruption of them. <p>Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone</p>
<div style="text-align: center; margin-bottom: 10px;">  <p>Sexual Abuse</p> </div> <ul style="list-style-type: none"> • forcing or enticing a child 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. • physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing • Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse. 	<div style="text-align: center; margin-bottom: 10px;">  <p>Physical Abuse</p> </div> <p>A form of abuse which may involve:</p> <ul style="list-style-type: none"> • Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. • Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child. • Injuries in babies and non-mobile children

Symptoms of Abuse



Receiving Disclosures:

Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say 'take it seriously'
- Accept what the young person says.
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Use the young person's own words
- Don't criticise the perpetrator
- Don't take photographs of any injuries
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)



Tell me what you mean by that?/ Can you Tell me how that happened?

Explain that to me

Describe that....



Reassure

- Stay calm, tell the young person they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do

Report and Record

- Make a Brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The Designated Safeguarding Lead will assess the situation and decide on the next steps

Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen
- Whether it is 1st or 2nd hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Avoid acronyms/jargon/abbreviations
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead



Records should be reviewed regularly and any new concerns should be added and responded to immediately.

Appendix 9

Potential indicators of Child Sexual Exploitation (CSE):

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Taken from CSE, Definition and Guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation, Feb 17 (www.gov.uk)

While these indicators can be useful in identifying potential risk, their presence does not necessarily mean CSE is occurring. More importantly, nor does their absence mean it is not.

Appendix 10

Signs and Symptoms of FGM

> [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

Suspicious may arise in a number of ways that a child is being prepared for FGM to take place abroad. These include knowing both that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school. The child may also talk about a special procedure/ceremony that is going to take place.

Indicators that FGM may already have occurred include prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems. Some teachers have described how children find it difficult to sit still and look uncomfortable, or may complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures. The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

NSPCC FGM helpline on **0800 028 3550** for more information or email them at fgmhelp@nspcc.org.uk

Appendix 11

Threshold of Need guidance

<https://www.safernel.co.uk/wp-content/uploads/2020/08/Threshold-of-Need-2020-COMplete-A11Y.pdf>