

# Safeguarding Policy

## Springwood Heath Primary School



Approved by:

Governing Body

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Last reviewed on:

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Next review due

April 2022

by:

## SAFEGUARDING /CHILD PROTECTION POLICY

### “Success and care through learning”.

‘Our school is committed to safeguarding children and promoting children’s welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.’

‘Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.’ (DFE 2019)

No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. (KCSE 2019)

Definitions:

A child includes anyone under the age of 18.

Child protection: *‘Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.’*

Safeguarding Children: *‘Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.’*

*Safeguarding and promoting the welfare of children is defined as 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.’ (DfE 2018)*

Safeguarding is summarised as:

- Protecting children & learners from maltreatment.
- Preventing impairment of children’s and learners’ health or development.
- Ensuring that children and learners are growing up in circumstances consistent with the provision of safe and effective care.
- Undertaking that role so as to enable those children and learners have the optimum life chances and to enter adult hood successfully.

Effective child protection is a fundamental part of safeguarding children and young people.

**Key Principles:**

- The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- Keeping Children Safe in Education (DfE 2019) reminds us that all staff should maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child in order to protect them.
- The school recognises that scrutiny, challenge and supervision are key to safeguarding children.
- The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment. 'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (DfE 2019)
- 'All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.'
- 'All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17(children in need) and section 47 (a child suffering or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.' (DfE 2019)
- All staff have responsibility to report their concerns about a child or the behaviour of any adult **without delay** to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **anyone** can refer their concerns to children's social care directly in emergencies or if they feel they need to do so. (Liverpool Careline 0151 233 3700)
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. Concerns about a child should always lead to help for a child at some point and at some point the child's situation should improve.
- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. 'Fears about sharing information cannot be allowed to stand in the way of the need to promote

the welfare and protect the safety of children. 'Working Together to Safeguard Children (DfE 2018)

- The school will work with other agencies to ensure actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Local Authority and Liverpool Children's Safeguarding Board's procedures and provide them with information as required. ([www.liverpoolscb.org](http://www.liverpoolscb.org))
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

Springwood Heath Primary School recognises that because our school staff are in regular and frequent contact with children, they are particularly well placed to observe and note any signs and symptoms that could lead to early detection of child abuse. Although we encourage partnership between home and school, we acknowledge that the protection of a child is paramount.

As a school staff we are particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.

The Laming Report, 2009, emphasises that if safeguarding is 'everybody's responsibility then everyone should know who to contact if they are concerned about a child or young person. School staff should explicitly understand their responsibilities in order to achieve positive outcomes, keep children safe and complement the support that other professionals may be providing.'

Springwood Heath School is aware of the responsibilities that the school and staff have with regard to the protection of children from abuse and from inappropriate and inadequate care and is committed to reacting in all cases where there is a concern.

The Children Act 2004, through the Stay Safe outcome of the Every Child Matters places a duty on schools/services to safeguard and promote the well-being of pupils. At Springwood Heath we ensure that all adults who work with our children are competent, confident and safe to do so.

## **Springwood Heath Primary School's values:**

- The child's needs and welfare are paramount. All children should be protected from abuse and neglect and have their welfare safeguarded.
- Early intervention together with partnership working with families and agencies are critical to safeguarding children and young people. All discussions with children and their families or carers are plainly stated and jargon free.
- We see all children as individuals. All our strategies to support children are child-centred, taking into account their cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special educational needs or disabilities.
- Children, parents and other carers are made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene to safeguard their child. A statement to this effect is found within our school brochure.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration is given to their understanding, wishes and feelings. However the need to protect a child at risk of significant harm is the overriding factor.

### Statutory Framework.

- "Working Together Under The Children Act, 1989 " requires all schools to follow procedures for the protecting children from abuse. Schools are expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse. These procedures should cover circumstances in which a member of staff is accused or suspected of abuse.
- DfEE Circular 10/95, (Protecting Children From Abuse: The Role of The Education Service) places the following responsibilities on all schools. Staff should be alert to signs of abuse and know whom they should report any concerns or suspicions. A Designated Teacher should have responsibility for co-ordinating action within school and for liaising with other agencies. Staff with designated responsibility for child protection should receive appropriate training. Schools should be aware of and follow the procedures established by the Area Child Protection Committee. Schools should have procedures of which all staff are aware, for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse.
- Circular 10/95 also states that "parents should be made aware of the schools child protection policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child".
- Every Child Matters builds on these existing measures to ensure that we protect children at risk of harm and neglect from negative outcomes and support all children to develop their full potential. In April 04 schools had a statutory duty to "safeguard" children, promote their well-being and work together through partnership arrangements.
- LA's and schools have a duty to carry out their functions under the Education Act with a view to safeguarding and promoting the welfare of children under Section 175 of the Education Act 02
- Working Together to Safeguard Children (06) sets out how organizations and individuals should work together to safeguard and promote the welfare of

children. This provides a national framework within which agencies and professionals at local level – individually and jointly draw up and agree upon their ways of working together to safeguard and promote the welfare of children.

- Vulnerable Groups Act 06, (implemented 09) states new arrangements should be introduced requiring those who wish to work with children, or vulnerable adults will need to be registered. The register will confirm that there is no known reason why an individual should not work with these client groups. (Vetting & Barring Scheme) As part of the coalition agreement, the government committed to reviewing and reforming the vetting and barring scheme and criminal records regime, scaling them back to 'common sense levels' therefore from the 25<sup>th</sup> October 2011 the registration element of the Vetting & barring scheme was halted although the barring function was maintained.
- Safeguarding Children & Safer Recruitment in Education (07) sets out the responsibilities to safeguard and promote the welfare of children and young people. It sets out recruitment best practice underpinned by legislation and details the process for dealing with allegations of abuse against staff.
- Working Together to Safeguard Children (updated March 2010) sets out statutory and non statutory guidance on how organisations and individuals should work together to safeguard and promote children's welfare through inter agency working.
- Under the Protection of Freedoms Act 2012 the the Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) merged to become the Disclosure and Barring Service (DBS). CRB checks are now called DBS checks.
- The Teaching Standards (DfE 2013) also requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including: treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position, having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions and showing tolerance of and respect for the rights of others'
- The Sexual Offences Act 2003 makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition, it would be breach of trust to have a relationship with any school student over the age of 18.
- Keeping Children Safe in Education (2014) asks schools to ensure they raise awareness of Female Genital Mutilation (FGM) and that staff should be aware of FGM.
- Working Together to Safeguard Children (DfE 2015) provides additional guidance and clearly states: 'Protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies' In addition, Working Together also reinforces the need to take action to provide Early Help before child protection is required: 'Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' DFE 2016. The school therefore understands its

responsibility to engage with other professionals in Early Help Assessments when a child's needs according to the Liverpool Children's Safeguarding Board Responding to Need and Level of Needs framework sit below the requirement for a statutory assessment.

- The Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to 'have due regard to the need to prevent people from being drawn into terrorism'. The DfE has provided statutory guidance for schools and child care providers: 'The Prevent Duty' (June 2015). The guidance summarises the requirements on schools and child care providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Our school will ensure that staff are aware of the indicators of extremism and radicalisation and how to respond in keeping with Local and national guidance. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme. Equally children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The Government has developed an 'educate against hate' website providing information and resources for schools and parents to support them to recognise and address extremism and radicalisation in young people.
- 'Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at- <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information> Teachers MUST personally report to the police cases where they discover an act of FGM appears to be carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the schools designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to be carried out, either through disclosures by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. DFE2018
- The Forced Marriage Unit has published Multi Agency practice Guidelines: Handling cases of Forced Marriage (May 2018) For **advice and information contact :020 7008 0151 or email: [fmufco.gov.uk](mailto:fmufco.gov.uk)**. ("Forced marriage is illegal; a form of abuse, and no child should be made to marry someone against their will. It is vital anyone who suspects a young person is at risk of being forced into a marriage reports it so professionals can step in and protect the child." – The Independent April 2017)

- Early years providers have a duty under section 40 of the Childcare Act 2006 to comply with the welfare requirements of the Statutory Framework for the Early Years Foundation Stage.
- Working Together to Safeguard Children (DfE2018) provides additional guidance which makes it clear that protecting children from harm and promoting their welfare depends on a shared responsibility and effective joint working between different agencies. 'Providing early help is more effective in promoting welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from foundation years through to teenage years' (DfE2018)
- Keeping Children Safe in Education was updated in June 2019, to be published 2/9/19.

As a school we understand our responsibility to engage with other professionals in Early Help Assessments when a child's needs according to the Local Safeguarding Children Board's Responding to Need and Level of Needs framework sit below the requirement for statutory assessment.

Ofsted adopts the definition used in the Children Act 2004 and in 'Working together to safeguard children'. This can be summarised as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including:

- pupils' health and safety
- the use of reasonable force
- meeting the needs of pupils with medical conditions v providing first aid
- educational visits
- intimate care
- internet or e-safety
- appropriate arrangements to ensure school security, taking into account the local context.

Safeguarding can involve a range of potential issues such as: v

- bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- racist, disability, and homophobic or transphobic abuse
- radicalisation and extremist behaviour
- child sexual exploitation
- sexting



- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage.

(Briefing for Section 5 Inspectors on Safeguarding Children, Ofsted 2015)

This policy should be read alongside school policies on related safeguarding issues. Related policies are available to access through the staff share and a copy can be found within the Conference Room.

Our school is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure.

We would welcome any suggestions and comments to contribute to this process.

### **Safeguarding Curriculum:**

Working Together to Safeguard Children (2018), states that as 'part of a broad and balanced curriculum governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety, through teaching and learning opportunities. This may include covering relevant issues through personal, social, health and economic (PSHE), education tutorials (in FE colleges) and/or, for maintained schools and colleges, through sex and relationship education (SRE). Springwood Heath Primary School acknowledges the important role that the curriculum can play in the prevention of abuse and in preparing our children to take on the responsibilities of adult life and citizenship. All Curriculum Coordinators and teachers consider the opportunities which exist within their curriculum areas/year group themes for addressing personal safety issues and ensuring the children are able to be taught the following 'Safe Messages'.

They have a right to feel safe.

- Their bodies belong to them.
- You can refuse touches that don't feel right and should never be forced to accept those that feel wrong.
- Some secrets should never be kept.
- They should be aware of strangers (BE CAREFUL)
- It's O.K. to say **No** to someone asking you to do something wrong.
- Always tell a trusted adult if something is worrying them.

Children will be supported to develop their understanding, at the appropriate age, of risks including: when using technology, the internet, and risks associated with grooming and radicalisation, gang and criminal exploitation and misusing drugs and alcohol. Children will also learn about the wider safeguarding curriculum which for children would include road safety, anti-bullying and know how to seek support when need. We will ensure our curriculum promotes an understanding of values needed to live within a democratic society including the rule of law, and individual liberty.

We will promote tolerance and respect for all faiths (and those of no faith) races, genders, ages, disability and sexual orientation.

This policy is complemented and supported by other school policies and practices, e.g.

- School Assemblies.

- The PHSE/Citizenship Curriculum including SEAL is designed to develop self esteem and positive self image. It is skills based aimed at developing informed decision ability, the ability to make choices and develop communication skills. An emphasis is placed on the child developing strategies to say NO and their right to do so. As part of developing a healthier safer lifestyle children are taught e.g. to recognise and manage risks in different situations and then decide how to behave responsibly. To know what kinds of physical contact are acceptable and unacceptable. To recognise when pressure from others threatens their personal safety and well being; including knowing when and where to get help. Additional safe messages are taught using 'Kidscape' materials found within each Key Stage Department.
- Sex and Relationship Education Policy.
- Equal Opportunities Policy.
- Attendance Policy.
- Homework Policy.
- Behaviour Policy/Positive Handling/Anti-Bullying.
- Medication Policy
- ICT & On-line safety.
- LAC Policy.

At Springwood Heath Primary School we believe that a safe child is one who is valued, self – confident, has self esteem and has the skills and knowledge to protect him/herself.

**Roles and responsibilities:**

The Head Teacher is: Mr Ian Hunt

The Chair of Governors is: Robyn Middleton

The Designated Safeguarding Leads for Child Protection are: Mrs Chris Beacall & Mr Ian Hunt.

Those trained to provide cover for the role of Designated Safeguarding Lead are: Mrs Sarah Dunbar & Mrs Tina Carruthers.

The nominated Safeguarding/Child Protection Governor is: Mrs Clare Roberts.

The nominated governor for dealing with allegations against the Head Teacher is: Robyn Middleton

**The Governing body should ensure that:**

- The school meets the statutory responsibilities set out in Keeping Children Safe in Education DfE 2018 and Working Together to Safeguard Children DfE 2018.
- The school has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the LSCB's Levels of Need Framework.
- The Child Protection Policy is reviewed annually and available to parents, normally via the school's website.
- All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the DCSF Guidance for Safer Working Practices for Adults Working with Children (2015)

- The school's practice is reviewed in line with Local Authority guidance, Liverpool Children's Safeguarding Board priorities and any actions identified in the Local Authority 175 Audit are completed.
- There is a named Designated Safeguarding Lead who is a member of the school leadership team. There are colleagues trained to provide cover for the role.
- The school has procedures in keeping with the LSCB for dealing with any allegations made against any adult working within the school.
- There is a nominated governor, usually the chair, who is the case manager for managing any allegations against the Head Teacher.
- There is an additional nominated governor to liaise with the Designated Safeguarding Lead and champion child protection/safeguarding on behalf of the safeguarding body.
- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of Governors and safeguarding governor together with the headteacher review the school's single central record.
- The school itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.
- The school will ensure there are appropriate filters and monitoring system in place in respect of internet use and encourage safe and responsible use of new technologies.
- It scrutinises the impact of the school's training strategy so that all staff, including temporary staff and volunteers, are aware of the school's child protection procedures. All staff must have child protection training which is regularly updated. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads undertake training in keeping with statutory training.
- The governors are given guidance to support them to ensure the school meets its safeguarding statutory requirements.
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, the views and progress and participation of vulnerable students.
- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.

- The governing body will appoint an appropriately trained designated teacher to promote the educational achievement of children who are looked after.

Governing bodies are accountable for ensuring the school has effective policies and procedures in place in line with local and national guidance, and for monitoring the school's compliance with them. Neither the Governing Body nor individual governors have a role in dealing with individual child protection cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

**The Head Teacher will ensure that:**

- The Single Central Record is up-to-date and the safer recruitment practices set out in Keeping Children Safe 2018 are followed in line with the school's Safer Recruitment Policy and Procedures, including pre-employment checks. At least one member of every recruitment panel has attended safer recruitment training.
- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- There is a listening culture within the school where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and / or the National College of School Leadership as appropriate.
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education 2018 and that sufficient time, training and support are allocated to this role, including the appointment of colleagues able to deputise for the Designated Safeguarding Lead who have undertaken the same training.
- The curriculum provides opportunities to help students stay safe especially when on-line. Children should be aware of the support available to them.
- They quality assure the school's child protection practices including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team to ensure that actions and decisions are reviewed appropriately and that staff's emotional needs are met.
- In keeping with the Prevent Duty reasonable checks are made on visiting speakers.

According to Local Guidance it is expected that the Head Teacher will be the case manager for any allegations against staff and make referrals to the Disclosure and Barring Service or National College of School Leadership.

## **Keeping Children Safe in Education DfE 2018 sets out the broad areas of responsibility for the Designated Safeguarding Lead:**

### **Managing referrals**

- Refer cases of suspected abuse to the local authority children's social care as required.
- Support staff who make referrals to local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required.

### **Working with others**

- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the 'case manager' and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)
- Liaise with staff (especially pastoral support staff, school nurses, IT technicians and SENCOs on matters of safety and safeguarding (including online and digital safety) and when deciding to make a referral liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

### **Undertake Training**

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated at least every two years.
- The designate safeguarding lead should undertake Prevent awareness training.
- The designated safeguarding leads knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads or take time to read and digest safeguarding

developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority's children's social care referral and arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the schools child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Can recognise the additional risks that children with SEN and Disabilities face online, e.g. from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raising Awareness**

The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:

- Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Child Protection File**

Where children leave the school or college ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools should ensure key staff are aware of the file.

The Designated Safeguarding Lead will consider if it would be appropriate to share any information with the child's new school in advance of the child leaving.

### **Availability:**

During school term time the designated safeguarding lead(s) (or deputy) will be available during school hours for staff in school to discuss any safeguarding concerns. In exceptional circumstances the safeguarding lead(s) will be available via phone or email out of school hours.

In addition to the role outlined in Keeping Children Safe the Designated Safeguarding Lead is also expected to ensure that:

- The Social Worker is notified if a child subject to a child protection plan is absent without explanations.
- The Social Worker is informed when a child subject to a child protection plan or a child in need plan moves to a new setting.
- A training log is kept of all child protection training include the names of those attending. All staff must have regular training and updates.
- Child protection records are kept securely and separately from the child's normal file. Records will be transferred and/or retained in keeping with the Local Authority's and NSPCC guidance.
- The school attends and contributes to Child Protection Case Conferences and Child in Need Meetings; ensuring actions are completed in a timely manner. The school will complete the LSCB agency report ahead of each child protection conference.
- The school escalates its concerns with other agencies when a child's needs are not being met following the Local Safeguarding Children Board Escalation and Resolution Policy
- All members of the safeguarding team have received appropriate training; that all referrals made are quality assured and the supervision is provided to

the safeguarding team to monitor all decisions and action taken and the well-being of each team member.

- All staff read and understand Part 1 and annexe A of the DfE (2018) guidance Keeping Children Safe in Education and make available to them other key documents and guidance.

**All staff (and volunteers) should:**

- Contribute to ensuring students learn in a safe environment.
- Read and understand Part 1 and Annexe A of the DfE (2019) guidance Keeping Children Safe in Education and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action. Staff should have an understanding of the specific safeguarding issues outlined in Part 1 of the DfE (2019) guidance e.g. fabricated or induced illnesses, faith abuse. Be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting can put children in danger. Staff should be alert to the signs of peer on peer abuse and take action.
- Recognise that any child may benefit from early help, but should be particularly alert to the potential need for early help for a child who – is disabled & has specific additional needs, has special educational needs (whether or not they have a statutory Education plan), is a young carer, is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups; is frequently missing/goes missing from care or home; is misusing drugs or alcohol themselves; is at risk of modern slavery, trafficking or exploitation; is in a family circumstance presenting challenges for the child such as substance abuse, adult mental health problems or domestic abuse; has returned home to their family from care; is showing early signs of abuse and/or neglect; is at risk of being radicalised or exploited; is privately fostered.
- Report any concerns about a child's welfare without delay to the Designated Safeguarding Lead or Deputy Safeguarding Lead or in their absence a senior member of staff. Any member of staff can make a referral to Children's Services should that be required, informing the Designated Safeguarding Lead of any action.
- Report any concerns without delay about the behaviour of an adult towards a child to the Head Teacher, Designated Safeguarding Lead, Chair of Governors or if required Local Authority Designated Officer for Allegations against Staff (0151 233 3700).
- Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services (Liverpool Careline 0151 233 3700)



- Teachers and those providing teaching **MUST** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
- Follow the school's policies including this Safeguarding/Child Protection Policy and the school's code of conduct for adults and the Guidance for Safer Working Practices for Adults Working with Children (2015)
- Be aware safeguarding issues can manifest themselves via peer on peer abuse.
- Understand that some children, including those with Special Educational Needs or Looked After, may be more vulnerable to abuse. 'Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. Children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing signs and communication barriers and difficulties in overcoming these barriers (DFE 2016)
- Have access to the school's managing allegations against adult's procedures and whistle blowing policy. (The NSPCC whistleblowing helpline is available for staff who does not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line available from 8:00am to 8:00pm, Mon-Fri and email [help@nspcc.org.uk](mailto:help@nspcc.org.uk))
- Have access to 'What to do if you are worried a child is being abused 2015-Advice for practitioners DFE 2015'

### **Communicating with Parents and Visitors:**

The school is committed to the principles of Working Together to Safeguard Children which states that a 'child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means to keeping the child in focus when making decisions about their lives and working in partnership with them and their families'.

The following statement is provided to parents so they are aware of the school's responsibilities:

The school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.

The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate child protection concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carer of its need to make a referral. However, sometimes

the school is advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

The school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family'

The following notice is made available to all visitors in reception. In addition all visitors are provided with additional safeguarding guidance.

'Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. We would expect you to also report to the headteacher or Designated Safeguarding Lead any behaviours of any adults working in the school that may concern you. By signing our visitors book you are agreeing to follow the school's safeguarding advice to visitors and where appropriate the code of conduct for staff and volunteers.'

The names and photographs of the Designated Safeguarding Lead and those who deputise for them are displayed in reception.

### **Parenting:**

Most 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 linked 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:

- Discuss the issue with the parent and support them in making their own plans of how to respond differently e.g. use of rewards, egg timers
- Community and in school based parental courses.

### **In- School Procedures:**

Any concern about a child should always lead to help for a child.

- Concerns are recorded by all school staff on the schools CPOMS (Safeguarding and Child Protection Software for schools.) This enables the

Safeguarding Team/Leadership Team to monitor child protection, safeguarding, pastoral and welfare issues e.g. attendance. Students and Volunteers are asked to pass on any information to school staff who will place their concerns, observations on CPOMS.

- (Any concerns however trivial need to be recorded since this information could be an important element in a much larger picture)
- Any member of staff concerned immediately about a child **MUST** inform the designated teacher or Head Teacher. The member of staff must record information regarding the concerns on the same day. The recording must be clear, precise, factual account of observations.
- The Designated Safeguarding Lead or Deputy Designated Lead will take immediate action and will make a referral to Children's Services by telephone, 0151 233 3700, if a child is believed to be suffering or likely to suffer significant harm. This referral will be followed up by the completion of a Liverpool MARF. We will follow the LSCB and Local Authority multi-agency procedures and consider the child's needs alongside the LSCB's Levels of Needs/Responding to Needs Framework (Threshold document) and consider whether an early help assessment (Level 2 & 3) or a referral to Children's Services is needed. (Level 4)
- Feedback to staff of confidential information relating to specific children will be what is considered appropriate in individual cases and on a need to know basis.

(The Liverpool Safeguarding Children Board procedures can be found on <http://liverpoolscb.proceduresonline.com/>)

- Any teacher in the course of their work, discovers that an act of Female Genital Mutilation appears to be carried out on a girl under the age of 18 the teacher must report this to the police.
- Concerns that a child is being radicalised will follow normal safeguarding referral mechanisms with an additional Channel referral being made to the Local Authority's Prevent and Channel team.

### **When to be concerned:**

Abuse (physical, sexual, emotional) or neglect can have a damaging effect on a child's health, education attainment and emotional well being. Some changes in a child's behaviour may not necessarily indicate that a child is suffering abuse or neglect. In some cases those changes may be symptoms of a hidden disability, undiagnosed medical condition or changes in medication.

Staffs should be concerned if a child:

- Has an injury, which is not typical of the bumps and scrapes normally associated with children's activities.
- Regularly has unexplained injuries.
- Frequently has an injury, even when apparently reasonable explanations are given.
- Offers confused or conflicting explanations about how injuries were sustained.
- Exhibits significant changes in behaviour, performance or attitude.
- Indulges in sexual behaviour which is usually explicit and /or inappropriate to his/her age.
- Discloses an experience in which he/she may have been significantly harmed.

(See Appendix 1)

### **Dealing with a disclosure:**

Whilst this can be an alarming situation, it is important that staffs know what to do in such an eventuality and to be able to stay calm and controlled.

If a child discloses that he/she has been abused in some way the member of staff should,

#### **Receive:**

- Remain calm, provide a safe place for the child to disclose (away from other children)
- Listen to the child without interrupting them.
- Show concern by taking the child seriously, but avoid becoming upset.
- Do not show shock or embarrassment or express anger towards the abuser.

#### **Reassure:**

- Tell them they are not to blame for what happened.
- Acknowledge they have done the right thing by telling you and this must have taken courage.
- Say to them: 'I'm glad you told me. I am sorry this has happened to you. You are not to blame for what happened. This is not your fault. You have been brave telling me this. I will help you.'

#### **React:**

- Do ask open questions e.g. 'Is there anything else you want to tell me?'
- Let them know that you will need to tell the Designated Safeguarding Lead.
- Do **not** promise confidentiality (to keep a secret)
- Do **not** ask leading questions or prompt them.
- Do **not** probe for further information.
- Do **not** express disbelief.
- Do **not** investigate or question the child, except to clarify what you have heard.
- Do **not** ask the child to repeat what they have said to another member of staff.
- Do **not** ask the child to write down their concerns. (However, they may ask if they can write down their concerns)

### **Report and Record:**

Share your concerns verbally **without delay** with the Designated Safeguarding Lead or member of the safeguarding team and consider if the child is in immediate danger or needs emergency medical care.

On CPOMS

- Write down what the child said using their actual words including any slang terms or words you may be uncomfortable with.
- Write down the time the child disclosed to you and anyone who was present.
- Be factual and do **not** make assumptions.
- Draw a diagram to indicate the positioning of any bruising or other injury.
- Do not discuss the case with anyone outside of the safeguarding team or senior leadership team without agreement.
- Manage your own feelings and seek support.

It is important to remember that children's details and names must remain confidential and any discussion that you feel you need to undertake does not allow the child to be identified to anyone else.

### **Record Keeping:**

Well-kept records provide an essential underpinning to good child protection and safeguarding. Where notes are insufficient they can be ambiguous in their context, leading to incorrect assumptions being made. When recorded, notes must be evidence based and where professional opinion is made it must be clearly stated as a 'professional opinion'.

A record should be made of on CPOMS:

- Any contact that is made with a child or family.
- Any face to face discussions.
- Any telephone conversations with other professionals.

Confidential information relating to Child Protection issues will be kept in a separate file stored in a locked filing cabinet, within the Headteacher's office.

### **Listening to Children:**

Some staff will have a particular contribution to make in listening to children who have been through the experience of abuse. It is important this work is not undertaken at a time when it may impact on legal processes through which the child may be involved and does not clash with any therapeutic interventions provided by other agencies. All staffs need to be aware that if they are selected by a child to hear a disclosure they must comply with guidance in the 'Memorandum of Good Practice' (Criminal Justice Act)

The main recommendations of the *Memorandum* are that:

Interviews should be conducted as soon as practicable after an allegation of abuse emerges;

Interviews should take place in an informal setting with interviewers trained in talking to children;

Children should be given every opportunity to tell their own story before Questioning should follow a phased or 'step-wise' approach, beginning with open-ended queries and reserving any direct or leading questions for the final phase of the interview; and,

as a general rule, interviews should last no longer than one hour.

### **Children's Voice**

At Springwood Heath we place great importance to listening to our children and giving them opportunities to communicate through verbal and non verbal means. We believe in consulting with our children, listening to their views and opinions and for them to know we have listened and value their contribution. e.g. School Council, Circle Time, Therapeutic Interventions, Planning for Progress and Target Reviews. We have created a caring and safe environment, so that children have time to express their concerns and worries to any adult and/or peer within the school. Our ethos is for all children to know that they are our primary concern – this is clear in the first of our school aims.

**'To provide a happy, caring, safe, secure and stimulating environment which promotes self-esteem, mutual trust, independence, respect and positive relationships where everyone is valued.'**

As a school we ensure we collect and analyse the views of our vulnerable students and their parents/carers using the following questions as prompts:

- Is this a safe school? / Do you feel safe in school?
- Are you taught how to stay safe?

- Are there any situations/ places where you do not feel safe at school?
- What could we do to help make you feel safer at school?
- If you felt unhappy / unsafe/ worried at school, who could you tell and how would you do that?

**As a school we understand and remind ourselves that children don't always disclose abuse or may be unable to because of their age or communication difficulties therefore as a staff we are vigilant to physical and behavioural indicators of harm and changes in the child. If the child has English as an Additional Language then we will seek support for the child in their preferred/first language or use visuals especially when speaking to them in English.**

### **The child's wishes:**

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

### **Staff Support:**

The stress on staff involved in any aspect of Child Protection work is considerable and Springwood Heath will ensure that such staffs are properly supported. The Headteacher and Designated Teachers will be responsible for ensuring that support from outside the school is sought where appropriate.

### **Supervision/Safeguarding Consultation:**

The Headteacher, Designated Safeguarding Lead and Safeguarding Team are involved in the school's supervision arrangements alongside other frontline practitioners.

Effective supervision at Springwood Heath takes place monthly and provides support, coaching and training for the practitioner and promotes the interest of our children. Our supervision fosters a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues. Our reflective conversations are timetabled and are focussed on children's needs and well-being building upon our 'day to day' safeguarding conversations.

### **Early Help:** (KCSE 2019)

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

Is disabled and has specific additional needs;

Has special educational needs (whether or not they have a statutory Education, Health and Care Plan);

Is a young carer;

Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;

Is frequently missing/goes missing from care or from home;

Is at risk of modern slavery, trafficking or exploitation;

Is at risk of being radicalised or exploited;

Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;

Is misusing drugs or alcohol themselves;

Has returned home to their family from care;

Is a privately fostered child.

### **Responding to Need Guidance and Levels of Need Framework (LSCB)**

Working Together to Safeguard Children 2006 clearly sets out the core functions of Liverpool Safeguarding Children Board. One of their functions is to agree thresholds for referrals to agencies, including Children's Services, of children and young people who may be in need. The 'Levels of Need Framework (updated August 2016) is adopted by LSCB. A child shall be taken to be in need if:

- He/She is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority.
- His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him of such services.
- He/she is disabled (Children Act 1989)

Before a referral is made to Liverpool's Careline every effort is made by Springwood Heath to engage with our families and children to try and resolve their needs. This will include the completion of an EHAT (Early Help Assessment Tool) for children whose needs have initially been identified as a Level 2 and Level 3 on the continuum. Parental permission will be sought unless doing so, would put the child at risk of suffering harm or it is believed that seeking consent may increase this risk.

A referral to Careline and completion of a M.A.R.F (multi-agency referral form) will be made when information relating to a child identifies their needs to be acute/specialist need at Level 4: children in need of protection.

Further details can be found within the LSCB Responding to Needs Guidance & Levels of Need Framework (August 2016) in order to determine the level of need of the child. A copy is available from the Headteacher, Designated Teacher and can be found on the staffroom noticeboard under Safeguarding.

### **Contextual Safeguarding:**

We are aware that Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school or college. **All** staff, but especially the designated safeguarding lead (and deputies) will consider the context within which such incidents and/or behaviours occur.

It is important that we provide as much information as possible as part of a referral process to social care.

### **Disqualification and disqualification by association.**

The safeguarding arrangements in Springwood Heath are in place for all children, including the checks which we make to identify risks to children and to support our decisions about the suitability of staff working at Springwood Heath as set out in the statutory document 'Keeping children safe in education guidance'.

In October 2014 additional supplementary guidance was released building on the Childcare (Disqualification) Regulations 2009 which came about through the Education Act 2006.

At Springwood Heath Primary School an employee will be disqualified if:

- They have been cautioned for, or convicted of certain violent or sexual offences against adults and any offences against children.
- They are subject of an Order, direction or similar in respect of childcare, including orders made in respect of their own children
- They have had registration refused or cancelled in relation to childcare of children's homes or have been disqualified from private fostering.

However, in addition to the above, an employee will also be disqualified if they live in the same household as anyone to whom one of the above three criteria apply.

It is accepted that our staff many not know this information; however they will be required to give a declaration 'to the best of their knowledge'.

All staff will be asked to complete a declaration form to confirm they are not disqualified. If any staff fail to complete this declaration then we may have to ask the member of staff to leave the school until the declaration form has been returned.

If a member of staff is identified as disqualified or the 'by association' criteria is met, we will ask for the following information to be provided about themselves or any person who lives in the same household as them:

- Details of any order, determination, conviction, or other grounds for disqualification from registration under the Childcare (Disqualification) Regulations 2009;
- The date the order, determination or conviction, or the date when the other ground for disqualification arose;
- Information about the body or court which made the order, determination or conviction, and the sentence (if any) imposed.
- A certified copy of the relevant order (in relation to an order or conviction)

All relevant information passed to school will be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date we became aware of the information. Ofsted may grant a full or partial waiver, including a waiver that will allow the staff member to work within our school setting. However whilst this waiver is under consideration then the staff member must not work within school.

We will ensure that any external agency staff providing relevant staff to Springwood Heath will have carried out these checks prior to placing them within our school.

All short-listed candidates for positions within Springwood Heath will be required to complete the declaration form and DSB certificates will be checked.

### **Working with other Agencies:**

Springwood Heath recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate. Schools are not the investigating agency when there are child protection concerns and thus, the school will pass all relevant cases to the statutory agencies, who we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

### **Transfer of Records:**

If a child who has a Child Protection Plan transfers to another school then the designated teacher must notify the new designated teacher or Headteacher and arrange for the transfer of the child's relevant records as soon as possible. If a child had a Child Protection Plan in the past but is no longer subject to a plan, then the information about past plans will not be transferred.



According to current guidance, where children leave the school their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

The DFE have provided specific guidelines for retention:

<b>Where a child leaves school and does not transfer to a new school/FE setting</b>	
If the concerns were at a low level and below the threshold for referral to CS or there was no multi agency involvement	This file should be retained until the child's 25 <sup>th</sup> birthday.
If a referral was made to CS or CS involvement or multi agency involvement	This file should be retained for 35 years from the date the child left the school.
<b>Where a child leaves school and moves to another school/FE setting.</b>	
The chronology of events/incidents/actions	Should be kept for at least the periods stated above.
Safeguarding file has been posted to a new setting	A copy of the entire file should be kept until the new setting confirms safe receipt. The copy should then be shredded.
<b>Records relating to allegation against staff, visitor or volunteer</b>	
Usually retirement age or 10 years, whichever is longer BUT for duration of IICSA (independent inquiry into child sexual abuse) it is a criminal offence to destroy any records that could be called as evidence so retain appropriate files.	

### **Training:**

The protection of children is paramount and has to be a priority for all staff who work within a school environment. Therefore all school staff and Governors at Springwood Heath undertake yearly online Safeguarding training through HAYS, completing 5 interactive modules on Safeguarding Children, Radicalism and Extremism, Mental Health and Wellbeing, How to keep Children Safe, Online Safety. A separate policy is written on Radicalism and Extremism highlighting school procedures.

As a school we recognise the importance of training and keeping staff up to date in all Child Protection issues. The Designated Teacher and Deputy will attend appropriate training to include at least, basic Children's Services initial training and regular updates.

All staff, both teaching and non teaching, who come into contact with children will receive written reminders of procedures and updates.

Anyone joining the school staff will receive a copy of the schools Child Protection Policy and will be briefed concerning their responsibilities. An Aide Memoir to staff on the Safeguarding of all children at Springwood Heath is given to all staff (Appendix 2)

### **Child Protection and Children in Need Conferences:**

Staff members may be asked to attend a Child Protection Conference or Core Group on behalf of the school, in respect of individual children. Usually the person attending from Springwood Heath will be the Headteacher or the Designated Teacher. Relevant up to date information about the child will be collected from the class teacher to be shared at the Conference.

A Child Protection Conference will be convened if a referral has been made and the investigations findings have considered the child to be at risk of harm, or the child is already on the Child Protection Register and a review conference is held to monitor the safety of the child.

### **Photographs around school:**

Photographs of children are used in Springwood Heath to enhance their educational experience and create a record of their achievements. Many photographs can be seen around school, within the classrooms and on the school/class twitter.

Children's photographs are displayed in such a way that they reflect our protective ethos as part of our Child Protection Policy. All of our parents consent to school taking photographs unless they sign and return a form to school refusing permission. School photographs that are for outside school use e.g. flyers are anonymous and additional permission is sought.

Children's photographs with the child's names attached will not be used in any public place where visitors have access to the school e.g. main reception, waiting areas.

To ensure the safe use of children's photographs we will only take photographs on the schools ICT equipment and cameras and not staffs personal equipment.

### **Guidance for Parents/Carers taking Photographs and Filming School Productions:**

The overriding priority is to ensure that photography does not lead, either directly or indirectly, to anything that may potentially endanger the safety of the children at the school. We believe that every child and parent is entitled to their own privacy, and can therefore choose not to feature in photographs or videos recorded at the school. Photographs taken at school should not do anything that may cause embarrassment to the school, the children, or the staff.

It is natural for every parent to want to share their children's activities and achievements at school with their friends and family. We are keen to allow this as much as possible, while keeping this in balance with the three principles.

- It must not feature any child whose parent or guardian has not given consent.
- It must not offer any means of identifying a child by name.
- It must not in any way embarrass the school or the children and staff involved.

Photographs can be considered personal data under the Data Protection Act 1998. We will remind parents to only film/ photograph their own child/children but the reality is that other children will appear in the background. The Information Commissioner's Office states photographs taken by parents at nativity plays do not breach the Data Protection Act so long as they are only for personal use. Digital video and images shared on Facebook, YouTube and other social networking sites, need the consent from the parents of children in the photos. The reason for this restriction is that it is not possible for individual parents to ensure that all three of our safeguarding rules described above are adhered to at both the time of publication, and later.

### **School website:**

Photos and video intended for the school website will be taken either by a member of staff, or another person (typically a governor or parent) authorised by the headteacher. These photos and videos must be approved by the headteacher prior to publication on the website; the mechanism for doing this should be agreed by the headteacher and the photographer.

The school will endeavour to remove older photos featuring children who have left the school some time ago in order to avoid any embarrassment or discomfort it may cause them.

### **Sharing photos on the school website**

The school endeavours to publish a selection of photos and videos from events on the school website. Parents/carers may share links to these pages on social media services, because any photos or video appearing on the school website will have been checked to ensure they conform with all our safeguarding rules. These links will cease to work once the photos have been removed from the school site.

### **Internet Safety:**

At Springwood Heath we recognise that 'The Virtual World' opens up new opportunities for learning and creativity, but it also means thinking ahead of new risks. Technology plays a huge part in all our children's lives from an ever earlier age. We recognise the risks and dangers are not from the technologies but from the people who use these technologies. "Safeguarding children and young people in both the real and virtual world is everyone's responsibility. Any establishment relying solely on technological solutions can be placing themselves, and their pupils and staff, at risk". (BECTA)

At Springwood Heath we have created a safe ICT environment where there is a whole school established e-safety policy in place. Parents have been informed of the precautions we are taking to ensure that we have a safe learning environment and to make them aware of the standards of behaviour and use of technology which their children are expected to abide by when in school. Our parents are asked to sign an internet usage agreement which we expect them to share with their child.

### **Attendance:**

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone. If there is no notification school has a policy of texting or phoning home to ascertain each child's whereabouts (First Day Callout). The school has an Attendance Team who monitors children's attendance and punctuality when it becomes a cause concern. Positive measures are in place to encourage children to attend regularly and punctually. Our school is aware of its right to take legal action against parents, carers or guardians who do not ensure good attendance and punctuality. The attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees by our Attendance Team. (A separate Attendance Policy is on the school website)

The attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a Child Protection Plan, A Child in Need, Children Looked After and/or SEN will be monitored on a daily and weekly basis. A child's Social Worker will be informed immediately when there are unexplained absences or attendance concerns.

### **Child Missing from Education:**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. At Springwood Heath we have in place procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat

occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

It is essential that all our staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage. Springwood Heath Primary School will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

### **Children with Special Educational Needs:**

At Springwood Heath we recognise that children with special educational needs may display some behavioural or physical signs that could be associated with abuse however we are also aware that this could also be linked to their condition. A child with SEND can potentially be more vulnerable to abuse therefore all staffs remain vigilant.

### **Child Sexual Exploitation:**

Springwood Heath is well placed to teach children how to make positive choices and informed decisions in their relationships so that they can protect themselves from sexual exploitation. Positive relationships with our school staff 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.

At Springwood Heath we recognise that all children and young people are at risk of online sexual exploitation. We ensure that our e-safety procedures are robust and that children are taught online safety skills so they know:

- online risks
- how to recognise unsafe online contact
- to be confident to report any concerns about themselves or others to staff in school.

As a school we will share our concerns with parents/carers, if we notice a child maybe at risk. We will work with parents to access the appropriate agencies for further help.

### **Private Fostering:**

We have a mandatory duty to report to the local authority if we believe a child is subject to a private fostering arrangement. (This does not include close family relatives e.g. grandparent, brother, sister, auntie, uncle.) A private fostering arrangement I made without the knowledge of the local authority for the care of a child under the age of 16 years (under 18 for children with disabilities) When a child is privately fostered a social worker must carry out an assessment to ensure placement is appropriate and consider any support needed.

### **Criminal Exploitation:**

*Child Criminal Exploitation is a rapidly emerging issue which is a major concern for our communities."*

(Quote from Merseyside's Police Commissioner Jane Kennedy)

There is no legal definition of child criminal exploitation (CCE) through organised crime groups in England and Wales. However the the exploitation of children and young people under-18 is defined as that which:

'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them completing a task on behalf of another individual or group of individuals; this is often of a criminal nature. Child criminal exploitation often occurs without the child's immediate recognition, with the child believing that they are in control of the situation. 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.'

The criminal exploitation of children includes a combination of:

- **Pull factors:** children performing tasks for others resulting in them gaining accommodation, food, gifts, status or a sense of safety, money or drugs; often the hook is through the perpetrator supplying Class B drugs such as cannabis to the child or young person;
- **Push factors:** children escaping from situations where their needs are neglected and there is exposure to unsafe individuals, where there is high family conflict or the absence of a primary attachment figure;
- **Control:** Brain washing, violence and threats of violence by those exploiting the child particularly when the child or young person is identified by the police, they are expected to take full responsibility for the offences for which they are charged – i.e. possession and supply of illegal substances.

The majority of children or young people who enter into exploitation do so willingly however, their involvement is indicative of coercion or desperation rather than choice. Many young people do not recognize that they are being exploited or that they are at risk. The majority of children who are vulnerable to criminal exploitation are male however; the possibilities of female involvement should not be dismissed.

Factors that can heighten a child's vulnerability include:

- Having poor experience of neglect, physical and/or sexual abuse.
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality).
- Social isolation or social difficulties.
- Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other people involved in gangs.
- Having a physical or learning disability.
- Having a mental health or substance misuse issues.
- Being in care( particularly those in residential care and those with interrupted care histories)

At Springwood Heath if we are concerned about a child we will access the DfE County Lines Guidance (July 2017) flowchart on Staff share to assist our thinking and follow Liverpool's Safeguarding Children's Board procedures.

### **Domestic Abuse:**

We recognise that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Living in a home where domestic abuse happens can have a serious impact on a child or young person's mental and physical wellbeing, as well as their behaviour. And this can last into adulthood. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

<http://www.refuge.org.uk/get-help-now/what-is-domestic-violence/effects-of-domestic-violence-on-children/>

<http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very different when other people are around. Children and young people might also feel frightened and confused, keeping the abuse to themselves.

Signs that a child has witnessed domestic abuse can include:

- aggression or bullying
- anti-social behaviour, like vandalism
- anxiety, depression or suicidal thoughts
- attention seeking
- bed-wetting, nightmares or insomnia
- constant or regular sickness, like colds, headaches and mouth ulcers
- drug or alcohol use
- eating disorders
- problems in school or trouble learning
- tantrums
- withdrawal

### **FGM:**

Female Genital Mutilation is a form of child abuse. The World Health Organisation defines it as 'Female Genital Mutilation (FGM) comprises of all procedures involving

partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.”

The UK Government has written advice and guidance on FGM that states;

“FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.”

Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM.

UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.

As from January 2013 Ofsted have included FGM in their “Inspecting Safeguarding” briefing for Inspectors.

In order to protect all children it is important that our staff are aware of the key indications:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present. In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.
- **Any teacher in the course of their work, discovers that an act of Female Genital Mutilation appears to be carried out on a girl under the age of 18 the teacher must report this to the police.**

### **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 then we will follow our 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.

### **Homelessness:**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. School will liaise with the child's parents/carers and support the referral/discussions with the Local Housing Authority.

### **Preventing Radicalism:** (See also separate policy)

Protecting children from the risk of radicalisation is seen as part of Springwood Heath's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, staff at Springwood Heath will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation, act proportionately and follow school procedures which may include making a referral to the Channel programme.

### **Channel:**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. At Springwood Heath we will make a referral to Channel if we are concerned that an individual might be vulnerable to radicalisation.

### **Grooming:**

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and



young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse.

If a child is being groomed they may:

- Be very secretive, including about what they are doing online.
- Have older boyfriends or girlfriends.
- Go to unusual places to meet friends.
- Have new things such as mobile phones, clothes that they can't or won't explain.
- Have access to drugs or alcohol.

The child may not speak because they are:

- Ashamed
- Feeling guilty
- Unaware that they're being abused.
- Believe they are in a relationship.

At Springwood Heath we teach children 'Safer Internet Use' throughout the school.

### **Trafficking:**

Children can be trafficked for many reasons which may include sexual exploitation, domestic labour, benefit fraud and involvement in criminal activity.

The possible indicators that a child may have been trafficked are:

- Show signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection.
- Appear to go missing from school
- Be known to beg for money
- Be being cared for by adults who are not their parents and the quality of the relationship between the child and their adult carers is poor.
- Live with a number of unrelated children in one location.

### **Sexting:**

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages. Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if it's shared between children of the same age
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

As of January 2016 in England and Wales, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed. At Springwood Heath we are committed to safeguarding all children therefore all sexting disclosures will follow school safeguarding practices and protocols.

### **Initiation/Hazing:**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals e.g. pranks to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment. We are aware that this could look different at different ages in our school but we are always vigilant.

### **Upskirting:**

This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

### **Children with Family Members in Jail:**

An estimated 310,000 children in England and Wales have a parent sent to prison each year and 10,000 visits are made by children to public prisons every week. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) has been established to provide an information service and resources for all professionals who come into contact with the children and families of offenders.

### **Mental Health and Wellbeing:**

Mental health professionals have defined mental health problems or disorders as:

- Emotional disorders, e.g. phobias, anxiety and depression
- Conduct disorders e.g. stealing, defiance, fire setting, aggression and anti-social behaviour
- Hyperkinetic disorders, e.g. disturbance of activity and attention
- Developmental disorders, e.g. delay in acquiring certain skills such as speed, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders
- Attachment disorders, e.g. children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers.
- Other mental health problems include eating disorders, habit disorders, post-traumatic stress syndromes; somatic disorders; and psychotic disorders e.g. schizophrenia and manic depressive disorder.

Many of these problems will be experienced as mild and temporary challenges for the child and their family, whereas others will have serious and longer lasting effects. When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as having mental health disorders.

At Springwood Heath we support children's mental health by

- Having an ethos of setting high expectations of progress/attainment for all pupils with consistently applied support. This includes clear policies on behaviour and

bullying that set out the responsibilities of everyone in the school and the range of acceptable and unacceptable behaviour for children.

- Working effectively with the special educational needs co-ordinator (SENCO).
- Work with our parents and carers as well as with the children themselves ensuring their opinions and wishes are taken into account and they are kept fully informed so they can participate in decisions taken about them.

Continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of schools staff and community, informs them about the early signs of mental health problems, what is and isn't a cause for concern and what to do if they think they have spotted a developing problem.

- Clear systems and processes to help staff who identify children and young people with possible mental health problems, providing routes to escalate issues with clear referral and accountability systems.
- A healthy school approach to promoting the health and wellbeing of pupils in the school.

We believe that by teaching children to stay safe and healthy, and by building self-esteem, resilience and empathy, within our PSHE programme we can tackle barriers to learning, raise aspirations, and improve the life chances of our most vulnerable and disadvantaged pupils.

### **Allegations of abuse against another student (Peer on Peer abuse)**

(See also separate policy)

At Springwood Heath we recognise that ALL children are capable of abusing their peers. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Staff MUST challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours should never be passed off as 'banter' or 'part of growing up'.

Peer on Peer abuse is unacceptable.

Children with SEND are especially vulnerable – they are three times more likely to be abused than their peers. Additional barriers to recognising abuse in children with SEND include: Assuming that indicators of abuse, such as mood and behaviour, relate to the child's disability. Children with SEND being disproportionately impacted by bullying and harassment without showing any outward signs. Communication barriers.

The DFE states, 'peer on peer abuse should be taken seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action'.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled. Staff will talk to the children in a calm and consistent manner.

**Gather the Facts:** Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for

each account. Ask the young people to tell you what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.

**Consider the Intent:** Has this been a deliberate or contrived situation for a young person to be able to harm another?

**Decide on your next course of action:** All concerns must be CPOMS and reported and discussed with the Designated/ Deputy Designated Safeguarding Leads/Member of the Safeguarding Team or senior staff member. If MASH and the police intend to pursue this further, they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to. It is important to be prepared for every situation and the potential time it may take.

**Informing parents/carers:** The best way to inform parents/carers is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another. In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent/carer (they may be scared to tell parents/carers that they are being harmed in any way).

Springwood Heath Primary has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunity to be harmful to one another.

Staff will consider each issue and each individual in their own right before taking action.

### **Sexual violence and sexual harassment between children:**

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing and this could adversely affect their learning and attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

We are aware that our initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff will follow school Safeguarding procedures.

### **Safer Recruitment:**

The Safeguarding Vulnerable Groups Act 2006 established the Independent Safeguarding Authority (ISA) to make decisions about individuals who should be barred from working with children and to maintain a list of these individuals. The Protection of Freedoms Act 2012 merged the ISA with the Criminal Records Bureau (CRB) to form a single, new, non-departmental public body called the Disclosure and Barring Service (DBS).

The Protection of Freedoms Act 2012 reduced the scope of "regulated activity" by focusing on whether the work is unsupervised (in which case it counts as "regulated activity") or supervised (in which case, organisations can request an enhanced criminal records check, but this will not include a check of the barred list). The new definition of regulated activity came into force on 10 September 2012 and was issued in conjunction with guidance on the level of supervision required to take work out of the scope of regulated activity.

### **Definition of a Regulated Activity:**

An activity becomes a regulated activity requiring an enhanced DBS certificate and the additional barred list check when it is unsupervised or involves regular close contact with young people. This would typically consist of more than three days in a month. However, all adults involved in supervising children as part of an 'over-night' activity are automatically in a regulated activity.

Schools with students aged 18 and over should also undertake barred lists checks for those working with both children and adults.

Young people below the age of 16 are not eligible for DBS checks.

### **Volunteers**

Volunteers who are **supervised** to an appropriate level are not eligible for barred list checks and an enhanced DBS certificate is not required. However, volunteers within Springwood Heath complete a volunteer application form and references are sought.

**Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised.**

### **Governors**

Governors are not eligible for a barred list checks and a DBS certificate is not required.

Governors who undertake additional unsupervised work within the school require both the barred list check and an enhanced DBS certificate.

### **Contractors**

Tradesmen or building contractors are no longer considered to be in a regulated activity as their contact with children would be occasional or temporary in nature. The school's own regular cleaning and maintenance/caretaking staff, whether employed directly or through a third party (for example PFI contract) will continue to

be in regulated activities and will continue to need to have an enhanced DBS and a barred list check.

### **Visitors**

#### **Supervised visitors**

Any visitor who does not have unsupervised access to young people is **not** required to have a barred list check and an enhanced DBS certificate. They should simply present their photo ID badge, sign the visitors' book and receive a copy of our school's 'Code of Conduct'.

#### **Unsupervised visitors**

Visitors who fall in to the definition of a regulated activity are required to have both the barred list check and an enhanced DBS certificate. These checks will have been undertaken by the visitor's own employer and schools are not required to undertake further checks.

Hence supply teachers, educational psychologists, social workers, police, trainee teachers, nurses, sports coaches, LA peripatetic teachers, SENISS teachers, Careers Advisors and Educational Welfare Officers will have had an enhanced DBS certificates and barred list checks undertaken by their own employer. It is therefore not necessary for schools to repeat the process and schools are only required to see appropriate photo ID.



Schools do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors (for example children's' relatives or other visitors attending a sports day). Our Senior Management Team will use their professional judgment about the need to escort or supervise visitors.

Before recruiting staff and volunteers (whether paid or unpaid), the following is considered as part of our schools safer recruitment practice:

- The application process includes our schools commitment to safeguarding in for example the Job Description and any other documentation
- Thorough checks are made of an applicant's identity, work history and references including any gaps in employment/time;
- Proof of qualifications must be obtained
- Checks with the Disclosure and Barring Service are undertaken including checks against the DBS Barred Lists

- A probationary period and supervision of the person takes place;
- References are obtained and verified by telephone

### **Single Central Record:**

Our single central register is maintained and updated by our Schools Business Manager and covers all staff (including supply staff, and teacher trainees on salaried routes) who work at Springwood Heath Primary School.

Our register demonstrates that the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom

For supply staff, we include written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

Our register is monitored by the Headteacher

### **Security:**

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well. The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

To ensure safe entrance into Springwood Heath Primary School

- No staff member will open the school entrance doors to parents, escorts etc. This will be done by our admin staff, or Senior Management Team.
- Parents and visitors coming through our school playground when children are playing **MUST** be escorted by a staff member unless they have been DBS checked.

All members of the school staff have Springwood Heath School identity badges which must be worn at all times. Visitors to the school must wear a visitor's lanyard and their agency/school's identity badge.

Coloured lanyards are available for all school visitors and parents at Reception.

Blue - the visitor has been DBS checked.

Purple - students

Black - parents (they must be escorted at all times)

Red - visitors (they must be escorted at all times)

Orange - Governors

All visitors without a badge/lanyard **MUST** be challenged.

### **Existing staff:**

If we have concerns about an existing staff member's suitability to work with children, we will carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at Springwood Heath moves from a post that was not regulated activity, into work which is regulated activity, the relevant checks for the regulated activity will be carried out.

We have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals can be found on GOV UK.

### **Information Sharing:**

Keeping detailed and comprehensive records is fundamental to good safeguarding practice. Safeguarding is about protecting vulnerable people from harm, by putting their safety and well-being at the heart of decision making.

The General Data Protection Regulation (GDPR) Data Protection Act 2018 provides a framework to ensure that personal information about living individuals is shared appropriately. Under the GDPR and Data Protection we may share information without consent if, in our judgement, there is a lawful basis to do so, such as where safety may be at risk. The GDPR and Data Protection Act 2018 doesn't prevent or limit the sharing of information for the purposes of keeping children and young people safe.

At Springwood Heath we will be open and honest with the child (and/or their family where appropriate) from the outset about why, what, how and with whom the information will, or could be shared, and seek their agreement unless it is unsafe or inappropriate to do so.

### **To effectively share information:**

- All practitioners should be confident of the processing conditions, which allow them to store and share the information that they need to carry out their Safeguarding role. Information which is relevant to safeguarding will be often data considered 'special category personal data' meaning it is sensitive and personal.
- Where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 includes 'Safeguarding of children and individuals at risk' as a condition that allows practitioners to share information without consent.
- Information can be shared legally without consent, if the practitioner is unable to, cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.
- Relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental or emotional well-being.



Where a decision to share information without consent is made, a record of what has been shared will be kept.

### **Confidentiality:**

Staff will be told concerns about a child on a 'need to know' basis.

At Springwood Heath we understand the need to keep Child Protection and Safeguarding records securely.

We will transfer records securely to the next setting and discuss the child's needs before the child starts at the next setting.

We will retain records in keeping with the Local Authority guidance and NSPCC guidelines

**Staff cannot promise confidentiality but must always act in the best interests of the child and share disclosures made by the child or others with the Designated Safeguarding Leads.**

### **Guidelines Leaflet:**

All outside agencies and visitors to the school receive a summary of our Child Protection guidelines within a leaflet and the procedures that must be observed.

These guidelines can also be found within our Student and Volunteer Handbook.

### **The Use of Reasonable Force:**

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on the circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we consider the risks carefully recognising the additional vulnerability of these groups. In school we plan positive and proactive behaviour support e.g. individual behaviour plans for more vulnerable children, and agree them with our parents. These plans can reduce the occurrence of challenging behaviour and the need to use reasonable force.

### **Code of Conduct:**

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. It is our willingness to work in a safe manner and challenge inappropriate behaviour that underpins this commitment.

The code of conduct aims to support adults so they don't work in a manner which might lead to an allegation against them. Equally it aims to reduce the opportunity for any adult intent on grooming or harming a young person. It encourages everyone to work in an open and transparent way that should avoid someone questioning their motives, intentions or suitability to work with young people.

If you have any concerns that a child is being harmed, abused or neglected you **must share your concerns immediately** both verbally and in writing with the school's Child Protection Co-ordinator or if they are absent, another member of the school's Leadership/Safeguarding Team. Always listen carefully to the child and record what they tell you in the child's own words. Never promise to keep a secret.

- If you receive an allegation against an adult working in the school or observe behaviour that concerns you, you must discuss your concerns without delay with the Headteacher. Concerns regarding the Headteacher should be directed to the Chair of Governors.

#### **You should:**

- dress appropriate to your role ensuring that clothing is not likely to be viewed as offensive or revealing and is absent of any political or other contentious slogans or images.
- act as an appropriate role model, treating all members of the school community with respect and tolerance.
- ensure gifts given or received are recorded and discussed with your Line Manager.
- respect others' confidentiality unless sharing information is appropriate to ensuring their welfare.
- adhere to the school's policies, particularly those related to safeguarding – including child protection, behaviour, attendance, physical intervention, intimate care, anti-bullying, equal opportunities, health and safety and e-safety (acceptable use policy).
- report any behaviour or situations which you may feel give rise to a complaint or misunderstanding in respect of your own actions. Also share situations that may arise that sit outside this code of conduct.
- share with your Line Manager or Headteacher any behaviour of another adult in the school where it gives you cause for concern or breaches this code of conduct or the school's safeguarding policies. Your intervention may allow for their practice to be supported and developed.

#### **You should never:**

- make, encourage or ignore others making personal comments which scapegoat, demean or humiliate any member of the school community.
- use your position to intimidate, bully, humiliate, coerce or undermine any member of the school community.
- develop 'personal' or sexual relationships with children and young people including making sexual remarks or having inappropriate sexual banter.

- discriminate favourably or unfavourably towards a child.
- give personal contact details to pupils or communicate outside of school using social networks, email, text, twitter etc or meet a young person out of school unless part of a planned school activity with the knowledge of your Line Manager.
- have conversations on social networking sites that make reference to children, parents or other colleagues or be derogatory about the school. Avoid contact with parents through social network sites and declare any friendships/relationships to your Line Manager<sup>1</sup>. Avoid any statements on social networking sites that might cause someone to question your suitability to act as a role model to young people.
- use personal equipment to photograph children (always use the school's equipment) and ensure any photographs are only stored on the designated secure place on the school's network and not on portable equipment.
- undertake 'one to one' activities out of the sight of others unless it is a planned activity with the knowledge of your Line Manager<sup>1</sup> and in keeping with your particular responsibilities.
- transport children unsafely, for example by driving whilst using your mobile phone, consuming alcohol, failing to ensure that seat belts are worn or driving without appropriate insurance. Any trips should be planned and with the knowledge of your Line Manager<sup>1</sup>. Unforeseen events should be reported to your Line Manager<sup>1</sup>.
- have physical contact with young people that might be misconstrued or considered indecent or harmful. Ensure you are always able to give an account of the reasons for physical contact or physical intervention. Where physical contact is required it is good practice for it to be within the sight of others.

Guidance to ensure that the duty of care towards pupils and staff is promoted by raising awareness of unsafe and unwise behaviour within Springwood Heath and to assist staff to monitor their own standards and practice can be found within Appendix 3 – 'Guidance for Safe Working Practice for the Protection of Children and Staff within Springwood Heath'.

### **Allegations involving School Staff:**

An allegation is when a person who works with children has,

- Behaved in a way that harmed or may have harmed a child.
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children.

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<sup>1</sup> Both within and outside of school

"It is important to ensure that even apparently less serious allegations are seen to be followed up and they are examined objectively by someone independent of the organisation concerned". (Working Together 2006)

If a child or a parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Headteacher. Any member of staff who has a reason to suspect that a child may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Headteacher. A record of concerns must be made, including a note of anyone else who witnessed the incident or allegation.

The Headteacher will contact the LADO (Local Authority Designated Officer) for advice and guidance and a decision will be made about a course of action. A copy of the Children's Services allegation procedures can be found in the Headteachers' office, on EdNet and on Liverpool City Council's website

### **Whistle blowing:**

Each member of staff within Springwood Heath has a responsibility for raising concerns about abuse and/or unacceptable practice or unprofessional conduct. If a staff member feels uncomfortable about another staff members' behaviour they should share their concerns. It is often only by fitting together the pieces of information that children are protected. School staff should initially raise concerns with their line manager and Senior Management Team. All concerns will be handled seriously and appropriately. However, if the issue is particularly sensitive and serious staff will need to follow the Whistle blowing Procedure as set out by Liverpool City Council. A copy is found on the notice board in the staff room or can be read on the Liverpool City Council website.

Ofsted have set up a pilot whistleblower hotline for circumstances where children and young people are affected or at risk. Further details can be found on the Ofsted Website.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **The use of school premises by other organisations:**

Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused.

### **Nominated Governor:**

The nominated Governor for Child Protection is the Vice Clare Roberts.

The Governing Body reviews the Safeguarding/Child Protection Policy annually.

### **Complaints:**

Complaints about safeguarding should follow the school's complaints policy.

The school and Local Authority also have whistle blowing procedures.

The Local Authority Officer for dealing with allegations against staff and volunteers can be contacted through Careline on 0151 233 3700.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding Child Protection failures internally. Staff can call: 0800 028 0285.

**At Springwood Heath Primary School we aim to create:**

- A caring school ethos that actively promotes the self esteem of the individual and has a child centred philosophy.
- Classroom management which encourages independence and assertiveness.
- A curriculum, which offers opportunities for honest discussion, problem solving, decision making and resources which reflect the school's commitment.
- Respect for the child's colour, gender, disability, race and creed.
- A partnership with parents/carers and other professionals working with children in this area.

Because

**"Every child matters".**

Mrs C Beacall

September 2016

October 2017

October 2018

September 2019

April 2020

## **Appendix 1**

The incidence of child abuse is much higher than staffs imagine and is frequently at the hands of a person known to the child. There are several types of abuse – physical, sexual, emotional and neglect, all of which can form the basis of bullying.

### **Signs of physical abuse include:**

- Injuries that are not adequately explained by the child.
- Current bruising injury, with a long history of bruises and accidents.
- Injuries getting progressively worse, or occurring in a time pattern (e.g. every Tuesday morning or after visits to relatives.)
- 'Grip' marks on arms (may indicate severe shaking) or 'slap' markings (especially cheeks, buttocks, arms or legs)
- Long marks which could be from a belt or cane.
- Stub marks that might be from a cigarette.
- Bruising on both sides of the ear. Any 'symmetrical' bruising is suspicious.
- Teeth marks from a bite.
- Scalding to both soles of the feet.
- Bruised eyes, especially if both at once. (A doctor or the school nurse can usually tell whether the bruised eye is spread – bruising from an accidental bump to the nose or more likely to have been a fist to the eye.)
- Constant attention seeking; over-pleasing/compliant behaviour.
- Running away.
- Kept away from school medicals.
- Reluctant to go home after school.

### **Signs of sexual abuse include:**

- Sudden changes in behaviour or school performance.
- Displays of affection in a sexual way inappropriate to age.
- Tendency to cling or need constant reassurance.
- Tendency to cry easily.
- Regression to younger behaviour, such as thumb sucking, playing with discarded toys, acting like a baby.
- Complaints of genital itching or pain publicly playing with themselves.
- Distrust of a familiar adult, or anxiety about being left with a relative, a babysitter or lodger.
- Unexplained gifts or money.
- Depression or withdrawal.
- Apparent secrecy.
- Wetting, day or night. Neglect include
- Sleeping disturbances or nightmares.
- Chronic illnesses, especially throat infections and venereal disease.
- Anorexia or bulimia.
- Self-mutilation, attempted suicide, frequently running away.
- Unexplained pregnancy.
- Fears of undressing for PE.
- Phobias or panic attacks.

### **Signs of emotional abuse include:**

- Physical, mental and emotional development lags.
- Admission of punishment that appears excessive.
- Over-reaction to mistakes.

- Continual self-depreciation.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Neurotic behaviour (e.g. rocking, hair-twisting, thumb sucking)
- Self mutilation.
- Fear of parents being contacted.
- Extremes of passivity or aggression.
- Drug/solvent abuse.
- Running away.
- Compulsive stealing, scavenging.

**Signs of neglect include:**

- Looks extra thin and poorly.
- Will be below average in height and weight, 'failing to thrive'.
- Complains of hunger, lacking energy.
- Has an untreated condition or injury.
- Has repeated accidents, especially burns.
- Left alone at home inappropriately.
- Repeatedly unwashed or smelly.
- Kept away from school check-ups.
- Reluctant to go home.

**Signs of witnessing domestic violence include:**

- Rebellious.
- Oppositional defiant-behaviour in the school setting.
- Displays temper tantrums, irritability, frequent fighting in school, lashing out at objects, threatening peers and siblings.
- Gaining attention through hitting and kicking.
- Displays a lack of interest in social activities.
- Avoidance of peer relations.
- Physical complaints e.g. headache.
- Exhibit regression behaviours e.g. clinging and whining.
- Struggling at school.
- Concentration difficulties.
- Ashamed to bring friend home.
- Lacking in confidence, low self esteem.
- Afraid
- Withdrawn
- Suffers from health or sleep problems.

**Examples of harm or indicators of harm for children with SEND**

- A bruise in a site that might not be of a concern on an ambulant child, such as the shin, might be of concern of a non-mobile child.
- Not getting enough help with feeding, leading to malnourishment.
- Poor toileting arrangements.
- Lack of stimulation.
- Unjustified or excessive restraint.
- Rough handling, ill-fitting equipment, extreme behaviour modification e.g. deprivation of liquid, medication, food or clothing.
- Unwillingness to try to learn a child's means of communication.
- Misappropriation of a child's finances.

- Invasive procedures which are unnecessary or are carried out against the child's will.

### **Post-FGM Symptoms include:**

- Difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Unusual behaviour after a lengthy absence
- Reluctance to undergo normal medical examinations
- Asking for help, but may not be explicit about the problem due to embarrassment or fear.

### **Signs of Vulnerability:**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk.

Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

### **Recognising Extremism:**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes on dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of indifference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist messages or social profiles
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti- British views
- advocating violence towards others



**Indicators of Criminal Exploitation:**

- Persistently going missing from home or school and/or being found out of area.
- Unexplained acquisition of money, clothes or mobile phones.
- Excessive receipt of texts/phone calls.
- Relationships with controlling/older individuals or groups.
- Leaving home/care without explanation.
- Suspicions of physical assault/unexplained injuries.
- Parental concerns.
- Carrying weapons.
- Significant decline in school results/performance.
- Gang association or isolation from peers or social networks.
- Self-harm or significant changes in emotional well-being.

**Mental Health difficulties in children:**

- Becoming withdrawn from friends and family
- Persistent low mood and unhappiness
- Tearfulness and irritability
- Worries that stop them from carrying out day to day tasks
- Sudden outbursts of anger directed at themselves or others
- Loss of interest in activities that they used to enjoy
- Problems eating or sleeping

We are also mindful that certain difficult events may also have an effect on pupils, such as:

- Loss or separation - resulting from death, parental separation, divorce, hospitalisation, family conflict or breakdown, being taken into care
- Life changes – birth of a sibling, moving house or changing schools
- Traumatic events – abuse, domestic violence, bullying, violence accidents injuries or natural disaster

This is not an exhaustive list and some symptoms are indicative of all the different forms of abuse.

Additional Guidance about the indicators of abuse and harm and how to respond to a disclosure is available on the NSPCC website:

<https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>

## Appendix 2

An Aide Memoire to staff

# **Safeguarding Children at Springwood Heath**

REMEMBER

**'IT IS EVERYBODY'S RESPONSIBILITY'**

**THE WELFARE OF THE CHILD IS PARAMOUNT**

### **SAFE MESSAGES:**

- Children have the right to learn ways to keep safe and avoid dangers.
- Their bodies belong to them.
- Some feelings don't feel safe.
- It's ok to say 'no' if they are asked to do something which feels wrong.
- Some secrets shouldn't be kept.
- They should always tell a trusted adult if something is worrying them.

### **IN SCHOOL PROCEDURES:**

- Pastoral concerns are recorded on the schools CPOMS system
- If a member of staff has concerns about a child, as a result of observation, over a period of time and has recorded these observations on CPOMS, then the staff must act promptly by referring the matter to Chris/Ian. The matter will be discussed fully, a course of action planned. (Any concerns however trivial need to be recorded since this information could be an important element in a much larger picture)
- Any member of staff concerned immediately about a child **MUST** inform Chris or Ian. The member of staff must record information regarding the concerns on the same day. The recording must be clear, precise, factual account of observations, signed and dated.
- Feedback to staff of confidential information relating to specific children will be what is considered appropriate in individual cases and on a need to know basis.

### **STAFFS' SHOULD BE CONCERNED WHEN A CHILD:**

- Asks you if you would keep a secret if they tell you something.
- Talks about a friend who has a problem.
- Has an injury, which is not typical of the bumps and scrapes normally associated with children's activities. Regularly has unexplained injuries. Frequently has an injury, even when apparently reasonable explanations are given.
- Unwilling to change in front of the other children for PE/Swimming.
- Fear of medical help or parents being contacted.
- Apparently afraid of parents/carers and unwilling to go home.
- Exhibits significant changes in behaviour, performance or attitude.
- Poor social relationships, poor self esteem.
- Punctuality or attendance issues including unexplained absence.
- Frequently unclean, hungry or inadequately dressed.
- Takes on a parental role within the home.
- Soiling or wetting themselves.

(Further details can be found in Appendix B of the Safeguarding Policy)

**DO NOT DELAY SHARE YOUR CONCERNS**

### **WHAT TO DO DURING A DISCLOSURE:**

Stay calm. Listen to the child. Take the allegation seriously. Use the child's language. Write

down what the child tells you.

### **WHAT TO SAY:**

"I believe you". "It's not your fault". "I'm glad you told me". "I'm sorry this happened to you". "I am going to help you".

### **DON'T:**

Promise to keep the secret. Express shock or embarrassment. Question the truth about what is being said. Ask leading questions. Take photographs. Ask the child to write or sign a statement. Express anger towards the abuser.

### **RECORDING:**

- Record your concerns on CPOMS and staff link to Chris,Ian,Laura,Sarah or Tina.
- Always record in the child's words no matter how distressing.
- Differentiate between fact, opinion, interpretation, observation and allegation. Opinions should be clearly stated.
- Be accurate.
- Note down any witnesses or anyone who might collaborate your record.
- Record the date, time and add your signature to the record.

### **IDENTITY BADGES:**

All members of the school staff have Springwood Heath School identity badges which must be worn at all times.

Visitors to the school must wear a visitor's lanyard and their agency/school's identity badge. Coloured lanyards are available for all school visitors and parents at Reception.

Blue - the visitor has been DBS checked.

Purple - students

Black - parents (they must be escorted at all times)

Red - visitors (they must be escorted at all times)

Orange - Governors

All visitors without a badge/lanyard **MUST** be challenged

### **SCHOOL ROLE:**

- To identify concerns and make referrals to investigating agencies.
- To contribute to a multi agency assessment of the child by sharing information and working in partnership.
- To monitor and support children.
- To provide a safe environment for children to learn.
- To provide a culture and ethos so children feel they will be listened to and comfortable in disclosing abuse towards them.
- To provide a curriculum that encourages all children to be safe.

### Appendix 3.

## **Guidance for Safe Working Practice for the Protection of Children and Staff within Springwood Heath.**

### Overview:

All adults who come into contact with children in their work have a duty of care to promote their welfare.

The Children Act 2004, through the 'Stay Safe' outcome of the Every Child Matters Change for Children programme places a duty on schools to safeguard and promote the well-being of pupils. This includes the need to ensure that all adults who work with children are competent, confident and safe to do so.

Within Springwood Heath Primary School we seek to provide a safe and supportive environment, which secures the well-being and very best outcomes for all our children. We recognise that achieving these aims is not always straightforward and much relies on the interaction between staff and children where tensions and misunderstandings occur. It is here that staff behaviours can give rise to allegations that may be genuine, malicious or misplaced. They may arise from differing perceptions of the same event, but when occur they are inevitably distressing and difficult for all concerned. Equally, we recognise that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. Therefore at Springwood Heath we have ensured all possible steps have been taken to safeguard our children and to ensure that all adults working with them are safe to do so.

It is important that all adults working within Springwood Heath understand the nature of their work and the responsibilities related to it, place them in a position of trust. This guidance seeks to ensure that the duty of care towards pupils, staff, volunteers and helpers is promoted by raising awareness of illegal, unsafe and unwise behaviour within Springwood Heath, and to assist staff and all adults who work with children to monitor their own standards and practice.

Within Springwood Heath we aim is to:

- Keep children safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided.
- Assist all adults working with children to work safely and responsibly and to monitor their own standards and practice.
- To set clear expectations of behaviour and codes of practice.
- To promote a clear message that unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken.
- Support safer recruitment.
- Minimise the risk of misplaced or malicious allegations made against adults who work within our school.
- Reduce the incidence of positions of trust being abused or misused.

### Principles:

- The welfare of the child is paramount. (Children Act 1989)
- It is the responsibility of all staff to safeguard and promote the welfare of all children.

- Staffs are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work in an open and transparent way.
- Staff should discuss and/or take advice promptly from their senior member of staff over any incident which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records.
- Staff should apply the same professional standards to all children regardless of culture, disability, gender, racial origin, religious belief and /or sexual identity.
- All staff should know the name of their designated person for Child Protection/Safeguarding, be familiar with the school arrangements and understand their responsibilities to safeguard and protect children.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

#### Introduction:

All staff within Springwood Heath have a crucial role to play in shaping the lives of the children that are both affirming and inspiring. As staff, we are accountable for the way in which we exercise our duty, manage risk, use resources and protect our children from avoidable harm. At Springwood Heath we aim to establish the safest possible learning and working environments which safeguard children and reduce the risk of all adults being falsely accused of improper or unprofessional conduct.

All adults within Springwood Heath have a duty to keep children safe and protect them from physical, sexual and emotional harm. Children have a right to feel safe and to be treated with respect and dignity. This duty comes from the development of respectful, caring and professional relationships between staff and pupils and behaviour by all adults that demonstrate integrity, maturity and good judgement.

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does identify what behaviours are expected of the adults that work within school and highlights behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the child, where no guidance exists.

Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

#### Confidentiality:

Staff members may have access to confidential information regarding the children at Springwood Heath. In some cases this information may be highly sensitive and contain information about a child's family and their circumstances. All staffs are expected to treat this information in a discreet and confidential manner and to not use this information to intimidate, humiliate or embarrass the child.

Confidential information about a child should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances in where the child's identity does not need to be disclosed the information should be used anonymously. There will be circumstances where a member of staff will be expected to share information about a child e.g. when an abuse is alleged or

suspected. In such cases we all have a duty to pass on information without delay to the designated Child Protection/Safeguarding Coordinator.

If any staff is in doubt about whether they should share information or keep it confidential should seek guidance from the senior management team.

#### Trust:

All adults within Springwood Heath are in a position of trust to the children within our care. The relationship between an adult and child is not a relationship between equals. There is potential for exploitation and harm of the vulnerable. Therefore at Springwood Heath we have to ensure that the unequal balance of power is not used for personal advantage or gratification.

All adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. Staff should report and record any incident with this potential.

#### Propriety and Behaviour:

All adults working within Springwood Heath have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of the children within school. All adults should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public. We should be aware that safe practice also involves using judgement and integrity about behaviours in places other than the work setting. The behaviour of an adult's partner or other family members may raise similar concerns.

- Staff should not behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.
- Staff should not make sexual remarks to a pupil, (including email, text, messages, phone or letter.)
- Staff should not discuss their own sexual relationships with, or in the presence of pupils.

#### Dress and Appearance:

A person's dress and appearance are matters of personal choice and self-expression. However staff should consider the manner of dress and appearance appropriate to their professional role which may be different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Staff should wear clothing that –

- Is appropriate to their role.
- maintains the public image that the governors and headteacher wish to portray
- Is not likely to be viewed as offensive, revealing, or sexually provocative.
- Does not distract, cause embarrassment or give rise to misunderstanding.
- Is absent of any political or otherwise contentious slogans.

#### Personal Living Space:

No child should be or invited into the home of an adult who works with them unless the reason has been firmly established and agreed with parents/carers and the Headteacher.

#### Gifts:

There are occasions when children or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank you and this is acceptable.

However, it is unacceptable to receive gifts on a regular basis or of any significant value.

- Generally, only give gifts to children as part of the school's agreed reward system for supporting positive behaviour or recognising particular achievements.
- It is acknowledged that there may be specific occasions when an adult working with an individual may consider it appropriate to give a child a small personal gift if insignificant value. This is only acceptable within school if the adult has discussed the giving of a gift and the reason to their line manager.
- Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can be misinterpreted by others.
- Care should be taken to ensure that adults do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

#### Favouritism:

Staff should exercise care when selecting children for school teams, productions, trips and/or specific work tasks in order to avoid perceptions of favouritism or injustice. Similar care needs to be exercised when children are excluded from an activity. Methods of selection and exclusion should always be subject to clear, agreed criteria.

#### Infatuations:

Staffs need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a heterosexual or homosexual infatuation. All situations should be responded to sensitively to maintain the dignity and safety of all concerned. Staff should be aware, that infatuations carry a high risk of words and actions being misinterpreted and should therefore make every effort to ensure their behaviour is above reproach. Staff should discuss with their line manager any indications (verbal, written or physical) that suggests a child may be infatuated so that appropriate action can be taken to avoid any hurt, distress or embarrassment.

#### Communication:

Within Springwood Heath all pupils have the opportunities to use and explore the digital world and we recognise that the e-safety risks are posed more by the behaviours and values than the technology itself. All adults must ensure that they establish safe, acceptable and responsible online behaviours.

Any communication between children and adults (whatever method) should take place within clear and explicit professional boundaries. This includes the wider use of technology e.g. mobile phones, text messaging, e-mails, digital cameras, web cams, websites and blogs. Adults should not share any personal information with a child. They should not request or respond to, any personal information from a child, other than that which might be appropriate as part of their professional role. We should ensure that all communications are transparent and open to scrutiny.

Adults should be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. No personal contact details e.g. home e-mail, mobile number should be given to children unless it has been agreed with the Headteacher.

Internal e-mail systems should only be used in accordance with school policy.

#### Social Contact:

All adults should have no secret social contact with the children or their parents. If a child or parent seeks to establish social contact, or if this occurs coincidentally, staff should exercise his/her professional judgement in making a response. There may be occasions when there are social contacts between children and staff e.g. the parent and staffs are part of the same social group. These contacts however, are easily recognised and openly acknowledged.

It is recognised within Springwood Heath that staff support parents who may be having a particular difficulty. Care needs to be exercised in those situations where the parent comes to depend on the staff member for support outside their professional role. This situation needs to be discussed with the Headteacher and where necessary referrals made to the appropriate support agency. Staffs need to be aware that the sending of personal communications e.g. birthday/faith cards should always be discussed with their line manager.

#### Physical Contact:

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Physical contact, which occurs regularly with an individual child, is likely to raise questions unless the justification for this is part of a formally agreed plan, (e.g. pupils with SEN, complex medical needs or physical disabilities.) Where feasible, staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and – so far as possible – use a level of contact which is acceptable to the child for the minimum time necessary.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead staff to being vulnerable to allegations of abuse. It is recognised that such children are extremely needy and seek out inappropriate physical contact. In all circumstances where a child initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the child and help them to understand the importance of personal boundaries. Such circumstances must be reported to the Headteacher and Safeguarding Team.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual needs of each child. Children with SEN may require more physical contact to assist their everyday learning, and should be consistently applied and open to scrutiny.

#### Sexual Contact:

All adults within Springwood Heath should clearly understand the need to maintain appropriate boundaries in their contacts with children. Any intimate or sexual contact between children and the adults that work and support them will be regarded as a matter for disciplinary action. Working Together to Safeguard Children 2006 defines sexual abuse as 'forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening'.

#### Physical Education, and other activities which require physical contact:

Staffs who work with children during PE and games sessions, and music tuition will on occasions have to initiate physical contact, in order to support a child, adjust position, so that they can perform a task safely, demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. Physical contact should take place only when it is necessary in relation to a particular activity. It



should take place in a safe and open environment e.g. one easily observed by others and for the minimum time necessary. This should be done with the pupil's agreement. Contact should be relevant to the age of the child and their level of understanding. Within school, staff should remain sensitive to any discomfort expressed verbally or non verbally by a child.

#### Behaviour Management:

All pupils within Springwood Heath have a right to be treated with respect and dignity even in those circumstances where they display difficult and challenging behaviour. Staff should not use any form of degrading treatment to punish a child. The use of sarcasm or insensitive comments towards pupils is not acceptable in any situation. Any sanctions and rewards used are part of a behaviour management policy which is reviewed regularly.

Where children display difficult or challenging behaviour, staff must follow the schools behaviour policy and use strategies appropriate to the circumstance and situation e.g. a positive handling plan may be drawn up and agreed by all parties.

#### Physical Intervention:

The use of physical intervention should, wherever possible, should be avoided. It should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence. In all cases where physical intervention has taken place, the incident will be recorded on CPOMS and subsequent actions and reported to the child's parents and the designated Safeguarding Leads.

If it is anticipated that physical intervention is likely to be required, a plan in full consultation with our SCIPr-UK trainer will be put in place which the child and parents/cares are aware of and have signed.

Further information can be found within the Springwood Heath's Behaviour Policy.

#### Distressed Children:

There may be occasions when a distressed child needs comfort and reassurance. This may include age appropriate physical contact e.g. young children, in particular, after a fall, separation from parents etc. Staff should remain self aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

#### Intimate Care:

Some roles within Springwood Heath necessitate intimate physical contact with children on a regular basis e.g. assisting with toileting, providing intimate care for children with medical and physical disabilities. All children have a right to safety, privacy and dignity when contact of a physical or intimate nature is required and depending on their abilities, age and maturity should be encouraged to be as independent as possible. All staff must adhere to schools guidelines e.g. care plans, for meeting the needs of individual children, which are reviewed annually.

**A separate school Intimate Care policy is in place.**

#### Showers and Changing:

Children are entitled to respect and privacy when changing or taking a shower. However there needs to be an appropriate level of supervision in order to safeguard

children. This supervision should be appropriate to the needs and age of the child.

Staff should –

- Avoid any physical contact when the children are in a state of undress unless their needs demand physical contact for assistance.
- Avoid any visually intrusive behaviour, and where there are changing rooms, announce their intention of entering.
- Avoid remaining in the room unless the child's needs require it.

Adults should not change in the same place as the children.

#### First Aid/Administration of Medication:

Springwood Heath has 10 qualified First Aiders on the staff. There is an equipped medical/First Aid room. First Aid boxes are available within each classroom, the swimming pool and Reception. When administering first aid, wherever possible, ensure that another adult is aware of the action being taken. Within school there are children who need to take medication regularly. Our school nurse(s) administer all medication in line with their PCT policy and the individual child's agreed Health Care Plan. Further information can be found within Springwood Heath's Administration of Medication policy.

#### One to One Situations:

Staff working in one to one situations with children should –

- Avoid meetings with children in remote, secluded areas of the school.
- Ensure there is visual access and /or an open door in one to one situations.
- Inform other staff of the meeting beforehand, assessing the need to have them present or close by.
- Consider the needs and circumstances of the child/children involved.

#### Home Visits:

All work with children and parents should, wherever possible, be undertaken in the school. There are however occasions, in response to specific situations e.g. delivering home work packages where it is necessary to make one-off or regular home visits. This must be agreed by the Headteacher.

It is essential that risk assessments are in place to safeguard the children and the adults who work with them.

A risk assessment should include an evaluation of known factors regarding the child, parents and others living in the household. Risk factors such as hostility, child protection concerns, complaints and grievances can make staff more vulnerable to allegations. Specific consideration should be given to the times of the visit/s. Where little or no information is available, visits should not be made alone.

Where a programme of work is to be undertaken in the home an appropriate works space should be provided, a written work plan should be agreed with the child and parents and an agreement that the parent or a suitable adult will remain in the home throughout the session.

#### Transporting Children:

In certain situations, e.g. out of school activities, staff may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. Staff should ensure their

vehicle is roadworthy and appropriately insured. It is a legal requirement that all passengers wear seat belts and it is the responsibility of the staff member to ensure that this requirement is met and to know the current legislation and adhere to the use of car seats for younger children. Staff should –

- Ensure that they are alone with a child for a minimum time possible.
- Be aware that the safety and welfare of the child is their responsibility until this is safely passed to the parent/carer.
- Report the nature of the journey, the route and expected time of arrival.
- Take in to account any specific needs that the children may have.

It is inappropriate for adults to offer lifts to children outside their normal working duties, unless this has been brought to the attention of the Headteacher and has been agreed with the parents/carers.

There may be occasions where the child requires transport in an emergency situation or where not to give a lift places a child at risk. Such circumstances must be recorded and reported to the Headteacher and parents/carers.

#### Educational Visits/ After School Clubs:

All adults should take particular care when supervising children on trips and outings, where the setting is less formal than within school. Adults remain in the position of trust and need to ensure that their behaviour remains professional at all times and stays within clearly defines professional boundaries.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, staff and parents should be informed of these prior to the trip. In all circumstances, staff organising trips and outings must pay careful attention to ensuring safe staff/child ratios and to the gender mix of staff especially on overnight stays. Staff should –

- Always have another adult present in out of school activities, unless otherwise agreed with senior staff in school.
- Undertake risk assessments.
- Have parental consent.
- Ensure their behaviour remains professional at all times.
- Never share beds with a child.
- Not share bedrooms unless it involves a dormitory situation and the arrangements have previously been discussed with the Headteacher, parents and children.

#### Photography and Videos:

Working with any children may involve the taking or recording of images. Any such work should take place with the need to safeguard the privacy, dignity, safety and well being of pupils. Informed written consent is sought from all parents/carers to take and /or display photographs. We acknowledge that some parents will withhold their consent.

It is recommended that when using a photograph the following guidance should be followed:

- If the photograph is used, avoid naming the child.
- If the child is named, avoid using their photograph.
- Establish whether the image will be retained for further use and where these images will be stored.
- Securely store images to be used only by those authorised to do so.

It is not appropriate for adults to take photographs of children for their personal use.

Further details can be found within the schools 'Safeguarding Policy'.

### Access to Inappropriate Images and Internet Usage:

Springwood Heath has a clear 'E-Safety Policy' and 'Safeguarding Policy' in place about access to and use of the Internet.

Staff should:

- Follow schools/services guidance on the use of IT equipment.
- Ensure that children are not exposed to unsuitable materials on the Internet.
- Ensure that any materials shown to the children are age appropriate.

Staff should not use equipment belonging to school to access pornography or indecent images of children; neither should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the staff member to work with children. Staff school laptops will be checked from time to time.

### Curriculum:

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan.

The curriculum can sometimes include and lead to unplanned discussion about subject matter of a sexually explicit or otherwise nature. Responding to pupils' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff. Staff must take care when encouraging children to use self expression, not to overstep personal and professional boundaries.

### Whistle blowing/Sharing Concerns:

Whistle blowing is the mechanism by which adults can voice their concerns without fear of repercussions. Springwood Heath has a whistle blowing policy in place and ensures that its clear procedures for dealing with allegations against staff are in line with the Local Safeguarding Children's Board's procedures.

We acknowledge that it is all our responsibility to report any behaviour by colleagues that raises concern.

In the event of an allegation being made, to someone other than a senior manager, information should be clearly and promptly recorded and reported to the Headteacher without delay. It is essential that accurate and comprehensive records are maintained wherever concerns are raised about the conduct or actions of adults working with or on behalf of the children at Springwood Heath.

Staff should always feel able to discuss with their line manager or Headteacher any difficulties or problems that may affect their relationship with the children at school or working with a specific child so that appropriate support can be provided or action can be taken.

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which you relate to the children at Springwood Heath Primary School. However it is advisable for you from time to time, to reappraise your relationship with the children and manner of approach to individual children, to ensure that there are no grounds for any doubts in the minds of colleagues, parents or children.

(Guidance for Safer Working Practice for Adults who work with Children and Young People in Education 2015)

<https://www.saferrecruitmentconsortium.org>

November 2013

May 2014

January 2015

February 2016

September 2016

October 2017

October 2018

September 2019

April 2020

## **Appendix 4**

### My Safeguarding Pledge©

To demonstrate my commitment to safeguarding children I pledge to:

- ensure that children are visible, their voices heard and their needs, views and wishes addressed
- recognise that some children may be more vulnerable to harm due to their age, specific needs or home circumstances
- work in partnership with other agencies, always acting in the best interests of children
- act without delay to protect children from harm and abuse
- provide early help before children's needs escalate further
- apply the local 'levels of need guidance' to assess and re-evaluate children's needs
- share information promptly to support a collective and holistic assessment of children's needs
- strengthen relationships with families, supporting them to build resilience by adopting a solution focused approach
- attend all multi-agency meetings to ensure collective responsibility for achieving positive outcomes for children in a timely way
- ensure agencies challenge each other so that actions are taken promptly, avoiding professional drift
- follow local multi-agency procedures to escalate concerns until there is an appropriate resolution
- participate in regular and effective supervision with my peers so that there is strong oversight of decisions made and actions taken
- meet all mandatory training requirements, regularly updating my professional knowledge whilst applying any learning to my practice and cascading to others

## 7-for Safeguarding

