

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.'

INTRODUCTION:

Safeguarding is defined 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 and taking action to enable all children to have the best outcomes.* **Working Together to Safeguard Children**, (DfE, 2018)

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the whole school staff and volunteers. All staff should be aware of systems within our school which support safeguarding. This includes the:

- child protection policy, which also includes the policy and procedures to deal with peer on peer abuse;
- Behaviour policy which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- Staff Code of Conduct (Staff Safer Working Practices)
- Safeguarding response to children who go missing from education; and
- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- Copy of Part One Keeping children safe in education (2021) for all school staff.
- Annex A, condensed version of Part one of KCSiE (DfE 2021) is provided (instead of Part one) to those staff who do not directly work with children.

Purpose of a Child Protection Policy

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.

To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Liverpool Safeguarding Children's Partnership Procedures

The school follows the procedures established by the Liverpool Safeguarding Children's Partnership (LSCP): a guide to procedures and practices for all agencies in Liverpool working with children and their families.

<https://liverpoolscp.org.uk/scp>

School Staff & Volunteers

All school staff, including supply staff, volunteers and contract workers have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All school staff will receive appropriate safeguarding children training yearly, including online safety, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow.

Supply staff and volunteers will be made aware of the safeguarding policies and procedures including the Child Protection Policy and Staff Code of Conduct.

A Child Centred and Coordinated Approach to Safeguarding

Safeguarding and promoting the welfare of children is **everyone's responsibility**.

Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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**. (KCSiE 2021)

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. (KCSiE 2021)

Safeguarding and promoting the welfare of children (everyone under the age of 18) **is defined as:**

- protecting children from maltreatment;
- preventing the impairment of children's mental and physical 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.

Mission Statement

At Springwood Heath we have developed a culture and ethos where children feel safe and secure, are encouraged to talk and are listened and responded to when they have a worry or concern. Children know that there are adults in the school whom they can approach if they are worried

School staff and volunteers are encouraged to talk and are listened and responded to when they have concerns about the safety and well-being of a child.

At Springwood Heath we ensure that children, who have additional/unmet needs, are supported appropriately. This could include referrals to Early Help Services or Liverpool Children's Services if they are a child in need or have been / are at risk of being abused and neglected.

We have considered how children can be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum and have introduced a Safeguarding Curriculum.

Staff members working with children are advised to maintain an attitude of 'it could happen here' and 'it could be happening to this child', where safeguarding is concerned. When concerned about the welfare of a child, staff members will always act in the best interests of the child.

STATUTORY FRAMEWORK

In order to safeguard and promote the welfare of children, Springwood Heath will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Children and Social Work Act 2017
- Education Act 2002 (Section 175/157) *Outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".*
- Keeping Children Safe in Education (DfE, September 2021)
- Working Together to Safeguard Children (DfE 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to **marry**. **Includes** taking someone overseas to force them to **marry** (whether or not the **forced marriage** takes place).
- Serious Violence Strategy 2018
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2017)

THE DESIGNATED SAFEGUARDING LEAD

Governing bodies and proprietors should ensure an appropriate **senior member** of staff, from the school **leadership team**, is appointed to the role of DSL.

During term time the DSL and or a Deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities will be via phone, Zoom or school email to the DSL and or/Deputy.

The DSL for Child Protection in this school is:

NAME: Mr Ian Hunt & Mrs Chris Beacall

The Deputy (s) DSL for Child Protection in this school is:

NAME: Mrs Laura Savage

The main areas of responsibility for the DSL/Deputy are:

- Managing Child Protection Contact Referrals and cases
- Contacting Liverpool Careline when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention
- Completing Child Protection Contact Referrals for all cases of suspected abuse or neglect where there is a risk of significant harm to the child/young person, Police where a crime may have been committed and to the Channel programme where there is a radicalisation concern
- Liaise with the Headteacher to inform him of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Referral by liaising with relevant agencies
- Support staff who make Child Protection Referrals and other service referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child or those currently working with a to social worker.

Training KCSiE (DfE, 2021)

The DSL should undergo formal training every two years. The DSL should also undertake Prevent awareness training every 3 years. In addition to this training, their knowledge and skills should be refreshed at least annually.

The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care,

THE MANAGEMENT OF SAFEGUARDING

Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to ensure that the policies, procedures and training in their schools or colleges are always effective and comply with the law.

The responsibility of governing bodies includes:

ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare e.g.

-Child protection policy in place

-Staff Code of Conduct

-Part one, OR

Annex A (The following is a condensed version of Part one of Keeping children safe in education. It can be provided (instead of Part one) to those staff who do not directly work with children (if the governing body think it will provide a better basis for those staff to promote the welfare and safeguard children.) of KCSiE (DfE, 2021)

Annex B KCSIE (DfE, 2021) on specific safeguarding issues – page 123 onwards.

--Information regarding the role and identity of the designated safeguarding lead (and any deputies), **should be provided to all staff on induction**

The nominated governor(s) for child protection is:

NAME: Johanna Fitzsimmons & Clare Roberts

- Headteachers should ensure that the above policies and procedures, adopted by governing bodies and particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensure that the school contributes to multi-agency working in line with statutory guidance **Working Together to Safeguard Children (DfE,2018)**.
- Should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners
- Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- Ensuring arrangements are in place that set out clearly the and principles for sharing information within the school or college and with the three safeguarding partners

(Local Authorities, the police, CCGs), other organisations, agencies and practitioners as required.

- Ensure child protection files are transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained
- Ensure that all staff undergo child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the local three safeguarding partners.
- All staff should receive regular safeguarding and child protection updates at least annually
- Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.
- Ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.
- Governing bodies and proprietors should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- Ensure school have written recruitment and selection policies and procedures in place and at least one of the persons who conducts an interview has completed safer recruitment training
- Should ensure there are procedures in place to manage concerns and allegations against staff including volunteers and supply staff
- There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- All staff should be clear about their school's policy and procedures with regard to peer on peer abuse.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are

taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at heart.

- Ensuring that all of the DSLs, including deputies, should undergo formal child protection training every two years, in line with KCSiE.
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.

WHEN TO BE CONCERNED

Knowing what to look for is vital for the early identification of abuse and neglect. All staff should be aware of the Indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology maybe used to facilitate offline abuse. Children maybe abused by an adult or adults or by another child or children.

Physical abuse	
A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.	
Indicators in a child/ young person	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Indicators in a child/ young person

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in a child/ young person

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the	Constant tiredness

hands and feet, seen in the winter due to cold	
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

Sexual abuse	
<p>Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.</p>	
Indicators in a child/ young person	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in schoolwork habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	

School staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect** as well as being aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the DSL/DDSL & record it on CPOMS. The DSL/DDSL are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to a safeguarding concern.

Any staff member should be able to make a Child Protection Referral to Children's Services if necessary by phoning 0151 233 3700.

All staff should be aware of the process for making Child Protection Referrals to Children's Services 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 - from

abuse or neglect) that may follow a referral, along with the role they might be expected to play in such assessments.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

MEETING THE THRESHOLD

There are three thresholds for and types of referral that need to be considered:

Is this a child with additional needs; where their health, development or achievement may be adversely affected?

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs discuss the issues with the Early Help Assessment (EHAT) trained practitioner in your school, the child and parents. You will need to obtain parental consent for an EHAT to be completed.

Is this a child in need matter? Section 17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- their health or development is likely to be impaired, or further impaired without the provision of such services.
- they are SEND (and as such can face additional safeguarding challenges).

If this is a child in need, discuss the issues with the DSL/DDSL and parents. Obtain their consent for referral.

Is this a child protection matter? Section 47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm.
- children suffering the effects of significant harm
- serious health problems.

Extra Familial Harm (formerly contextual Safeguarding)

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSLs and their Deputies should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means

assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Children who may require Early Help (EHAT)

Safeguarding Across the Continuum – Levels of Need and Response



All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Early Help is a key part of delivering frontline services that are integrated and focused around the needs of children and young people.

The EHAT promotes a more effective, earlier identification of additional needs, particularly in universal services. It is intended to provide a simple process for a holistic assessment of children's needs and strengths, taking account of the role of parents, carers and environmental factors on their development.

Practitioners will then be better placed to agree, with the child and family, about what support is appropriate. The EHAT will also help to improve integrated working by promoting co-ordinated service provision.

The EHAT is not intended to replace or delay any concerns around child protection. If you believe a child is at risk please report it.

An EHAT is a useful tool when reporting concerns, as this can show what is already known about the children in a family, what actions have been taken, who is involved in supporting the family, and why the level of concern needs to be reported as a risk.

If Early Help is appropriate, in school we have 3 trained Lead Professionals who will generally lead on liaising with other agencies and setting up an assessment as appropriate.

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

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- 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 or county lines;
- is frequently missing/goes missing from care or from home;

- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- 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 at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

Children with special educational needs and disabilities:

(A separate policy is in place)

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- ❖ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.
- ❖ Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs.
- ❖ Communication barriers and difficulties.
- ❖ Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- ❖ Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- ❖ A disabled child's understanding of abuse.
- ❖ Lack of choice/ participation.
- ❖ Isolation.

Peer on peer abuse (child on child abuse)

(A separate policy is in place)

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying).

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Up-skirting, which 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.
- Sexting (also known as sharing nudes or semi-nudes).
- Initiation/hazing type violence and rituals.

All staff should be aware that abuse is abuse and peer on peer abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. Furthermore, they should *recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys’ perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.*

In order to minimise the risk of peer on peer abuse At Springwood Heath we:

- Provide a developmentally appropriate PSHE and RSE curriculum which develops pupils’ understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Ensure victims, perpetrators and any other child affected by peer on peer abuse will be supported.
- We have developed robust risk assessments.
- We have the relevant policies in place e.g. Behaviour Policy.

At Springwood Heath a zero tolerance approach will be taken.

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.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

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

(Quote from Merseyside’s Police Commissioner Jane Kennedy)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. (More information include definitions and indicators are included in Annex B KCSiE DfE 2021.)

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by following the procedures in this policy and speaking to the schools DSL/DDSL.

ONLINE SAFETY

(A separate policy is in place)

It is essential that children are safeguarded from potentially harmful and inappropriate online material

As we live in a digital age, the internet and new technologies are changing the way we work, the way we live and the way in which we educate children and young people. They offer huge benefits both inside and outside of school but we also need to be aware of some of the potential risks associated with their use and ensure that as school we work to minimise the risk to both our students and staff.

- Online Safety is a safeguarding issue **NOT** a computing issue
- Online Safety is about ensuring **SAFE** and **RESPONSIBLE** use by the entire school community; **ALL** children and **ALL** staff.
- Online Safety is about protecting children and young people whilst they are in our care and educating them for when they are not.
- Online safety is about protecting our professional reputation.
- It **SHOULD** be an integral part of **ALL ICT** use.

At Springwood Heath we consider the 4Cs of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel your our children or staff are at risk, we will report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Online safety is taught to all year groups throughout the year as part of our Safeguarding Curriculum.

Prevent: Safeguarding Children and Young People from Radicalisation

(A separate policy is in place)

Children can be vulnerable to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation must be part of all school and college safeguarding approaches.

All schools and colleges are subject to the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions to have “due regard to the need to prevent people from being drawn into terrorism KCSiE (DfE 2021).

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children’s behaviour, appearance and speech which could indicate that they may be in need of Prevent support. (There could also be other reasons for these changes) They must act proportionately to the concern using the Prevent ‘notice, check, share’ approach, which may lead to the DSL making a Prevent referral.

Exploiting vulnerability

The following factors might contribute to a vulnerable person becoming radicalised:

- The need for belonging.
- Bereavement.
- Looking for a cause or reward.
- Mental Health
- Isolation
- A sense of injustice or grievance
- Access to extremist material online.
- A desire for power, respect or status.
- Bullying
- Drug or alcohol misuse.

Changes in behaviour or appearance

Radicalisation may be accompanied by sudden or gradual changes to a person's behaviour or appearance. This may include some of the following:

- Changes in mood, patterns of behaviour or being secretive
- Possession of violent extremist literature or use of inappropriate language or speech
- Expression of extremist views or sympathy with extremist causes
- Seeking to engage or recruit others to support extremist ideologies, extreme groups, social media groups or marches
- Preaching or attempting to impose their views on others
- Isolating themselves from family and friends
- Outbursts of anger
- Change in language or use of words
- Fixation on a new subject or person

Liverpool PREVENT SAFEGUARDING Team can be contacted on 0151 233 0343. You can also call the Merseyside Police Prevent Team on **0151 777 4878**

Domestic Abuse

Domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

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

Operation Encompass:



Operation Encompass directly connects the police with schools to ensure support for children living with domestic abuse in their homes when there has been a police attended incident of Domestic Abuse. Operation Encompass provides an efficient, confidential channel of communication between police forces and Key Adults/Safeguarding Leads within

schools. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

DEALING WITH A DISCLOSURE

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify what is being said.
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)

Pass the information to the DSL without delay (if a DSL or Deputy is not available, staff must inform a senior member of staff if this disclosure indicates that the child may be at risk of immediate harm and/or have been suffered significant harm to ensure reporting to Police and/or Children's Services where necessary is not delayed)

Third Party Disclosures

It's everyone's responsibility to report concerns related to children and make referrals to Children Services and the Police if suspected that a child has been abused or is at risk of abuse.

Therefore, when safeguarding concerns are shared to the DSL in a school by a parent or member of the public, it is important to note that there is equal responsibility by the complainant to report the matter also directly rather than assume the responsibility is that of the school.

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

RECORD KEEPING

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the DSL.

- Record as soon as possible after the conversation. Use the schools CPOMS system.
- Ensure the date, time, place is recorded, and any noticeable non-verbal behaviour and the words used by the child.
- Use the body map on the recording system or the proforma body map to indicate the position of any injuries and a clear description of the injury.
- Record statements and observations rather than interpretations or assumptions.
- Do not destroy the original records in case they are needed by a court.
- Any paper records need to be given to the Headteacher/ DSL /DDSL promptly. No copies should be retained by the member of staff or volunteer.

CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

SCHOOL PROCEDURES

- If any member of staff is concerned about a child, he or she must inform the DSL. The DSL/Headteacher will decide whether the concerns should be raised to Children's Services and if deemed to have met the threshold a referral will be completed. If a Child Protection Referral to Children's Services is made the Headteacher/DSL will discuss the referral with the parents, unless to do so would place the child at further risk of harm.
- While it is the DSL's role to make Child Protection Referrals, any staff member can make a Child Protection Referral to Children's Services if a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM, Forced Marriage etc). In these circumstances a Child Protection Referral should be made to Children's Services and/or the Police immediately. 0151 233 3700. Where Child Protection Referrals are made by another member of staff, the DSL should be informed as soon as possible.

- If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police via 101. **This is a mandatory reporting duty.** KCSiE (DfE 2021)
- Particular attention should be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan and a written record will be kept.
- If a pupil who is/or has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.
- All school staff are responsible for making senior leadership aware of trends that may affect pupil welfare. (CPOMS)

COMMUNICATION WITH PARENTS

Springwood Heath Primary School will ensure the Child Protection Policy is available publicly either via the school, school website or by other means. Parents should be informed prior to a Child Protection Referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed.
- Leading to an unreasonable delay.
- Leading to the risk of loss of evidential material.

(We may also consider not informing parent(s) where this would place a member of staff at risk).

The school will endeavour to ensure that parents understand the responsibilities placed on the school staff for safeguarding children.

Where reasonably possible we will hold more than one emergency contact number for each pupil. KCSiE (DfE 2021) pg. 26.

Further guidance around information sharing can be located within; **Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers** (DfE, 2018)

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

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.

ALLEGATIONS OF ABUSE (or concerns/low level concerns) MADE AGAINST ADULTS WHO WORK WITH CHILDREN AND YOUNG PEOPLE

An allegation is any information which indicates that a member of staff/volunteer may have:

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

This relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

What staff should do if they have concerns about another member of staff who may pose a risk of harm to children allegations against a professional:

- If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, this is to be referred to the Headteacher.
- Where the Headteacher is the subject of an allegation, the chair of governors, should discuss the allegation immediately with the Local Authority Designated Officer(s) LADO.

Staff may consider discussing any concerns with the designated senior lead (DSL) for safeguarding and if appropriate make any referral via them.

The Chair of Governors in this school is:

NAME:

Robyn Middleton

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

NAME:

Dion Yegliss

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO)

The two people who oversee and manage allegations in Liverpool are:

Ray Said, LADO & Risk Manager. Tel: 0151 233 0840 Mobile: 07841 727 309

Pauline Trubshaw, Deputy LADO. Tel: 0151 233 0846 Mobile: 07716 702 034

Any e-mails should be sent to LADO@liverpool.gov.uk

Low level concerns:

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,

- using inappropriate sexualised, intimidating or offensive language.

It is crucial that any such concerns, including those which do not meet the harm threshold are shared responsibly and with the right person, and recorded and dealt with appropriately. Staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards found within the schools Code of Conduct policy.

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.

What school staff should do if they have concerns about safeguarding practices within the school?

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.
- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's senior leadership team.

Safer working practice

(A separate policy is in place)

To reduce the risk of allegations, all staff are aware of safer working practice and should be familiar with the guidance contained within these guidelines. ***Guidance for safer working practice for those working with children and young people in education settings (May 2019) and also Addendum April 2020*** available at

<https://www.saferrecruitmentconsortium.org/>

These guidelines raising awareness of illegal, unsafe, unprofessional and unwise behaviour.

Intimate Care:

(A separate policy is in place)

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.

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.

NON-SCHOOL ACTIVITIES ON SCHOOL PREMISES

KCSIE 2021 confirms that if it is an activity under the supervision of the school, their safeguarding policy will apply. If it is organised by a third party however, the school must instead seek an assurance that the organiser has child protection procedures in place. The safeguarding arrangements should be included in any lease or hire agreement as a condition of use and occupation of the premises; with the stipulation that a failure to comply with this would lead to termination of the agreement.

SAFER RECRUITMENT

(A separate policy is in place)

It is vital that we create a culture that Safeguards and promotes the welfare of children in school. As part of this culture a robust recruitment procedure that deters and prevents people who are unsuitable to work with children from applying for or securing employment or volunteering is in place.

REGULATED ACTIVITY

Schools must ensure that individuals in regulated activity are not barred from working with children, by carrying out a barred list check through the DBS.

A person is in regulated activity if they **regularly** (once a week or more often, or on more than 3 days in a 30-day period):

- Are responsible for teaching, training, instructing, caring for or supervising children
- Provide advice or guidance to children on physical, emotional or educational wellbeing
- Drive a vehicle only for children

Even if it happens only once, a person is also in regulated activity when they:

- Do any of the above activities (except for driving a vehicle) between 2am and 6am and have the opportunity for face-to-face contact with children
- Engage in intimate or personal care

An activity is regulated if:

- It's carried out frequently (once a week or more often, or on more than 3 days in a 30-day period) by the same person, and
- The person is engaged in paid or unsupervised unpaid work for a school, or in connection with the school, and
- It gives them the opportunity to have contact with children

This includes activity in:

- All schools providing full-time (or mainly full-time) education for children
- Pupil referral units
- Nursery schools
- Childcare premises (including nurseries)

A person is also in regulated activity if they're:

- Managing or supervising someone else in regulated activity on a day-to-day basis
- Providing day-to-day management or supervision of a volunteer who is engaging in activity that would be regulated if unsupervised

Anyone engaging in regulated activity must have an enhanced Disclosure and Barring (DBS) check, including barred list information. The barred list is maintained by the DBS and includes people who have been deemed unsuitable to work with children.

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 2021

APPENDICES

Appendix One

Definitions and indicators of abuse

1. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- constant hunger
- stealing, scavenging and/or hoarding food
- frequent tiredness or listlessness
- frequently dirty or unkempt
- often poorly or inappropriately clad for the weather
- poor school attendance or often late for school
- poor concentration
- affection or attention seeking behaviour
- illnesses or injuries that are left untreated
- failure to achieve developmental milestones, for example growth, weight
- failure to develop intellectually or socially
- responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- the child is regularly not collected or received from school; or
- the child is left at home alone or with inappropriate carer.

2. Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- multiple bruises in clusters, or of uniform shape
- bruises that carry an imprint, such as a hand or a belt
- bite marks
- round burn marks
- multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks
- an injury that is not consistent with the account given
- changing or different accounts of how an injury occurred
- bald patches
- symptoms of drug or alcohol intoxication or poisoning
- unaccountable covering of limbs, even in hot weather
- fear of going home or parents being contacted
- fear of medical help
- fear of changing for PE
- inexplicable fear of adults or over-compliance
- violence or aggression towards others including bullying; or
- isolation from peers.

3. Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images,

watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit act of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- sexually explicit play or behaviour or age-inappropriate knowledge
- anal or vaginal discharge, soreness or scratching
- reluctance to go home
- inability to concentrate, tiredness
- refusal to communicate
- thrush, persistent complaints of stomach disorders or pains
- eating disorders, for example anorexia nervosa and bulimia
- attention seeking behaviour, self-mutilation, substance abuse
- aggressive behaviour including sexual harassment or molestation
- unusual compliance
- regressive behaviour, enuresis, soiling
- frequent or open masturbation, touching others inappropriately
- depression, withdrawal, isolation from peer group
- reluctance to undress for PE or swimming; or
- bruises or scratches in the genital area

4. Sexual exploitation

Child sexual exploitation occurs when a child or young person, or another person, receives 'something' (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- entering and/or leaving vehicles driven by unknown adult

- possessing unexplained amounts of money, expensive clothes or other items
- frequenting areas known for risky activities
- being groomed or abused via the Internet and mobile technology; and
- having unexplained contact with hotels, taxi companies or fast food outlets.

5. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- the child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- over-reaction to mistakes
- delayed physical, mental or emotional development
- sudden speech or sensory disorders
- inappropriate emotional responses, fantasies
- behaviours such as rocking, banging head, regression, tics and twitches
- self-harming, drug or solvent abuse
- fear of parents being contacted
- running away
- compulsive stealing
- appetite disorders - anorexia nervosa, bulimia; or
- soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- delay in seeking treatment that is obviously needed
- unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- reluctance to give information or failure to mention other known relevant injuries
- frequent presentation of minor injuries
- a persistently negative attitude towards the child
- unrealistic expectations or constant complaints about the child
- alcohol misuse or other drug/substance misuse
- parents request removal of the child from home; or
- violence between adults in the household.

7. Disabled children

When working with children with disabilities, practitioners need to be aware those additional vulnerabilities to abuse and neglect such as:

- 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 any signs
- communication barriers and difficulties in overcoming these barriers.

Possible indicators of abuse and/or neglect may also include:

- a bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- not getting enough help with feeding leading to malnourishment
- poor toileting
- lack of stimulation

- unjustified and/or excessive use of restraint
- rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- unwillingness to try to learn a child's means of communication
- ill-fitting equipment, for example callipers, sleep boards, inappropriate splinting
- misappropriation of a child's finances; or
- inappropriate invasive procedures.

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.

Appendix Two

ADDITIONAL INFORMATION

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.

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.

We will consider, in particular, Looked after Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs.

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

Online 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.

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 may be 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 is 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.

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 Abuse (HBA):

Honour based abuse encompasses incidences or crimes 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 abuse 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 abuse 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 abuse then we will follow our safeguarding referral process/activate local safeguarding procedures, 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 abuse 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.

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:

The Voyeurism (Offences) Act, which is known as the Upskirting Act came into force 12th April 2019. This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender, can be a victim.

Children with Family Members in Jail:

An estimated 200,000 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 and Physical Health:

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect or other potentially traumatic adverse childhood experiences, this can have a long lasting impact through childhood, adolescence and into adulthood. (KCSE 2020)

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 speech, 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.

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:

There is a new requirement for information to be shared with staff about the Welfare, Safeguarding and Child Protection concerns about a child within their classroom. This will be undertaken in a safe and confidential manner.

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 Safeguarding, PREVENT and Emergency guidelines within a leaflet and the procedures that must be observed.

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

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 Manager¹. 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 Manager¹ 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 Manager¹. Unforeseen events should be reported to your Line Manager¹.
- 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'.

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;

further checks on people who have lived or worked outside the UK

a check of professional qualifications; where required 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

DBS checks

DBS checks don't expire and there's no requirement to renew them as a matter of course. For our existing staff members, we'll only need to ask for a new DBS check if:

- A person moves from a post that was not regulated activity into work that is regulated activity
- There's been a break in service of 12 weeks or more
- There are concerns about a staff member's suitability to work with children

Existing volunteers involved in regulated activity who have already been DBS checked, will only need to be re-checked if we have any concerns. Although DBS checks don't need to be routinely renewed, we have an ongoing culture of vigilance to ensure that staff continue to share information that may have implications for the safeguarding of children.

Volunteers:

Under no circumstances will a volunteer on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. Whilst volunteers play an important role within our school and are often seen by children as being safe and trustworthy adults, the nature of voluntary roles varies, so a written risk assessment and/or using our professional judgement and experience when deciding what checks, if any, are required.

APPENDIX THREE (September 2021)

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 acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded.
- Staff should discuss and/or take advice promptly from their senior member of staff if they have acted in a way which may give rise to concern.
- Staff should apply the same professional standards to all children regardless of culture, disability, gender, racial origin, religious belief and /or sexual identity.
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children.
- All staff should be aware of and understand Springwood Heath's Child Protection/Safeguarding Policy (how to raise a concern), arrangements for managing allegations against staff, staff code of conduct and whistle blowing procedures.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA)

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:

The storing and processing of personal information is governed by the general Data Protection Regulations 2017 (GDPR) and Data Protection Act 2018.

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 which must be kept confidential at all times and only shared when legally permissible to do so and in the interest of the child. Records should only be shared with those who have a legitimate professional need to see them. 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.

Staff should never use confidential or personal information about a child or their family for their own, or others advantage. 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. Staff should not promise confidentiality to a child or parent but should give reassurance that the information will be treated sensitively. 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 could 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. There may be times where an individual's actions in their personal life come under scrutiny from the community, media or public authorities including regard to their own children, or children and adults in the community. We need to be aware that our behaviour, either in or out of the workplace could compromise our position within the work setting in relation to the protection of children, loss of trust and confidence or bringing the employer into dispute. The behaviour of an adult's partner or other family members may also 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.
- Staff engaging with children and/or parents online has a responsibility to model safe practice at all times.

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. This also applies to online or virtual teaching or when small groups are on site (online engagement is similar to the clothing you would wear on a normal school day)

Staff should wear clothing that –

- Is appropriate to their role.
- maintains the public image that the governors and head teacher 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.
- 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 usually accepted. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Similarly, it is inadvisable to give such personal gifts to children or their families.
- 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 such as either a bribe or grooming. It might also be perceived that a 'favour' of some kind is expected in return.

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 crush or 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 cannot be brought into question and does not appear to encourage this. Any member of staff who receives a report, overhears something or otherwise notices any sign, however small or seemingly insignificant that a child has become or maybe becoming infatuated with either themselves or a colleague should immediately report this to their senior manager or Head teacher. In this way appropriate early intervention can be taken to prevent escalation and avoid hurt, embarrassment or distress for raise concerned.

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. If children locate these by any other means and attempt to contact or correspond with staff, the adult should not respond and must report the matter to their manager. Internal e-mail systems should only be used in accordance with school policy.

Staff should

- Not discuss or share data relating to children/parents/carers in staff social media groups.
- Wherever possible, use school devices e.g. cameras and mobile phones rather than using their own.
- Ensure that your use of technology doesn't bring school into disrepute.

Social Contact:

It is acknowledged that staff may have genuine friendships and social contact with parents of children, independent of the professional relationship. (It is important to recognise that social contact may provide opportunities for different types of grooming – sexual exploitation or radicalisation)

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 some staff may, as part of their professional role 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.

Staff need to be aware that the sending of personal communications e.g. birthday/faith cards should always be discussed with their line manager.

Staff should inform senior management of any requests or arrangements where parents wish to use their services outside of the workplace e.g. babysitting, tutoring.

Physical Contact:

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, however it is crucial that it is only done in ways appropriate to our professional role and in relation to children's individual needs. Not all children feel comfortable about certain types of contact; therefore wherever possible staff should seek the child's permission before initiating contact and be sensitive to any signs that the child may be uncomfortable or embarrassed. Staff should acknowledge that some children are more comfortable with touch than others and/or may be more comfortable with touch from some staff than others. As a school we cannot be specific about the appropriateness of each physical contact since an action that is appropriate for one child in one set of circumstances, may be inappropriate in another, or with a different child.

We should all use our professional judgements at all times to determine any physical contact with a child, their needs at that time, the duration and appropriate to their age, stage of development, gender, ethnicity and background.

Physical contact shouldn't ever be secretive, or for the gratification of the adult or a misuse of authority. If a member of school staff believes an action by them or a colleague could be misinterpreted or if an action is observed which is possibly abusive the incident or circumstances should be immediately reported to the Safeguarding Team

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 'safe touch' should be adopted, 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.

SMT will provide staff on a 'need to know' basis with relevant information about vulnerable children in their care.

Staff should not:

- Indulge in horseplay or fun fights.
- Always encourage children where able to undertake self-care tasks independently.
- Ensure we offer age appropriate comfort to a distressed child.
- Be aware of cultural or religious views about touching and be sensitive to issues of gender.
- Consider alternatives, where it is anticipated that a child might misinterpret or be uncomfortable with physical contact.
- Report and record situations which may give rise to concern.

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.

Sexual Contact:

Any sexual behaviour by a member of staff with or towards a child is unacceptable. 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'.

Staff should:

- Avoid any form of touch or comment which is, may be considered to be indecent.
- Avoid any communication with a child which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g. verbal comments, letters, by email or on social media, phone calls, texts, physical contact.
- Not make sexual remarks to or about a child.
- Not discuss sexual matters with or in the presence of children other than within agreed curriculum content or as part of the staff members recognised role.

Physical Education, and other activities which require physical contact:

In certain curriculum areas – PE, drama, music, staff may need to initiate physical contact with children e.g. demonstrating a technique, adjusting posture, supporting a child so they can perform an activity safely or prevent injury. The physical contact should take place in a safe and open environment (easily observed by others) made clear to the child and undertaken with permission. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Any incidents of physical contact that cause concern should be reported to the SMT and parent/carer.

Behaviour Management:

Corporal punishment and smacking are unlawful in all school and educational settings. Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Where children do display difficult or challenging behaviour then adults should follow the schools behaviour policy. Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan will be written up, agreed by all parties and supported by our schools Learning Mentor.

Control and Physical Intervention:

The law and guidance for schools state that adults may reasonably intervene to prevent a child from

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour prejudicial to good order and to maintain good order and discipline.

In no circumstances should physical force be used as a form of punishment. If a child's behaviour presents as a serious risk to themselves or others then a robust individual risk assessment will be put in place and where relevant a physical intervention plan. These will be reviewed regularly and involve the child's parents and carers.

In all cases where physical intervention has taken place it will be recorded on the schools CPOMS and SMT informed.

Staff should:

- Always seek to defuse situations and avoid the use of physical intervention wherever possible.
- Where physical intervention is necessary, only use the minimum force and for the shortest time needed.

Intimate Care:

At Springwood Heath we have an Intimate Care policy to ensure the health, safety, independence and welfare of all our children is promoted and the children's dignity and privacy are respected.

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 staff must adhere to schools guidelines e.g. care/manual handling plans, for meeting the needs of individual children, which are reviewed annually. Children will be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. When assistance is required this can be undertaken by a member of staff within the vicinity of other staff who are aware of the task to be undertaken and where possible they are visible and/or audible. Intimate or personal care procedures follow the schools procedures of two members of staff within the school hygiene rooms. Intimate/personal care is always carried out by a known adult to the child. Volunteers and students will have been checked against the relevant DBS barred list and will have appropriate training prior to undertaking any care procedures alongside school staff. Volunteers and visitors from other schools should not undertake care procedures without appropriate training.

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 which is shared by our school nurses. 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 for enhanced children, 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, including visiting staff can be more vulnerable to allegations and complaints. Staff should:

- Ensure that wherever possible there is visual access and /or an open door in 1:1 situations.
- Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy.
- Always report any situation where a child becomes distressed or angry.
- Always consider the needs and circumstances of the child involved.
- Do not arrange a meeting with children away from the school unless the necessity for this is clear and approval has been obtained from senior management and the child's parents/carers.

Arranging to meet with children from the school away from the work premises is not permitted unless the necessity for this is clear and approval has been obtained from a member of senior staff, the child and their parents/carers.

Home Visits:

All work with children and parents should, wherever possible, be undertaken in the school. There are however occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one off or regular home visits.

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. Staff undertaking any welfare visits would normally undertake home visits with a colleague and should always try to give parents/cares advance warning unless there is a good reason not to: e.g. because the visit has been prompted by safeguarding concerns and/or is at the request of children's social care. In these cases, one of the staff should be part of the schools Safeguarding Team. The purpose of the visit should be clarified and staff should be aware of the circumstances in which emergency or partner agencies should be contacted.

(Staff will have access to a mobile telephone and an emergency contact)

Specific thought is always given to any visits outside of 'school hours'.

Transporting Children:

In certain situations, e.g. out of school activities, staff may agree to transport children. Staff should not offer lifts to children unless this has been agreed by SMT. 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. (this may require that the driver has 'business use' cover) 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. Staff should take particular care when supervising children in the less formal atmosphere of educational visits where a more relaxed discipline or informal dress and language code may be acceptable. 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 the appropriate consents in place e.g. medical.
- 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:

Many educational activities involve the taking or recording of images. These may be undertaken for displays, publicity, to celebrate achievement and to provide records of evidence of the activity. Under no circumstances will staff be allowed to use their own

personal equipment to take images of the children at school or on any school visits – cameras, mobile phones, smart phones, tablets, web-cams etc . 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 (or as a minimum, use first names rather than surnames).
- 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.

Staff should not:

- Take children's pictures for their personal use.
- Display or distribute photographs unless they have parental consent.
- Take images of children in a state of undress or semi-undress.
- Take photographs of a child's injury, bruising or similar (e.g. following a disclosure of abuse) or make audio recordings of a child's disclosure

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

Access to Inappropriate Images

Staff should take extreme care to ensure that children are not exposed through any medium to inappropriate or indecent images. There are no circumstances that will justify school staff: making, downloading, possessing or distributing indecent images or pseudo-images of children. Accessing these images, whether using school or personal equipment on/off the premises, or making, or disseminating such material is illegal. Staff should not attempt to investigate the matter or evaluate the material themselves. The police will be contacted if any indecent images are discovered and the images/equipment will be secured. If the images are of children known to school, a referral will also be made to social care. Staff school laptops will be checked from time to time.

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.

Use of technology for online/virtual teaching

There has been a sharp increase since March 2020 for the use of remote learning. When selecting a platform for online/virtual teaching as a school we need to satisfy ourselves that the provider has an appropriate level of security. Whenever possible, staff should use school devices and contact children via the children's school email address/log in. This ensures our school's filtering and monitoring software is enabled.

SMT will take into account issues such as accessibility within the family home, the mental health/well-being, including screen time, the potential for inappropriate behaviour by staff or children, staff access to the technology required. If staff wish to record a lesson they are teaching, consideration should be given to data protection issues, e.g. whether parental/child consent is needed and retention/storage.

Staff should consider:

- Think about the background; photos, art work, identifying features, mirrors – ideally the backing should be blurred.

- Staff engaging online learning should display the same standards of dress and conduct themselves as they would in the real world.
- Staff and children should be in living/communal areas.
- Avoid one to one situations – request that a parent is present in the room for the duration or ask a colleague of SMT to join the session.
- Filters at the child's home may be set at a threshold which is different to school.
- Consider the impact that virtual teaching may have on the children and their parents/carers/siblings.
- Determine whether there are alternatives to virtual teaching in 'real time' e.g. use audio only, pre-recorded lessons, existing online resources.
- Only record a lesson or online meeting with a child where this has been agreed by SMT, the child and their parent/carer have given explicit written consent to do so.

If staff need to contact a child or parent by phone and do not have access to a work phone and if there is no alternative always use 'caller withheld' (dial 141) to ensure that the child/parent is not able to identify the staff member's personal contact details. ,

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 sensitive 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.

Staff should comply with our policy on spiritual, moral, social, cultural (SMSC), promote fundamental British values and our policy for Relationships and Sex Education (RSE).

Parents have the right to withdraw their children from all or part of any sex education provided but not from the National Curriculum for Science.

Staff should not:

- Encourage inappropriate discussions which may offend or harm others.
- Undermine fundamental British values
- Express any prejudicial views
- Attempt to influence or expose their personal values, attitudes or beliefs on children.

Whistle blowing/Sharing Concerns:

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, 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 bring matters of concern to the attention of SMT and/or relevant agencies.

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.

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 2019, addendum April 2020)

<https://www.saferrecruitmentconsortium.org>