



Safeguarding and Child Protection Policy

The Livingstone Road Primary Federation adopts the principles and procedures of this Policy.

Status & Review Cycle: Statutory – Annual

Last Review Date: 7th February 2018

Review Group/Reviewer: Full Governing Body

This policy will be reviewed annually, or more regularly in the light of any significant new development in the use of technologies, new threats to e-safety or incidents that have taken place. The next anticipated review date will be: February 2019

Signed.....

Designated Safeguarding Leads Sylvan Infant School: Darryl Walsh, Carrie Steele, Sarah Leppard
Designated Safeguarding Leads at Branksome Heath Junior School: Justine Collinson, Michaela Budden, Susan Rickard

Governors with Individual Responsibilities for Safeguarding and Child Protection: Wendy Olive/**Carol Brown**

Policy Statement

This policy has been developed in accordance with the principles and guidance established by the Children Acts 1989 and 2004; the Education Act 2002 and 2011, and in line with government publications such as: 'Keeping Children Safe in Education' 2016 and 'Working Together to Safeguard Children' 2015.

Section 175 of the Education Act 2002 and regulations under section 157 places a duty on the governing body to have arrangements in place to ensure safeguarding and promoting the welfare of children. The Governors recognise that children have a fundamental right to be protected from harm or exploitation and that pupils cannot learn effectively unless they feel secure. The Governors will, therefore, provide a school environment which promotes self-confidence, a feeling of worth and the knowledge that pupils' concerns will be listened to and acted upon.

Governors, staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

The Governors will also ensure that each school carries out its statutory duties to report suspected child abuse or neglect to the Local Authority Children's Services (Social Care) and to assist them in taking appropriate action on behalf of children in need or enquiring into allegations of child abuse or neglect.

The school is committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection and accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care for young people, to safeguard their well-being and to protect them from abuse.

The purpose of this policy is to:

- Afford protection for our students
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture which makes the school a safe place to learn.

This Safeguarding Policy applies to all Governors, employees (including supply and peripatetic staff), volunteers and people using the school. They must all acknowledge that:

- The child's welfare is of paramount importance and all children have the right to be protected from abuse and neglect.
- All employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse and neglect, how to identify children who may benefit from early help, and raise awareness of the wide range of safeguarding issues and how to help to respond and support the children in their care.
- Children who are being abused, neglected or at risk of harm will only tell people they trust and with whom they feel safe and that any member of staff needs to be able to respond appropriately to a child who discloses evidence of abuse or raises other concerns about their welfare.
- It is essential that member of staff's own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.
- All staff and volunteers must be made aware that they should report any concerns about safeguarding practice or any concerns about staff to the Head Teacher (or Chair of Governors if concern is regarding the Headteacher) or to the Local Authority LADO or Ofsted.

Policy Aims

- To raise the awareness of all school staff of the importance of child protection and safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a child's welfare
- To ensure that staff understand that the welfare of children and learners is a priority and that staff should feel confident to challenge senior leaders over any safeguarding concerns raised
- To promote the ethos of early help in order that the welfare of children is supported as it emerges
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse, neglect or concerns about a child's welfare and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection of all pupils
- To support pupils' development in ways which will foster security, confidence and independence
- To ensure staff are aware of the Prevent Strategy and able to protect children and young people who are vulnerable or at risk of being radicalised
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages
- To take account of and inform policy in related areas such as discipline, bullying, staff and pupil behaviour policies and E-Safety
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their Identity, qualifications, and a satisfactory DBS check (according to guidance)¹, and a central record is kept for audit.

¹ Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

There are three main elements to the school's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same safeguarding/child protection procedures.

Safe School, Safe Staff

The Federation has Nominated Safeguarding Governors who take the lead responsibility for the Governing body and work closely with the Designated Safeguarding Leads and Chair of Governors on safeguarding issues. The responsibilities of the governing body in relation to safeguarding is set out in KCSIE Part 2 and Ofsted Inspecting safeguarding in early years, education and skills settings Annex 1 within the terms of reference of the individual governor responsibility for Safeguarding.

In particular the Federation's governors ensure that:

- there is a Safeguarding Policy together with a Staff Code of Conduct policy
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training and that these practices are also followed for volunteers at the school
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- a senior leader has Designated Safeguarding Lead role
- on appointment, the DSL undertakes interagency training
- all other staff have Safeguarding training updated annually, level one.
- any weaknesses in Safeguarding are remedied immediately
- a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Safeguarding issues and in the event of an allegation of abuse made against the Head of School and Executive Head of Federation
- Safeguarding policies and procedures are reviewed annually and that the Safeguarding policy is available on the school website or by other means
- The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHCE) and sex and relationship education (SRE).

Designated Safeguarding Lead (DSL)

The DSL is a member of the Senior Leadership Team with time in their job description to do the role. Deputies are appointed that work within the Pastoral Support Teams. The Head of School or Executive Head of Federation and at least one member of the governing body will also complete safer recruitment training and will update this training every 5 years. The DSL and deputies will attend level 3 safeguarding training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and LSCB policy and guidance.

The DSL is responsible for taking the lead in:

- Safeguarding and child protection (Head leads on allegations against staff)
- Referring a child if there are concerns about possible abuse, to the *Local Authority*, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call to the duty officer on 01202 735046 and emailed to childreferrals@poole.gov.uk

Keeping written records of concerns about a child even if there is no need to make an immediate referral. These will be kept using MyConcern as outlined in '**Responding to Disclosures and Reporting Concerns– Guidance for Staff**' section

- Induction of staff/staff training/ensure staff are aware of the safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understand (and participate in) early help assessments and process for early help
- Liaising with the Local Authority and Local Safeguarding Children board
- Working in partnership with other agencies; referrals and support; information sharing
- Ensure a culture of listening to children and taking account of their wishes and feelings
- Where any roles of the DSL are delegated to appropriately trained deputies they retain the ultimate lead responsibility
- Undertaking a safeguarding evaluation/audit, report to the SLT and Governing body.

The DSL or deputy should always be available during school hours for staff in the school to discuss any safeguarding concerns. In the absence of the DSL, all staff should be aware of which deputy DSL is available. (See also the Role of the DSL KCSIE)

Staff and Volunteers

All members of staff and volunteers are provided with safeguarding protection awareness information at induction, including the school safeguarding statement so that they know who to discuss a concern with. All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe
- Attend annual awareness training in order to be aware of and alert to the signs of abuse
- Maintain an attitude of "it could happen here" with regards to safeguarding
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day either via 'Myconcern' or in person
- If the disclosure is an allegation against a member of staff they will follow the allegations' procedures
- Follow the procedures set out by the LSCB and take account of guidance issued by the DfE
- Support pupils in line with their child protection plan
- Ensure they know who the designated safeguarding lead (DSL) and deputy DSL are and know how to contact them
- Treat information with confidentiality but never promising to "keep a secret"
- Notify DSL of any child on a child protection plan who has unexplained absence
- In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation
- Liaise with other agencies that support pupils and provide early help

Senior Management Team responsibilities:

- Contribute to inter-agency working in line with guidance (working together 2015)
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Working with children's social care, support their assessment and planning processes including the schools attendance at conference and core group meetings
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
- Treat any information shared by staff or pupils with respect and follow procedures
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE), Local safeguarding children board (LSCB) and Southampton City Council (SCC)
- Concerns linked to prevent will be reported to the Channel Programme in the local authority

We will ensure that safeguarding type concerns or allegations against adults working in the school are referred to the LADO² for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)³ for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer. Our procedures will be regularly reviewed and up-dated. The name of the designated members of staff for safeguarding will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. All new members of staff will be given a copy of our Safeguarding policy, as part of their induction into the school. The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school office or website

Office Manager – responsibility for Single Central Record

31. *Shereen Higgins is responsible for the management of the Single Central Record. Where support is required, Hamwic HR will work alongside the SCR Manager to ensure all checks are completed and recorded*

Medical

32. *Raquel Atton is responsible for medicines. She will check first aid and paediatric first aid certificates*

SEN and CLA

33. *Clare Clifford is SENCo and is responsible for all aspects of inclusion including SEN, EHC plans and is a Designated Lead responsible for children who are looked after*

Educational Visits Coordinator

34. *Jane Wood, Headteacher is the EVC. All residential visits are checked through Hants Local Authority vetting and checking systems for trips and residential stays (EVOLVE)*

Health and Safety

35. *Jane Wood, Headteacher is responsible for Health and Safety in the school*

² LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

³ Contact the LADO for guidance in any case

Definitions of Safeguarding and Child Protection

It is helpful to define what is meant by these terms.

- Safeguarding and promoting the welfare of children is: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (KCSIE)
- Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (working Together 2015 Appendix A glossary).
- The types of abuse and neglect could be included – see KCSIE para 35-40

Early Help

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

Early help support will be kept under constant review and consideration given to a referral to Children's Social Care if the child's situation does not appear to be improving (KCSIE 26)

In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help

- Undertake an assessment of the need for early help
- Provide early help services e.g. School Nurse, Pastoral Worker, SENCO, Family Outreach Worker, targeted youth, breakfast club
- Refer to appropriate services e.g. CAMHS, YADAS

The school will ensure that pupils have a choice of staff who will listen to their concerns either about themselves or about one of their peers.

Responding to Disclosures and Reporting Concerns– Guidance for Staff

If any staff have concerns about the safeguarding of any children, these concerns are logged on 'My Concern'. 'My Concern' is easy to use, safe and secure software for recording and managing all safeguarding concerns. Every member of staff has access to raise a concern and has received training in how to log concerns on this. The Head of School and Pastoral Care Workers (as DSL's) are the only individuals who can access all the information on My Concern. Individual staff can only see the concern they have logged and others they are copied in to. Following any concerns logged by staff, the DSL's will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact children's social care. If the DSL is not available or there are immediate concerns, the staff member will refer directly to children's social care. Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate.

It is an expectation that staff report concerns as soon as possible and before they go home for the day.

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

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

- Child's name, address, date of birth
- Date and time of any incident
- What the child said and what you said
- Your observations e.g. child's behavior and emotional state
- Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
- Sign and date the record and provide a copy for Social Care and your records.
- **Be clear about what the child says and what you say.**
 - Do not interview the child and keep questions to a minimum.
 - Encourage the child to use his/her own words and do not try to lead them into giving particular answers.
- **Maintain confidentiality**
 - Only tell those people that it is necessary to inform.
- **Do not take sole responsibility**
 - Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
 - The Designated Safeguarding Lead should report these concerns to Social Care before the child goes home if still in school. A decision will be made by Social Care whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice. (See Appendix 4)
 - Although referrals to Social Care would normally be made by the DSL, any other individual with concerns can make a referral.

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

Responding to signs of abuse or neglect

- Through training, all staff need to be able to identify signs of abuse or neglect and be able to identify cases of children who may be in need of help or protection.
- They should be vigilant, protective and discuss any concerns with the DSL who will refer to Social Care or other agencies where appropriate
- Are the DSL / SLT / staff using the LSCB Levels of Need and Continuum of Support guidance (July 2016) when making decisions about appropriate support or referral for a child? This should include reference to the 'Four levels of need' and the 'Three domains'.
- All concerns must be recorded in line with LSCB guidance
- Staff need to have an attitude of 'it could happen here' where safeguarding is concerned.
- When concerned about the welfare of a child, staff members should always act in the best interests of the child.

Following up referrals

- The agency to which the referral was made e.g. Social Care, should inform the referrer of their action. Where this does not happen promptly the referrer should re contact the agency to which it made the referral to be assured that action is being taken or that alternative support is being recommended
- If after a referral the child's situation does not appear to be improving, the DSL should press for re-consideration
- It is essential that the school remains actively involved in support and plans even where another agency is taking the lead whether at early help, child in need or child protection level

- Where there is a difference of opinion with another agency and this cannot be resolved the LSCB Escalation policy should be used. http://pandorsetscb.proceduresonline.com/chapters/p_escalation_pol.html

(See also KCSIE Part 1 and What to do if...)

Supporting Children

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school's records are forwarded as a matter of priority.

Partnership with Parents

The Federation shares a purpose to work with parents in partnership to educate, keep children safe from harm and have their children's welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Both schools within the federation will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to disclose any concerns they may have with us as a school. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.

Domestic Abuse

The Federation receives information from the police to alert the DSL within either school when there has been an incident of domestic abuse in a household where a pupil lives. We are not informed of the detail of the incident, only that one has occurred. This allows us to monitor and support the pupil. If we have additional concerns we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a Multi-agency risk assessment conference (MARAC) occurs the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

Pupils with Child Protection Plans

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead will attend planning meetings and core group meetings specified in the plan and contribute to assessments and plans.

The Federation recognises that pupils who are the subjects of abuse, neglect or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full

academic potential. The Federation will ensure that appropriate support mechanisms are in place in school.

Children with Special Educational Needs or Disabilities (SEND) (see KCSIE 85)

The Federation recognises that children with SEND may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. They may be increasingly vulnerable to being bullied, at higher risk of sexual exploitation, on line grooming and radicalisation. Staff should work closely with parents/carers in meeting any particular needs and providing any appropriate safeguarding advice.

Additional barriers can exist when recognising abuse and neglect in SEND children e.g. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. Additionally a child's communication difficulties or not necessarily showing outwardly the signs of the impact of others behaviour towards them such as bullying. Staff should be aware of these issues.

The school environment in which pupils with SEND can feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL will work with the Special Educational Needs Co-ordinator to identify pupils with particular communication needs

Confidentiality

We recognise that all matters relating to safeguarding are confidential. The Head of School, Executive Head of Federation or DSL will disclose any information about a child to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Duty Social Workers on this point.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with other staff or DSL and to seek further support as appropriate. Staff are to be offered access to support services where appropriate from the BOP. Pastoral Care will be given regular support from PACE.

Allegations Against Staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults or in an open and transparent way e.g. Door to room open. All Staff should be aware of the school's Ready to Learn Policy.

Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction⁴.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head of School or Executive Head of Federation⁵.The Head of School or Executive Head of Federation on all

⁴ Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the D of E website

⁵ or Chair of Governors in the event of an allegation against the Head of School or Executive Head of Federation

such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO), telephone 01202 633694.

If the allegation made to a member of staff concerns the Head of School or Executive Head of Federation, the person receiving the allegation will immediately inform the Chair of Governors who will report this to the LADO, without notifying the Head of School or Executive Head of Federation first.

The school will follow the 'Keeping Children Safe in Education' (2016) guidance for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

Suspension of the member of staff, excluding the Head of School or Executive Head of Federation, against whom an allegation has been made, needs careful consideration, and the Head of School or Executive Head of Federation will seek the advice of the LADO and Personnel Consultant in making this decision.

In the event of an allegation against the Head of School or Executive Head of Federation, the decision to suspend will be made by the Chair of Governors with advice as above.

Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's whistle blowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All staff should make themselves aware of the NSPCC whistle blowing helpline:

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Whistle-blowing re the Head of School or Executive Head of Federation should be made to the Chair of the Governing Body whose contact details are readily available to staff.

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness. Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under safeguarding or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.⁶

Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under safeguarding procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures. We keep a record of racist incidents.

⁶ 'Guidance on Safer Working Practices is available on the D of E website

Anti-radicalisation and Extremism

In June 2015, the Department for Education (D of E) published new guidance on 'The Prevent duty' which prescribes new legal responsibilities on all schools in the UK. Extremism is defined by HM Government as 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.'

The D of E's guidance defines radicalisation as "the process by which a person comes to support terrorism and forms of extremism leading to terrorism". It defines extremism as "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs".

The Prevent duty is part of our wider safeguarding duties to protect children from harm. In particular, the Prevent duty requires our school to assess the risk of our pupils being drawn into radicalisation and extremism, and it requires our school staff to be able to identify and respond to children who are vulnerable to radicalisation.

The Federation recognises its duty to protect its students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The Federation's aims to safeguard young people through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act as detailed in its E-Safety policy.

The Federation vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically.

Staff are trained to be vigilant for spotting signs of extremist view and behavior's and to always report anything to the DSL which may suggest a student is expressing opinions which may cause concern.

We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

Sexually Problematic Behaviour to Others, Violent Behaviour or Self Harm

Concerns about inappropriate sexual behaviour, violent behaviour or self-harm will be reported to the DSL immediately and under these circumstances child protection procedures will be followed.

Staff will recognise that children are capable of abusing their peers. Peer to peer abuse will never be tolerated or passed off as 'banter' or 'part of growing up'. Allegations will be fully investigated in line with the policies detailed below and parents will be informed.

Female Genital Mutilation

FGM is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious implications for physical health and emotional well-being. Possible indicators include taking the girl out of school / country for a prolonged period or talk of a 'special procedure' or celebration. Where a member of staff has concerns regarding the potential for FGM they should inform the DSL who will then use existing multi agency procedures. The passing on of these concerns is a mandatory duty. Where a member of staff discovers that an act of FGM appears to have been carried out, it is their statutory duty to report to the DSL who will then refer the report to the police. Further information is detailed under Appendix 3.

Prevention

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

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

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

Welcoming other Professionals

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have been vetted to work with children through their own organisation. Professionals will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge. For agency, third-party staff and contractors, the guidance in KCSIE will be followed.

Off Site Visits

Off site visits will be the subject of a risk assessment. Safeguarding concerns or allegations will be responded to following the LSCB procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Head of School, who will pass to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

The child protection/safeguarding policy and procedures of an off site provider e.g. Rockley water sport activities, will be checked and the DSL satisfied that they are appropriate, before using the facility.

Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent as part of our admissions process
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

At parent events (Christmas shows or celebration events) we will make a statement to parents reminding them of the above and that they can only share content having sought permission from the parents of the relevant children.

Children Missing from Education

The federation will keep its admission register accurate and up to date. The school attendance policy is regularly updated and understood by all staff. The School Attendance Worker reviews the practice of the school and supports staff accordingly. Where the schools have concerns about a child, advice is sought immediately.

A child going missing from education is a potential indicator of abuse or neglect including sexual exploitation or risk of radicalisation. After reasonable attempts have been made by the school to contact the family, the school will follow the LSCB procedure and refer to the Local Authority education welfare/attendance service.

All schools must inform their Local Authority if a child is referred to be educated outside of the school system e.g. Elective Home Education, ceased to attend, unfit to attend on health grounds, in custody for 4 months or permanently excluded. (KCSIE part 1 - link, 51, Annex A)

Monitoring and Evaluation

Our Safeguarding Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of GB minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- Review of parental concerns and parent questionnaires
- Yearly audit with Borough of Poole LADO and Safeguarding governors

This policy also links to our policies on:

Ready to Learn Policy

Code of Conduct

Whistleblowing

Anti-bullying

Health & Safety

Allegations against staff

Complaints

Attendance

Teaching and Learning

Administration of medicines

Drug Education

Sex and Relationships Education

Physical Intervention

E-Safety, including staff use of mobile phones and social networking sites

School Lettings

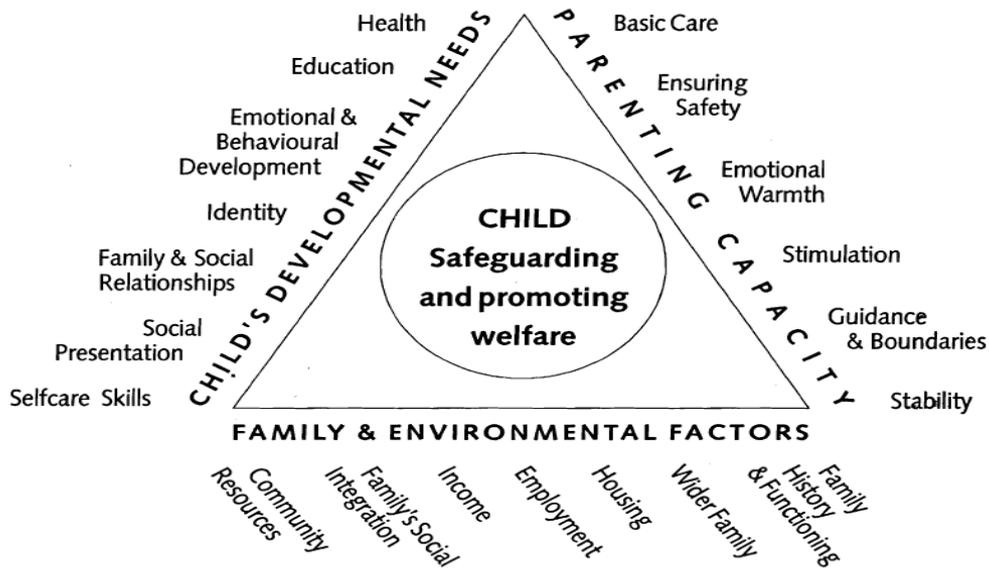
Risk Assessment

Child Sexual Exploitation

Intimate Care

Appendix One

The framework for understanding children's needs:



Working Together to Safeguard Children (DFE, 2015)

Appendix Two

Quick Reference Indicators of Abuse and Neglect

Physical abuse	
<i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i>	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	
Neglect	
<i>Neglect 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.</i>	
Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	
Sexual abuse	
<i>Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.</i>	
Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of

Appendix Three

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. **Whistle-blowing may come from younger siblings.** Other indicators may be detected by changes in adolescent behaviors. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterizing and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honor
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfills a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognized as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad

- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

Appendix Four

What to do if you are worried a Child is Being Abused

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSP) .

Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice , refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead (DSP)
- Responsibility to take appropriate action, do not delay.

Refer

- DSP will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 03001234043 .