



# Safeguarding Policy, Procedure and Guidance

*This policy should be read alongside the separate policy for child protection.*

**This document is based on guidance from the 2023 KCSiE.**

**Approved by Governors Sept 2023**

**To be reviewed at least annually**

**To be reviewed Sept 2024**

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Date \_\_\_\_\_

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# Joseph Turner Primary Safeguarding Policy

*This policy has been written based on the DfE's document 'Keeping Children Safe in Education'.*

*This policy should be read in conjunction with the school's Child Protection Policy.*

## **Policy Statement**

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As a school we are committed to safeguarding and promoting the welfare of all of our pupils.

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As such, this overarching policy will link to other policies which will provide more information and greater detail.

## **Aims**

- To provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to protecting children.

## **Principles and Values**

Safeguarding and promoting the welfare of children is everyone's responsibility. As such it does not rest solely with the Designated Safeguarding Lead (DSL) and their deputies to take a lead responsibility in all of the areas covered within this policy.

The staff and Governing Body of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.

At Joseph Turner Primary School, we recognise the importance of promoting healthy friendships and relationships through the whole school ethos, child protection, behaviour policy and anti-bullying work. Positive relationships with school staff will encourage children to disclose any worries about their own safety or the safety of another pupil. Key messages about healthy relationships are taught to all ages using age and stage appropriate language to explore topics such as friendships, appropriate touch, keeping safe, recognising and assessing risk and knowing how and where to get help when needed.

This school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Child and Adolescent Mental Health Services, Attendance & Prosecution Service, Inclusion Support Service and other agencies/services coming into school to support individual pupils/groups of pupils

At Joseph Turner Primary we recognise the important role the curriculum plays in creating opportunities for pupils to develop the skills they need to recognise and stay safe from harm including Domestic Violence and Abuse (DVA), Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Female Genital mutilation (FGM) and Forced Marriage (FM). We have a planned PSHE curriculum programme which includes sexual relationships education and drugs and alcohol education. We engage with a number of local and national agencies (Rewind UK-Challenging racism, Sandwell Homes-Anti-social behaviour, DECCA-Drugs and alcohol education and Women's Aid-Positive Relationships) to provide safeguarding days for Years 5 and 6. Also for year 5 and 6, we invite Loud Mouth into school to deliver workshops on anti-bullying and also positive relationships. We also deliver the NSPCC 'Speak Out, Stay Safe' programme and NSPCC PANTS programme which is delivered by the school nurse ambassadors in conjunction with the school nurse team for KS1 and 2. on

All pupils in our school are able to talk to any member of staff to share concerns or talk about situations which are giving them worries. The staff will listen to the pupil, take their worries seriously and share the information with the safeguarding lead. In addition, we have a pastoral team who work closely with families providing pupils and parents with information of who they can talk to outside of school both within the community and with local or national organisations who can provide support or help.

There is a worry box where pupils can write down their concerns as well as a child friendly safeguarding board that has information about different age appropriate services they can access.

Safeguarding processes are intended to put in place measures that minimise harm to children. There may be situations where gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations, a review will be carried out in order to identify learning and inform the policy, practice and culture of the school.

As a school, we review this policy at least annually in line with DfE and Sandwell Children's Safeguarding Partnership (SCSP) and any other relevant guidance.

All members of staff and governors are required to read relevant statutory guidance such as KCSIE 2023 (Keeping Children Safe in Education) and electronically sign on CPOMS to say that they have read the document and understand how this applies to their role.

## Areas of Safeguarding

Within Keeping Children Safe in Education (2023) and the Ofsted inspection guidance (2021), there are a number of safeguarding areas directly highlighted or implied within the text.

These areas of safeguarding have been separated into:

PART 1 - issues that are emerging or high risk issues;

PART 2 - those issues related to the pupils as an individual;

PART 3 - other safeguarding issues affecting pupils; and

PART 4 – those issues related to the running of the school.

### **Definitions**

Within this document:

**‘Safeguarding’** is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and Governors.

**Child** refers to all young people who have not yet reached their 18<sup>th</sup> birthday. On the whole, this will apply to pupils of our school; however, the policy will also extend to visiting children and students from other establishments.

**Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step parents and foster carers.

### **Key personnel**

The designated safeguarding lead (DSL) for the school is:

***Rebekah Darby (Safeguarding Lead)***

The deputy designated safeguarding lead (deputy DSL) is:

***Laura Collins (Head Teacher/SENCO)***

***Other Designated Safeguarding Persons are the other Senior Leadership Team members:***

***Lesley-Anne Blackhurst (Deputy Head Teacher)***

***Sarah Purcell and Christopher Weaver (Assistant Head Teachers)***

***Sophie Lamb (Teacher)***

There is a dedicated teacher for Looked After Children who has been appropriately trained. This staff member has a key role in promoting the educational achievement of Looked after Children and engaging with the DSP. **At Joseph Turner Primary the dedicated teacher for Looked After Children is Rebekah Darby (Safeguarding Lead). Our Governor for safeguarding is always our Chair of Governors, currently Steve Walker.**

### **Parents with safeguarding concerns**

Parents and carers can raise concerns at any time with the schools Designated Safeguarding Lead in school. During the school holidays, parents and carers can report safeguarding and child protection concerns to Tipton’s Strengthening Families Service (Early Help), and the contact is Naomi Clarke on 0121 569 7291 or the Multi Agency Safeguarding Hub on 0121 569 3100.

## **Part 1 – High risk and emerging safeguarding issues**

### **Preventing Radicalisation and Extremism**

The prevent duty requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. All staff receive e-learning training and awareness training on the September training day (or during their induction if new to the school starting mid-academic year) in order that they can identify the signs of children being radicalised.

The link below is used to support staff awareness and staff are given time to complete the e-learning module following awareness training led by the Designated Safeguarding Lead and/or Deputy Designated Safeguarding Lead for the school. The online training module is Home Office developed and approved.

<https://www.elearning.prevent.homeoffice.gov.uk>

As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum. We encourage all pupils to respect the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect, and a tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practical steps have been taken to offer a balanced presentation of opposing views to pupils.

Pardeep Brar-Strategic Prevent Coordinator and Justin Nixon-Sandwell Prevent Education Officers and Brahmpreet Kaur Gulati- Prevent Community Engagement Officer can be contacted for advice and resources on 0121 569 4725/07500 129 348-Pardeep, 07790396643/0121 569 2252-Justin, 07775112471- Brahmpreet or by email:

[pardeep\\_brar@sandwell.gov.uk](mailto:pardeep_brar@sandwell.gov.uk) [justin\\_nixon@sandwell.gov.uk](mailto:justin_nixon@sandwell.gov.uk)

[brahmpreet\\_gulati@sandwell.gov.uk](mailto:brahmpreet_gulati@sandwell.gov.uk)

At Joseph Turner Primary all staff are expected to follow the usual safeguarding procedure in order to protect a child from extremism and radicalisation, starting with seeking advice from the DSL. Any child who is considered vulnerable to radicalisation will be referred by the DSL to Sandwell Children's Trust, where the concerns will be considered in the Multi-Agency Safeguarding Hub (MASH) process. If the police prevent officer considers the information to be indicating a level of risk a "channel panel" will be convened and the school will attend and support this process.

Any other queries or general advice and guidance relating to the prevent duty will be sought by emailing [Prevent\\_Inbox@sandwell.gov.uk](mailto:Prevent_Inbox@sandwell.gov.uk)

If a child is at immediate risk to harm themselves or others or at risk of imminent travel that is of concern, then it should be treated as an emergency and use 999 to call the police or call the Counter Terrorism Hotline 0800 789 321.

Useful online references:

[www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)

[http://www.sandwell.gov.uk/info/200208/crime\\_prevention\\_and\\_emergencies/3608/prevent\\_tackling\\_terrorism](http://www.sandwell.gov.uk/info/200208/crime_prevention_and_emergencies/3608/prevent_tackling_terrorism)

## **Gender based violence / violence against women and girls**

The government have a strategy looking at specific issues that women and girls face. Within the context of this safeguarding policy the following sections are how we respond to violence against girls. Female genital mutilation, forced marriage, honour based violence and teenage relationship abuse all fall under this strategy.

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

### **Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new born, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

**FGM is illegal in the UK.**

On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. In these situations, the DSL will be informed and the member of teaching staff will call the police to report suspicion that FGM has happened.

**At no time will staff examine pupils to confirm this.**

For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated the staff will inform the DSL and complete a cause for concern form to record the concern formally. The DSL/Deputy DSL will report it as with any other child protection concern. There is also a legal duty for the member of staff who receives the concern to inform the Police. Members of the Pastoral team and SLT will support in this.

Useful online references:

[www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

<http://www.west-midlands.police.uk/advice-centre/help-and-advice/honour-abuse/female-genital-mutilation/index.aspx>

### **Breast Ironing**

Breast Ironing, also known as "Breast Flattening", is the process whereby young pubescent girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education.



Much like Female Genital Mutilation (FGM), Breast Ironing is a harmful cultural practice and is child abuse. Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing. Similarly, to Female Genital Mutilation (FGM), breast ironing is classified as physical abuse therefore professionals must follow

Breast ironing is a well-kept secret between the young girl and her mother. Often the father remains completely unaware. Some indicators that a girl has undergone breast ironing are as follows:

- Unusual behaviour after an absence from school or college including depression, anxiety, aggression, withdrawn etc.;
- Reluctance in undergoing normal medical examinations;
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear;
- Fear of changing for physical activities due to scars showing or bandages being visible.

There is no specific law within the UK around Breast Ironing, however it is a form of physical abuse and if professionals are concerned a child may be at risk of or suffering significant harm they must inform the DSL and complete a cause for concern form to record the concern formally. The DSL/Deputy DSL will report it as with any other child protection concern.

## **Forced Marriage**

In the case of children: *'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'* In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the UK are under 18. It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Characteristics that may indicate forced marriage are indicated below:

### ***Characteristics that may indicate forced marriage***

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care. Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to pupils who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

Useful online references:

<http://www.west-midlands.police.uk/advice-centre/help-and-advice/honour-abuse/index.aspx>

## **Honour Based Violence**

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family

Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

If staff believe that a pupil is at risk from honour based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place. It is important that if honour based violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

Useful online references:

<http://www.west-midlands.police.uk/advice-centre/help-and-advice/honour-abuse/index.aspx>

[http://www.sandwell.gov.uk/info/200324/domestic\\_abuse/2818/what\\_is\\_honour\\_based\\_violence](http://www.sandwell.gov.uk/info/200324/domestic_abuse/2818/what_is_honour_based_violence)  
Karma Nirvana is a registered charity that supports victims and survivors of forced marriage and honour based abuse. <http://www.karmanirvana.org.uk/>

## **Teenage Relationship Abuse**

Research has shown that teenagers didn't understand what constituted abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships. Further research showed that teenagers didn't understand what consent meant within their relationships. They often held the common misconception that rape could only be committed by a stranger down a dark alley and didn't understand that it could happen within their own relationships.

This led to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive.

In response to this, at Joseph Turner Primary we provide a curriculum which educates primary children to try to prevent them from becoming victim or perpetrators of abusive relationships as teenagers by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships. This is included in the Year 6 SRE curriculum and is also covered by visitors to school such as Year 5 and 6 Safeguarding Day which included lessons from Women's Aid with a focus on positive relationships as well as Loudmouth Education theatre group that perform a play called 'My Mate Fancies You' to both year groups followed by interactive workshops for each class. The programme supports learners to understand the importance of creating healthy, happy and safe relationships.

<https://www.gov.uk/government/publications/this-is-abuse-summary-report>  
<https://www.gov.uk/government/publications/statutory-guidance-framework-controlling-or-coercive-behaviour-in-an-intimate-or-family-relationship>

## **The Toxic Trio**

The term 'Toxic Trio' has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred.

They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

## **Domestic Abuse**

Domestic abuse is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is.

Children witnessing domestic abuse is recognised as 'significant harm' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential.

Indicators that a child is living within a relationship with domestic abuse include:

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case.

If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

Useful online references:

<http://www.west-midlands.police.uk/advice-centre/help-and-advice/domestic-abuse/index.aspx>

<https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people>

## **Parental mental health**

The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not

seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- Adopt paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

## **Parental Substance misuse**

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision)
- Taking on a caring role
- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case.

If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's social care.

## **Missing, Exploited and Trafficked Children**

### **Children Missing from Education**

Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.

DSLs and staff should consider:

**Missing lessons:** Are there patterns in the lessons that are being missed? Is it on certain days that the child misses' lessons? Is this more than avoidance of a subject or a teacher?

- Are they late because of a caring responsibility?
- Is the child being sexually exploited during this time?
- Have they been directly or indirectly affected by substance misuse?
- Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

**Single missing days:** Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days? Is the parent informing the school of the absence on the day? Are missing days reported back to parents to confirm their awareness?

- Is the child being sexually exploited during this day?
- Do the parents appear to be aware?
- Are the pupil's peers making comments or suggestions as to where the pupil is at?

**Continuous missing days:** Has the school been able to make contact with the parent? Is medical evidence being provided? Are siblings attending school (either our or local schools)?

- Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?

At Joseph Turner Primary we have absence procedures in place and a member of staff (Attendance and Welfare Officer) who follows up all absences. The school will view absence as both a safeguarding issue and an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to Sandwell Children's Trust, or both.

### **Children Missing from Home or Care**

Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living.

Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The association of chief police officers has provided the following definitions and guidance. *“Missing person is: ‘Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.’*

*An absent person is: ‘A person not at a place where they are expected or required to be.’*

*All cases classified as ‘missing’ by the police will receive an active police response – such as deployment of police officers to locate a child. Cases where the child was classified as ‘absent’ will be recorded by the police and risk assessed regularly but no active response will be deployed. The absent case will be resolved when a young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to ‘missing’.*

Within any case of children who are missing both push and pull factors will need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Toxic Trio

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker

At Joseph Turner Primary School, we will inform all parents of children who are absent (unless the parent has informed us).

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to/directly contact the police to inform them.

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

<http://www.childrenssociety.org.uk/what-we-do/policy-and-lobbying/children-risk/runaways>

## **Child Sexual Exploitation (CSE)**

Sexual exploitation of children is not limited by the age of consent and can occur up until the age of 18. CSE involves children being in situations, contexts or relationships where they (or a third person) receive ‘something’ as a result of them performing sexual activities. The something can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money.

Child sexual exploitation can happen via technology without the child being aware; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

As a school we educate all staff in the signs and indicators of sexual exploitation. We use the Sandwell Child Sexual Exploitation Screening Tool form and to identify pupils who are at risk and the DSL will share this information as appropriate with children's social care.

The school also has a separate Policy and Guidance for the Prevention of CSE which should be referred to by all staff and includes a list of key risks and vulnerabilities and key risk indicators.

### **Child Criminal Exploitation (CCE)**

CCE is also a form of abuse and can occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

### **Trafficked Children**

Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:

- Movement (including within the UK);
- For the purpose of exploitation

Any child transported for exploitative reasons is considered to be a trafficking victim. There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.

There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;



- Has a history with missing links and unexplained moves;
- Is required to earn a minimum amount of money every day;
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively afraid of being deported.

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation;
- Evidence of drug, alcohol or substance misuse;
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner;
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for despite having not been at home;
- Having keys to premises other than those known about;
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity;
- Truancy / disengagement with education;
- Entering or leaving vehicles driven by unknown adults;
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case.

If staff believe that a child is being trafficked, this will be reported to the designated safeguarding lead for referral to be considered to children's social care.

## **Technologies**

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and

communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

## Online Safety

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- Contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

At Joseph Turner Primary, we will therefore seek to provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters and on the school website
- Parent advice sessions and workshops
- High profile events / campaigns e.g. Safer Internet Day

The school's staff code of conduct makes it clear about how staff use social media and electronic technologies to ensure that they, and children, are kept safe.

Useful online references:

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

## Social media

With the current speed of online change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

We provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters and the school website
- Parent advice sessions and workshops
- High profile events / campaigns e.g. Safer Internet Day

Useful online references:

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

<http://www.childnet.com/search-results/?keywords=social%20networking>

<http://www.kidsmart.org.uk/socialnetworking/>

## **Cyberbullying**

Central to the School's Anti-bullying policy and Anti-cyber bullying policy is that any form of bullying will not be tolerated. As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. We also take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

Useful online references:

<http://www.west-midlands.police.uk/advice-centre/help-and-advice/children-and-young-people/index.aspx>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

## **Sexting**

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting often takes place in a consensual relationship between two young people, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure i.e. during Internet Safety Week. Parents should be aware of this issue and seek advice from school if they have any concerns.

<https://www.thinkuknow.co.uk/Teachers/Resources/>

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>

## **Gaming**

Online gaming is an activity that a many children and adults get involved in. The school will help raise awareness and support parents during parent advice sessions, on the school website and in newsletters. We will:

- talk to parents and carers about the games their children play and help them identify whether they are appropriate.
- support parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- talk to parents about setting boundaries and time limits when games are played.
- highlight relevant resources.

Useful online references:

<http://www.saferinternet.org.uk/search-results?keywords=gaming>

<http://www.childnet.com/search-results/?keywords=gaming>

<http://www.kidsmart.org.uk/games/>

<http://www.lqfl.net/esafety/Pages/Primary-resource-matrix.aspx>

## **Online reputation**

Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organisations and work establishments now check digital footprint before considering applications for positions or places on courses.

<http://www.childnet.com/resources/online-reputation-checklist>

<http://www.saferinternet.org.uk/search-results?keywords=online%20reputation>

<http://www.kidsmart.org.uk/digitalfootprints/>

## **Grooming**

Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

The school will build awareness amongst children and parents that children should only have friends online that they know in real life. Parents are advised to have regular conversations with their children about online activity and how to stay safe online.

The school will raise awareness by:

- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters and on the school website
- Parent advice sessions and workshops
- High profile events / campaigns e.g. Safer Internet Day

<http://www.saferinternet.org.uk/search-results?keywords=grooming>

## **Part 2 – Safeguarding issues relating to individual pupil needs**

### **Pupils with medical conditions (in school).**

There is a separate Pupils with Medical Needs policy which details the school's policy and procedures. As a school we will make sure that sufficient staff are trained to support any pupil with a medical condition. All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child. An individual healthcare plan may be put in place to support the child and their medical needs.

[www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3](http://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

### **Pupils with medical conditions (out of school).**

There will be occasions when children are temporarily unable to attend our school on a full time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable)

The school will provide work for the child to complete at home where appropriate. Where it is clear that an absence will be for more than 15 continuous school days the Sandwell Inclusion Support Team will be contacted to support with the pupil's education.

[https://fis.sandwell.gov.uk/kb5/sandwell/directory/service.page?id=m9EQ-bpK\\_jA](https://fis.sandwell.gov.uk/kb5/sandwell/directory/service.page?id=m9EQ-bpK_jA)

### **Intimate care**

At Joseph Turner Primary, we have a Continence and Intimate Care Policy. For any child in school that is still in nappies, a home-school continence agreement and personal care plan is written with the parents. For all older child requiring intimate care, a care plan would be written. Where intimate care is required, children must be treated with dignity and respect with privacy appropriate to the child's age and the situation.

Privacy is an important issue. All intimate care is carried out by two staff members of staff. Having people working alone could increase the opportunity for possible abuse, that is why we have 2 members of staff to carry out intimate care. It should also be noted that the presence of two people does not guarantee the safety of the child or young person - organised abuse by several perpetrators can, and does, take place. Where possible, the member of staff carrying out intimate care should be someone known by the child or young person. For older children it is preferable if the member of staff is the same gender as the young person. However, this is not always possible in practice.

### **Fabricated or induced illness**

There are three main ways that a carer could fabricate or induce illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;

- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

If we are concerned that a child may be suffering from fabricated or induced illness we will seek advice from the Sandwell Safeguarding Children's Board.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277314/Safeguarding\\_Children\\_in\\_whom\\_illness\\_is\\_fabricated\\_or\\_induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)

## Mental Health

Class teachers and support staff see their pupil's day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils. Staff must remember that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in pupils' lives. These include:

- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
- **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
- **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.
- **ACE's** - traumatic adverse childhood experiences, can have a lasting impact throughout childhood, adolescence and into adulthood.

When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. Parents will be informed of the concerns and a shared way to support the child will be discussed. The school has a full time School Counsellor who can offer advice, set up therapy or counselling sessions or signpost to relevant support agencies.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead and SENCO. They will then liaise with Alexander Newton-Education Mental Health Worker to discuss the correct support.

Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent's agreement.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/508847/Mental\\_Health\\_and\\_Behaviour\\_-\\_advice\\_for\\_Schools\\_160316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf)

<http://www.youngminds.org.uk/>

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>

## **Part 3 – Other safeguarding issues impacting pupils**

### **Bullying**

Bullying can cause distress for children as well as adults. Serious incidents can have a profound and lasting effect on individuals. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and managed through the schools anti-bullying procedures. If the bullying is particularly serious, or actions taken to resolve a situation are ineffective, the head teacher will consider involving other appropriate agencies and may implement safeguarding and child protection procedures if required. The school has a separate anti-bullying policy.

### **Drugs and substance misuse**

The school has a separate drug and alcohol policy.

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

### **Faith Abuse**

The number of known cases of child abuse linked to accusations of “possession” or “witchcraft” is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being “different”, attributes this difference to the child being “possessed” or involved in “witchcraft” and attempts to exorcise him or her.

A child could be viewed as “different” for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.

There are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure.

The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children’s social care.

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

### **Gangs and Youth Violence**

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact.

As a school we have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.



As a school we will:

- encourage pupils to develop values and principles which guide their behaviour positively;
- support children to develop skills and knowledge to resolve conflict;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions;
- safeguard, and specifically organise child protection, when needed;
- make referrals to appropriate external agencies;
- carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and
- work with local partners to prevent anti-social behaviour or crime.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

## **Private fostering**

Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more.

It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.

The Law requires that the carers and parents must notify the children's services department of any private fostering arrangement.

If the school becomes aware that a pupil is being privately fostered we will inform the children's services department and inform both the parents and carers that we have done so.

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

## **Parenting**

All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

Some children have medical conditions and/or needs e.g. Tourette's, some autistic spectrum conditions, ADHD; that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:

- offering support from our pastoral team



- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- providing details of community based parenting courses
- linking to web based parenting resources (for example [http://www.familylives.org.uk/0808 800 2222](http://www.familylives.org.uk/08088002222))
- Considering appropriate early help services

## **Part 4 –Safeguarding processes**

### **Safer Recruitment**

On all recruitment panels there is at least one member who has undertaken safer recruitment training.

The process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references.

[www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

### **Staff Induction**

The DSL or their deputy will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, the staff code of conduct, and part one of Keeping Children Safe in Education 2023. This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period.

### **Agency Staff (supply)**

Schools must obtain written notification from any agency they use that the organisation has carried out the checks (in respect of the enhanced DBS certificate, written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at the school that the school would otherwise perform. Where the position requires a barred list check, this must be obtained by the agency or third party prior to appointing the individual. The school must also check that the person presenting themselves for work is the same person on whom the checks have been made.

In some circumstances schools will have to consider an allegation against an individual not directly employed by them (supply), where its disciplinary procedures do not fully apply. When school is not the employer of supply staff, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school will take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply staff, whilst not employed by the school, are under the supervision, direction and control of the governing body or proprietor when working in the school. They should be advised to contact their trade union representative

if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

## **Health and Safety**

The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work act 1974 and regulations made under the act.

All risks are required to be assessed and recorded plans of how to manage the risk are in place. The plans should always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The school has a Health and Safety policy which details the actions that we take in more detail.

## **Young carers**

There is concern for pupils that may be young carers and the impact this can have on their lives. There is a separate young carers policy in place.

## **Site Security**

We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules which govern it. These are:

- All gates are locked except at the start and end of the school day (where gates are opened for nursery provision during the school day, a member of staff is in attendance at all times)
- Doors are kept closed to prevent intrusion
- Visitors and volunteers enter at the main office reception and must sign in.
- Visitors and volunteers are identified by ID badges
- Children are only allowed home during the school day with adults/carers with parental responsibility or permission being given.
- All children leaving or returning during the school day have to sign out and in

## **Extended school activities and off-site arrangements**

A particular strand of health and safety is looking at risks when undertaking after school clubs and off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing risk assessment in light of the information about the pupils attending may be all that is needed. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out. The school has an educational visits coordinator (EVC) who liaises with the local authority's outdoor education adviser and helps colleagues in schools to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context. For all trips, visits and after school clubs

organised by the school the relevant paperwork must be completed on EVOLVE. Staff will have relevant visit leader EVOLVE training where appropriate. When pupils attend off-site activities, including day and residential visits and work related activities, the visit leader will ensure that the proprietors of the activity/venue operate safe practices to maintain the safety of our children/young people.

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. After school provision is managed by the Family Support Advisor and Family Support Assistant. If other organisations provide services or activities on our site, the Family Support Advisor will undertake checks to ensure that they provide adequate safeguarding arrangements and understand the safeguarding procedures within school.

## **First Aid**

First Aid procedures are detailed in the Staff Handbook which is available on the school's Google Drive. Staff are signposted to the Staff Handbook during staff training at the start of each academic year and during PDMs throughout the year. Any new staff joining the school are given a copy of the Staff Handbook during their induction. The school also has an Asthma Policy and an Emergency Inhaler Policy.

## **Physical Intervention (use of reasonable force)**

As a school we have a separate policy outlining how we will use physical intervention.

## **Taking and the use and storage of images**

As a school we will seek consent from the parent of a pupil before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publications, printed media or on electronic publications.

We will not seek consent for photos where you would not be able to identify the individual

We will seek consent for the period the pupil remains registered with us and, unless we have specific written permission we will remove photographs after a child appearing in them leaves the school or if consent is withdrawn.

## **Transporting pupils**

On occasions staff at the school may be required to support with the task of transporting children to visits and off-site activities arranged by the school. In managing these arrangements, the school will put in place measures to ensure the safety and welfare of young people carried in staff cars. Staff must have suitable insurance cover and ensure their vehicle is road worthy. Staff transporting pupils are responsible for the safety of pupils. There must always be 2 members of staff when transporting pupils.

## **Disqualification under the childcare act**

The childcare act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare.

Staff (meaning individuals employed by the school or local authority, those undertaking training in schools (both salaried and unsalaried), casual workers and volunteers) are covered by this legislation in the following circumstances:

- they are employed and/or provide early years childcare (this covers the age range from birth until 1 September following a child's fifth birthday, i.e. up to and including reception age). This includes education in nursery and reception classes (e.g. teachers and support staff in a reception class) and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and
- they work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. This includes before school settings, such as breakfast clubs, after school provision and holiday clubs. It does NOT include education or supervised activity for children above reception age during school hours including extended school hours for co-curricular learning activities, such as the school's choir or sports teams.

The legislation also applies to any staff directly concerned in the management of such early or later years' provision.

In 2009 additional regulations were made to include those living in the same household as another person who is (or would be) disqualified under the Act.

As a school we require all staff who may be impacted by this piece of legislation to complete a self-declaration form and to inform the Headteacher immediately if they become aware of any changes to their circumstances that would require us to be aware.

If a member of staff is impacted by the disqualification by association provisions, we will ask them to apply for a waiver from Ofsted and put in place appropriate risk management plans while the waiver is being processed.

If a waiver is not granted, we will seek advice from our HR provider and/or the LADO as to how risk is most effectively managed.

## **E-Safety and support for parents**

As members of the whole school community are using electronic media more frequently we are aware that we need to keep everyone safe in the virtual world as well. Some people will use technologies to harm others whether by sending harmful or inappropriate messages or enticing others in to unsafe situations. The school have an e-safety policy and procedures, which is available on the school website, explains how we try to keep pupils and the wider school community safe. Any incidences of cyber bullying will be dealt with through the schools anti-bullying and anti-cyber bullying procedures. There are Anti-Bullying and Anti Cyber bullying policies.

We endeavour to support parents and carers to help keep their children safe whilst online or using social media. The Pastoral Team are able to offer and signpost parents and carers to support and advice on how to keep their children safe. We also have links with the Local Authority who provide training for staff and information and advice for parents.

## **Work Experience**

The school has followed procedures to safeguard our own pupils (and the work experience pupils) when work experience is undertaken at our school. Work experience students have an informal meeting at the school before a placement is accepted. They complete an induction in which they are informed about safeguarding procedures.

## **The Curriculum (supporting children to keep safe)**

The school will endeavor to help children understand how to keep themselves safe through its curriculum and, in particular, through the schools Personal, Social, Health and Economic (PSHE) education and Sex and Relationship Education (SRE). WE provide opportunities for children to think about risks they may encounter and, with support from staff, work out how those risks might be overcome. The aim is to empower children and help them conduct themselves in a safe manner. The school promotes an environment of respect for all and pupils are encouraged to speak to a member of staff in confidence about anything that is worrying them. The school has close links with the School Nurse Team who deliver SRE lessons and we have also started the Nurse Ambassadors programme which raises awareness of the PANTS messages and teaches children the 'Pants' message from Reception to Year 6, providing them with information and advice about 'The Underwear Rule' to help protect them from abuse.

## **Part 5 – Safeguarding Procedures during partial school closure (COVID19)**

### **Staff Rota**

There will be a rota devised by SLT which ensures that there are ample members of staff in the school building when necessary to meet the needs of the children attending school.

Staff to be included in the rota:

- Site Manager
- A member of SLT/DSP
- Teacher
- Learning Support Assistant
- Dinner Supervisor
- Office administrator
- Cleaner

The numbers of staff required will differ depending on the amount of children that are in attendance. The rota will reflect this. There will be a member of staff that is a member of SLT, a DSP, MAPA trained and a first aider on the rota every day.

### **Additional Safeguarding Procedures**

The DSL, Mrs Darby, will work continuously through a partial school closure and will do the following:

- Ensure that regular contact is made with all pupils and their families via phone
- Ensure that parents/carers are able to make contact via class/pastoral email addresses
- Ensure regular contact with LAC pupils
- Continue to participate in meetings via conference call/video call
- Carry out home visits where safe to do so
- Maintain the contact with professionals
- Continue to complete reports for court, ICPC's, RCPC's etc
- Continue to make the necessary referrals for families when the need is identified

### **School Work**

Teachers will ensure that pupils can access work via the school website and make sure that they have access to their log in details for online learning apps and SeeSaw. Teachers respond to children's work online via SeeSaw. Work packs will be available to pupils who do not have access to online learning.

### **School Website**

Relevant updates for parents and carers to be added to the school website when necessary.

### **FSM**

School will continue to provide meals to FSM pupils by:

- Providing meals to the FSM pupils attending school
- Weekly food parcels that are collected by parents/carers or delivered by School Grid
- Delivering food parcels to vulnerable pupils where parents/carers do not have the capacity to collect

School will work in conjunction with our food providers, 'School Grid', to decide the best way to distribute food according to the reason for partial closure.

**COVID-19**

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19).

The department has issued non-statutory interim guidance on safeguarding in schools during the coronavirus outbreak.

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and to keeping children safe.

**Intimate care advice sheet for staff**

For a child in school that is still in nappies, a home-school continence agreement and personal care plan is written with the parents.

Involve the child as far as possible in his or her own intimate care. Try to avoid doing things for a child that s/he can do alone, and if a child is able to help ensure that s/he is given the chance to do so. This is as important for tasks such as removing underclothes as it is for washing the private parts of a child's body. Support children in doing all that they can themselves. If a child is fully dependent on you, talk with her or him about what you are doing and give choices where possible. Some advice for any persons providing intimate care:

1. Be responsive to a child's reactions. It is appropriate to "check" your practice by asking the child - particularly a child you have not previously cared for - "Is it OK to do it this way?"; "Can you wash there?" "How does mummy do that?". If a child expresses dislike of a certain person carrying out her or his intimate care, try and find out why. Conversely, if a child has a "grudge" against you or dislikes you for some reason, ensure your line manager is aware of this.
2. Make sure practice in intimate care is as consistent as possible. Line managers have a responsibility for ensuring their staff have a consistent approach. This does not mean that everyone has to do things in an identical fashion, but it is important that approaches to intimate care are not markedly different between individuals. For example, do you use a flannel to wash a child's private parts rather than bare hands? Do you pull back a child's foreskin as part of daily washing? Is care during menstruation consistent across different staff?
3. Never do something unless you know how to do it. If you are not sure how to do something, ask. If you need to be shown more than once, ask again. Certain intimate care or treatment procedures, such as rectal examinations, must only be carried out by nursing or medical staff. Other procedures, such as giving rectal valium, suppositories or intermittent catheterisation, must only be carried out by staff who have been formally trained and assessed as competent. This would form part of the child's care plan.
4. If you are concerned that during the intimate care of a child:
  - You accidentally hurt the child;
  - The child seems sore or unusually tender in the genital area;
  - The child appears to be sexually aroused by your actions;
  - The child misunderstands or misinterprets something;
  - The child has a very emotional reaction without apparent cause (sudden crying or shouting).

Report any such incident as soon as possible to another person working with you and make a brief written note of it. This is for two reasons: first, because some of these could be cause for concern, and secondly, because the child or another adult might possibly misconstrue something you have done.



5. Additionally, if you are a member of staff who has noticed that a child's demeanour has changed directly following intimate care, e.g. sudden distress or withdrawal, this should be noted in writing and discussed with your designated person for child protection.
6. Encourage the child to have a positive image of her or his own body. Confident, assertive children who feel their body belongs to them are less vulnerable to abuse. As well as the basics like privacy, the approach you take to a child's intimate care can convey lots of messages about what her or his body is "worth". Your attitude to the child's intimate care is important. As far as appropriate and keeping in mind the child's age, routine care of a child should be enjoyable, relaxed and fun.

Intimate care is to some extent individually defined, and varies according to personal experience, cultural expectations and gender. We recognise that children who experience intimate care may be more vulnerable to abuse: -

- Children with additional needs are sometimes taught to do as they are told to a greater degree than other children. This can continue into later years. Children who are dependent or over-protected may have fewer opportunities to take decisions for themselves and may have limited choices. The child may come to believe they are passive and powerless
- Increased numbers of adult carers may increase the vulnerability of the child, either by increasing the possibility of a carer harming them, or by adding to their sense of lack of attachment to a trusted adult
- Physical dependency in basic core needs, for example toileting, bathing, dressing, may increase the accessibility and opportunity for some carers to exploit being alone with and justify touching the child inappropriately
- Repeated "invasion" of body space for physical or medical care may result in the child feeling ownership of their bodies has been taken from them
- Children with additional needs can be isolated from knowledge and information about alternative sources of care and residence. This means, for example, that a child who is physically dependent on daily care may be more reluctant to disclose abuse, since they fear the loss of these needs being met. Their fear may also include who might replace their abusive carer