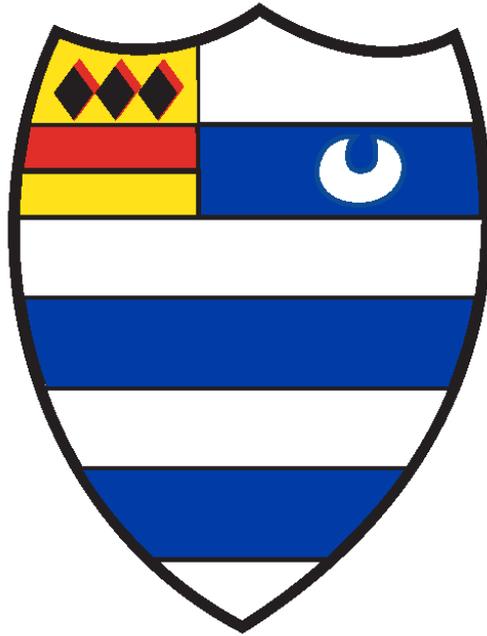


# Stanford Junior and Infant School



## CHILD PROTECTION AND SAFEGUARDING POLICY

*“Living Together, Learning Together”*

Prepared and reviewed by Senior Leadership Team:  
Adopted by governors:  
Date of next Review:

July 2017  
July 2017  
July 2018 (or earlier)

## **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. 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 at risk of 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 Local Safeguarding Children's board (LSCB) multi-agency child protection procedures. <http://nelsafeguardingchildrenboard.co.uk/>

## **TERMINOLOGY:**

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

**Child Protection** refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Staff** refers to all those working for or on behalf of the School in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role - step-parents, foster parents, carers and adoptive parents.

### **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 - September 2016 together with the school's individual procedures.

### **1 - PREVENTION**

The school will establish an ethos where:

- 1.1 Children feel secure in a safe environment in which they can learn and develop
- 1.2 Children know that there are adults in the school whom they can approach if worried or in difficulty.
- 1.3 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*).
- 1.4 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.
- 1.5 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
- 1.6 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.
- 1.7 All adults are adequately trained and feel comfortable and supported to draw safeguarding issues 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 2016.
- 1.8 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, etc.

1.9 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 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 Families First Access Point on 01472 326292 which operates a 24 hour helpline.**

1.10 Emerging themes are proactively addressed and fed back to the relevant staff internally, the local authority and LSCB to ensure a coherent approach so that multi-agency awareness and strategies are developed.

1.11 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

1.12 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

1.13 It works in accordance with 'Working Together to Safeguard Children 2015' and relevant NE Lincolnshire LSCB 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.

1.14 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.

1.15 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 LSCB 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 LSCB 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 LSCB, 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.

## 2 - 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 -

- 2.1 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).
- 2.2 All staff should understand the procedures for reporting concerns and know how to pass on any concerns no matter how trivial they seem. These are consistent with North East Lincolnshire's Local Safeguarding Children's (LSCB) child protection procedures.
- 2.3 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)
- 2.4 The school knows how to identify and respond to:
  - Signs/symptoms of any type of abuse, e.g. Physical, Sexual, Emotional
  - Peer-on-peer 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
  - Peer on peer 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
- 2.5 For any allegation of peer on peer 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.
- 2.6 Gathering the facts
  - Any situation of peer 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 peer on peer 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.

## 2.7 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.

## 2.8 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.

- 2.9 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.
- 2.10 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.
- 2.11 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.
- 2.12 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
- 2.12.1 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.
- 2.13 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.



#### 2.14 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 (2015) 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

2.15 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.

### **3 Staff must be aware of their position of Power and Trust.**

#### **3.1 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?'

### **4 Communication with pupils.**

- 4.1 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.
- 4.2 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.
- 4.3 Staff should not provide pupil's with their home and/or mobile telephone number.
- 4.4 Neither should they provide pupils with details of their computer e-mail address and/or password details of internet sites.
- 4.5 Any such contacts, including with parents/carers, should be reported to your senior member of staff. Breach of these could result in dismissal.

### **5 Infatuations.**

- 5.1 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.

### **6 Gifts**

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

### **7 Physical Contact**

- 7.1 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.

- 7.2 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.
- 7.3 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.
- 7.4 Staff should not work on a 1:1 basis in closed rooms.
- 7.5 Staff should not indulge in horseplay, tickling or fun fights.
- 7.6 Staff should use extra caution when it is known that a pupil has suffered previous abuse or neglect.
- 7.7 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.

## **8 One to One Working**

- 8.1 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.
- 8.2 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.
- 8.3 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.

## **9 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.

## **10 Photographic and Video Images**

- 10.1 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.

- 10.2 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.
- 10.3 School photographic equipment should only be used and not staffs personal equipment.
- 10.4 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.
- 10.5 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.

## **11 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.

## **12 Children missing in education**

- 12.1 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).
- 12.2 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.

## **13 - PROCEDURES AND RECORD-KEEPING**

Stanford Junior and Infant School will follow locally and nationally agreed safeguarding procedures. Schools are advised to add here the specific procedure in the setting regarding staff reporting of safeguarding concerns and how these are recorded.

The school will ensure that:

- 13.1 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.
- 13.2 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.

- 13.3 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 record on CPOMs initially. Records will be signed, dated and where appropriate, witnessed (see Appendix 3 & 4).
- 13.4 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.
- 13.5 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.
- 13.6 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.
- 13.7 A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- 13.8 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.
- 13.9 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.
- 13.10 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).
- 13.11 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.
- 13.12 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.
- 13.13 In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- 13.14 The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.
- 13.15 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.
- 13.16 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.
- 13.17 The Policy is updated annually and that changes are made in line with any new DfE or other government departments guidance.

- 13.18 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 FFAP Team (Families First Access Point) on 01472 326292 (then currently option 2) without delay to report concerns and seek medical attention as necessary.
- 13.19 Staff must report any concerns about adults who work with children or young people to the headteacher or to the Chair of Governors in the event of an allegation of abuse made against the headteacher. The Head or Chair must seek advice from the Local Authority Designated Officer(s) (LADO) (see Section 4 of Keeping Children Safe in Education - September 2016). Contact : - 01472 325555
- 13.20 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.
- 13.21 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 - ROLES AND RESPONSIBILITIES**

The school will ensure that every member of staff and person working on behalf of the School:

- 14.1 Knows the name of the Designated Safeguarding Lead (DSL) and his/her role and responsibility.
- 14.2 Has read part 1 of Keeping Children Safe in Education - September 2016, as well as made themselves familiar with the key points of the documents listed in Section 14.
- 14.3 Has an individual responsibility to refer Safeguarding (Child Protection) concerns.
- 14.4 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.
- 4.5 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
  - LSCB 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
- 14.5 Knows their duty concerning unsafe practices in regard to children by a colleague.
- 14.6 The DSL will disclose any information about a pupil to other members of staff on a need to know basis.
- 14.7 The school will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- 14.8 The school will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate.

- 14.9 Work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).
- 14.10 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.
- 14.11 Complete reports and send representatives to case conferences, core groups and Child Protection review meetings.
- 14.12 Notify any allocated Social Worker if:
  - 1 a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
  - 2 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.
- 14.13 Follow North East Lincolnshire's policy and statutory guidance on Children Missing Education (CME).
- 14.14 Ensure all staff in scope of the Disqualification by Association 'Disqualification Under the Childcare Act 2006' have completed a Disqualification Declaration
- 4.16 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

## **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.
- 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:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
  - vulnerable children can disproportionately be impacted by things like bullying - without outwardly showing any signs; and
  - communication barriers and difficulties in overcoming these barriers

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/ LSCB 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 - EXTREMISM AND RADICALISATION**

- 16.1 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.
- 16.2 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.
- 16.3 Stanford Junior and Infant School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 16.4 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"
- 16.5 This school adheres to the Prevent Duty Guidance for England and Wales July 2015.

## **17 - 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.

## **18 - 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.

## **19 - Staff training**

19.1 Stanford School ensures that our staff are equipped to identify children at risk of being drawn into terrorism, as well as challenge extremist ideas. Staff should know how to refer children and young people for further help, which is covered for all new staff and in regular staff training.

19.2 All relevant staff and governors will undertake PREVENT e-learning/training.

## **20 - Referral Process**

20.1 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 LSCB website link <http://nelsafeguardingchildrenboard.co.uk/Prevent/> and should be returned to the email provided - [prevent@humberside.pnn.police.uk](mailto:prevent@humberside.pnn.police.uk)

20.2 The school may also email [prevent@humberside.pnn.police.uk](mailto: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.

## 21 - 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.

## 22 - 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.

## 23 - Wider issues to consider

23.1 These are some further areas to consider in implementing the prevent agenda:

23.2 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.

23.3 Curriculum including a balanced Religious Education, Personal Social and Health Education etc.

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

- **Honour based violence**

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

## **24 - 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.

## **25 – PRIVATE FOSTERING ARRANGEMENTS**

25.1 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 Local Safeguarding Children Board (LSCB) of any such arrangement we become aware of.

25.2 If you are a parent, you must tell the LSCB if your child:

- is going to stay with a carer for more than 28 days; and
- the carer is not a close relative and/of does not have parental responsibility from the Court.

25.3 Parents/schools need not tell the LSCB 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.

25.4 If a person is looking after someone else's child, you must tell the LSCB 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.

25.5 If the school becomes aware of any of the above arrangements we will inform the LSCB 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.

## **26 – SAFER RECRUITMENT AND PROFESSIONAL BOUNDARIES**

The school pays full regard to DfE guidance Keeping Children Safe in Education - September 2016 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:

26.1 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.

- 26.2 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.
- 26.3 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.
- 26.4 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 2016 and LSCB, LADO and HR Policy, procedures and guidance.
- 26.5 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.
- 26.6 Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities.
- 26.7 Supporting staff have confidence to report misconduct.
- 26.8 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 LSCB face to face Safer Recruitment within the last 5 years. E-learning is also available.

## 27 - 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.

## **28 - 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.

## **29 - 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:

- Has robust Safeguarding procedures in place.
- 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 LSCB/Safeguarding in Schools team on request.

### 30 - (LADO) ALLEGATIONS MADE AGAINST ADULTS WHO WORK WITH CHILDREN

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. 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:**

[ChildrensSafeguardingandReviewingService@Nelincs.gcsx.gov.uk](mailto:ChildrensSafeguardingandReviewingService@Nelincs.gcsx.gov.uk) or 01472 326118.

Further guidance is in part 4 of the statutory document; Keeping Children Safe in Education - September 2016 or <http://nelsafeguardingchildrenboard.co.uk/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 individuals 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.

### **31 - 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.

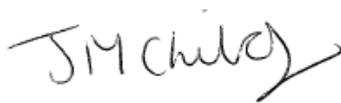
- Attendance policy
- Data Protection/Information Sharing protocol
- Staff Code of Conduct / Staff Handbook
- Extremism and Radicalisation PREVENT guidance & policy
- E-Safety guidance & policy
- Care, Control and Restraint
- Anti-Bullying policy
- Complaints procedure
- Intimate Care policy
- Keeping Children Safe in Education July 2015
- Working Together to Safeguard Children March 2015
- 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

31.1 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.

31.2 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.

31.3 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: 04/05/18



Headteacher:

Date: 04/05/18

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"><li>• Update appendices to include key personnel and move from main document</li><li>• Add sections 2.5 – 2.12</li><li>• Add sections 3 – 12</li><li>• Add sections 13.5 – 13.14</li><li>• Add section 15.2</li><li>• Add section 23.4</li><li>• Add Appendix 7&amp;8</li></ul>	13/03/18
April 2018	Replace appendix 3 on page 28 with 3 new appendices and renumber appendices 4 to 8	04/05/18

## Appendix 1

### Designated Safeguarding Officers

Mrs Leona Hackfath - Headteacher & DSL  
Mrs Marina Cawley - Learning Mentor & DDSL

Senior Leadership Team -

Mrs Clair Smith - Deputy Head / Key Stage 2 Leader  
Mrs Emma Hill - Inclusion Manager  
Miss Tracey Whiting - 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 Families First Access Point on 01472 326292 which operates a 24 hour helpline.

### Key personnel

**The Designated Senior Person (DSP) for child protection is** Leona Hackfath

Contact details: email: [head@stanfordschool.co.uk](mailto:head@stanfordschool.co.uk) tel: 01472 318003

**The deputy designated person is** Marina Cawley

Contact details: email: [cawleym@stanfordschool.co.uk](mailto:cawleym@stanfordschool.co.uk) tel: 01472 318003

**The nominated child protection governor is:** Julie Childs (Chair) or Nicky Ashton (Safeguarding Governor)

Contact details: email: [childs@stanfordschool.co.uk](mailto:childs@stanfordschool.co.uk) / [ashton@stanfordschool.co.uk](mailto:ashton@stanfordschool.co.uk) tel: 01472 318003

**The headteacher is** Mrs L Hackfath

Contact details: email: [head@stanfordschool.co.uk](mailto:head@stanfordschool.co.uk) tel: 01472 318003



**Child Protection Procedures  
Information for Temporary Workers and Volunteers  
at Stanford Junior & Infant School  
October 2018**

**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.

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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 Leona Hackfath – Headteacher & DSL**

**Mrs Marina Cawley – Learning Mentor & DDSL**

**Senior Leadership Team –**

**Mrs Clair Smith – Deputy Head / Key Stage 2 Leader**

**Mrs Emma Hill – Inclusion Manager**

**Miss Tracey Whiting – 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 DSO or DDSO, 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**

<b>Child's Full Name:</b>	<b>Date of disclosure</b>	<b>Incident No.</b> <b>Completed by Safeguarding lead</b>
<b>Place of incident:</b> <b>Time of incident (if known):</b>  <b>Place of disclosure: Time of disclosure:</b>		
<b>Cause for concern / incident:</b> Continue on a separate sheet if needed. Include the following details where appropriate. <ul style="list-style-type: none"> <li>Context – describe what happened prior to the disclosure. Set the scene.</li> <li>Full names of any other children involved</li> <li>The demeanour and appearance of the child</li> <li>Any questions asked or answered.</li> </ul>		

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 Family First Access Point (FFAP) for further advice. Tel: 326292 (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**

<b>Child's Full Name:</b>	<b>Date of disclosure</b>	<b>Incident No. Completed by Safeguarding lead</b>
<b>Place of incident:</b> <b>Time of incident (if known):</b>  <b>Place of disclosure: Time of disclosure:</b>		
<b>Physical injury</b>  <div align="center" data-bbox="325 712 1270 1576"> </div> <p data-bbox="146 1608 928 1809">Please describe the injury in as much detail as possible including;  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?</p>		

**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 Family First Access Point (FFAP) for further advice. Tel: 326292 (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:

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**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

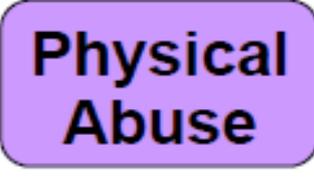
Black or Black British		White	
Caribbean	BCRB	British	WBRI
African	BAFR	Irish	WIRI
Any other black background	BOTH	Traveller – Irish Heritage	WIRT
Chinese	CHNE	Gypsy / Roma	WROM

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

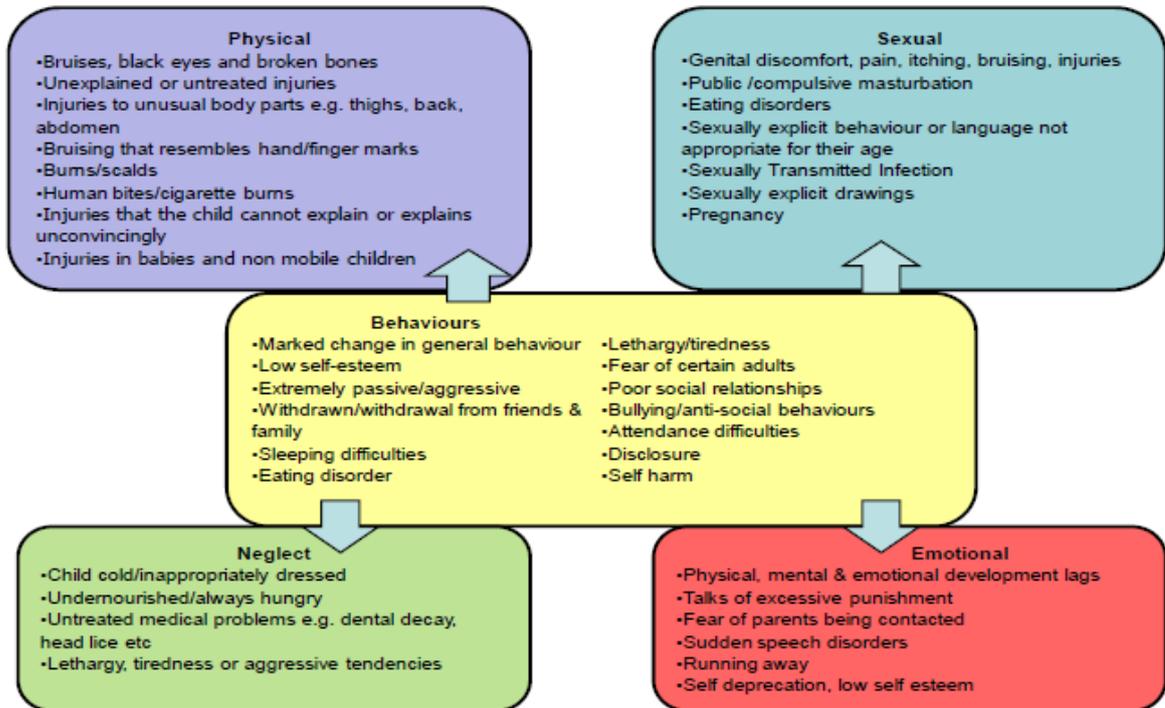
Print name:

Signature:

**DEFINITIONS OF ABUSE**  
**“WORKING TOGETHER TO SAFEGUARD CHILDREN” 2015**

<div style="text-align: center; margin-bottom: 10px;">  <p><b>Neglect</b></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"> <li>• provide adequate food, clothing and shelter (including exclusion from home or abandonment)</li> <li>• protect a child from physical and emotional harm or danger</li> <li>• ensure adequate supervision (including the use of inadequate care-givers)</li> <li>• ensure access to appropriate medical care or treatment.</li> </ul> <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><b>Emotional Abuse</b></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"> <li>• conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.</li> <li>• not giving them opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.</li> <li>• developmentally inappropriate expectations being imposed; interactions that are beyond the child’s developmental capability</li> <li>• overprotection and limitation of exploration and learning</li> <li>• preventing the child participating in normal social interaction.</li> <li>• seeing / hearing the ill-treatment of another.</li> <li>• serious bullying causing them frequently to feel frightened or in danger</li> <li>• exploitation or corruption of them.</li> </ul> <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><b>Sexual Abuse</b></p> </div> <ul style="list-style-type: none"> <li>• 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.</li> <li>• physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing &amp; touching outside of clothing</li> <li>• 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.</li> </ul>	<div style="text-align: center; margin-bottom: 10px;">  <p><b>Physical Abuse</b></p> </div> <p>A form of abuse which may involve:</p> <ul style="list-style-type: none"> <li>• Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.</li> <li>• Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child.</li> <li>• Injuries in babies and non-mobile children</li> </ul>

# 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....

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### 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 1<sup>st</sup> or 2<sup>nd</sup> 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.*

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## 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](http://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

[www.gov.uk](http://www.gov.uk)

**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.

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