



Safeguarding and Child Protection Policy

Named personnel with designated responsibility for Safeguarding:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Safeguarding Governor	Chair of Governors
Mrs G. Cunningham	Mr G. Seagrove	Mr K. Owen	Mr K. Owen

Policy Review Dates: March 2017

Safeguarding Policy

Introduction

Safeguarding has a broader definition than Child Protection, it relates to actions taken to promote the welfare of children and protect them from harm.

At Mortimer Primary School we recognise our responsibility with regard to arrangements for safeguarding and promoting the welfare of children.

Our whole-school safeguarding policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures. The purpose of the policy is, therefore, to ensure that Safeguarding concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child's wellbeing.

Mortimer Primary School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

It is in line with the South Tyneside's Safeguarding Children Board Procedures, "Working Together to Safeguard Children" (2015) and 'What to do if you are worried a child is being abused' (2015)

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

'Everyone working in or for our school shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting.'

This policy applies to all adults, including volunteers, working in or on behalf of the school.

Definition of safeguarding

Safeguarding and promoting the welfare of the child is defined as;

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- and taking action to enable all children to have the best outcomes.
 - pupils' health and safety
 - the use of reasonable force
 - meeting the needs of pupils with medical conditions
 - providing first aid
 - educational visits
 - intimate care
 - internet or e-safety
 - appropriate arrangements to ensure school security

Safeguarding can involve a range of potential issues such as:

- bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- racist, disability, and homophobic or transphobic abuse
- radicalisation and extremist behaviour (**see appendix B**)
- child sexual exploitation (**see appendix C**) **Also: refer to [www.gov.uk/government/Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation](http://www.gov.uk/government/child-sexual-exploitation-definition-and-a-guide-for-practitioners-local-leaders-and-decision-makers-working-to-protect-children-from-child-sexual-exploitation) February 2017**
- sexting
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: 'Mandatory Reporting of Female Genital Mutilation – procedural information' (October 2015) – (see appendix A)

'In safeguarding children. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.'

**Keeping children safe in education
Statutory guidance for schools and colleges July 2015**

We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

At Mortimer Primary School, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Local Channel procedures and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

Section 175 of the Education Act 2002 states:-

- *A local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children*
- *The governing body of a maintained school shall make arrangements for ensuring that functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school*
- *An authority or body..... shall have regard to any guidance given from time to time by the Secretary of State*

N.B. 'Child' means a person under the age of eighteen
'maintained school' means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school

There are four main elements to our policy:

- **Prevention** – through teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

- **Procedures** – for identifying and reporting cases, or suspected cases, of abuse.
- **Support to Pupils** – who may have been abused.
- **Preventing Unsuitable Persons from working with Children** – our policy applies to all staff and volunteers working in the school including governors. Teaching assistant, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention.

The school will therefore:-

- establish and maintain **an ethos** where children feel secure and are encouraged to talk, and are listened to;
- ensure children **know that there are adults** in the school whom they can approach if they are worried or in difficulty;
- Include **in the curriculum**, activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills

Procedures

The school will:-

- ensure it has a designated senior member of staff, who has undertaken appropriate training. The training should be updated every two years. There are contingency arrangements should the designated member of staff not be available; there is a deputy designated member of staff;
- recognise the importance of the role of the designated teacher and arrange support and training;
- ensure that the designated member of staff will take advice from a child protection specialist when managing complex cases;
- ensure every member of staff and every governor knows;-
 - a. the name of the designated person and his or her role
 - b. that they have an individual responsibility for referring child welfare concerns using the proper channels and within the timescales set out in the **Local Safeguarding Children's Board procedures**
 - c. where the school safeguarding procedures and the LSCB procedures are located in Main Office.
 - d. ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding children by setting out its obligations in **the School Prospectus**
- provide **training for all staff** from the point of their induction, updated every three years at a minimum; so that they know;-
 - a. their personal responsibility
 - b. the LSCB procedures
 - c. the need to be vigilant in identifying cases of abuse
 - d. how to support and respond to a child who tells of abuse

- undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this;
- notify the local Social Services team if;
 - a. it should have to exclude a pupil on the child protection register, (whether fixed term or permanently)
 - b. if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school, (or one day following a weekend), (or as agreed as part of any child protection or core group plan)
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance and written reports at initial case conferences, core groups and child protection review conferences;
- keep clear, detailed written records of concerns about children, (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately;
- ensure all records are kept secure and in locked locations;
- ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively, in a timely manner, in accordance with agreed whistle blowing policies:

Supporting the Pupil at risk

- We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may have feelings of helplessness, humiliation and some sense of self-blame.
- This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school, their behaviour may be challenging and defiant or they may be withdrawn.
- We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.
- The school will endeavour to support the pupil through:-
 - a. the **content of the curriculum** to encourage self esteem and self motivation.
 - b. the **school ethos** which, (i) promotes a positive, supportive and secure environment, (ii) gives pupils a sense of being valued.
 - c. the school's **Behaviour Policy** is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but that he or she is valued and not to be blamed for any abuse which has occurred.
 - d. **Liaison with other agencies** which support the pupil, such as Social Services, Child and Adolescent Mental Health Services, the Educational

psychology Service, Behaviour Support Services and the Education Welfare Service.

- e. A commitment to develop productive and **supportive relationships with parents** whenever it is in a pupil's best interest to do so.
 - f. Recognition that children living in a **home environment** where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection.
 - g. **Vigilantly monitoring children's welfare**, keeping records and notifying Social Services as soon as there is a recurrence of a concern.
- When a pupil on the child protection register leaves, information will be transferred to the new school immediately and receipts received confirming the transfer.

Preventing unsuitable people from working with children

The school will operate safe recruitment practices including ensuring appropriate **DBS** and reference checks are undertaken according to Circular DfES/0278/2002 Child Protection: Preventing Unsuitable People from Working with Children and Young People in the Education Service.

The school will consult with the designated LA Officer for Child Protection in the event of an allegation being made against a member of staff and adhere to the relevant procedures.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the school, and that notification of any concern is made to the relevant authorities and professional bodies and included in references where applicable.

The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as advised by the Local Authority's Code of Conduct.

Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child or
- Has behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

In this instance then the designated officer would be contacted, or the Head teacher. The LADO (Local Authority Designated Officer) **Jean Hughes 0191 4246316** would also be contacted.

We will apply the same principles as in the rest of this document and we will always follow the South Tyneside Safeguarding Children Board procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Private Fostering

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full-blood or half-blood by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include – Safeguarding Policy for School and Education Services – September 2016

- Children who need alternative care because of parental illness
- Children whose parents cannot care for them because their work or study involves long or antisocial hours
- Children sent from abroad to stay with another family, usually to improve their educational opportunities
- Unaccompanied asylum seeking and refugee children
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents
- Children staying with families while attending a school away from their home area

There is a mandatory duty on the school to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Other relevant policies

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention of a nature which causes injury or distress to a child may result in consideration under child protection or disciplinary procedures.

Bullying

Our policy on bullying is set out in a separate document. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

Racist Incidents

Our policy on racist incidents is set out in a separate document. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Health & Safety

Our Health & Safety Policy, set out in a separate document, is reviewed annually by the Governing Body. It reflects the consideration we give to the protection of our children both within the school, when undertaking school trips and visits.

Children with Statements of Special Educational Needs

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems are particularly sensitive to signs of abuse.

Confidentiality and Information Sharing

Mortimer has regard to HM Information Guidance 2015:

- Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agency as required.
- The Headteacher or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.
- In the case of incidents occurring which may cause safeguarding concerns in other schools, for example, suspicious or inappropriate contact from members of the public, the Youth Support Service Lead for Safeguarding will be notified. Russell Saunders Tel No. 0191 424 6332/ 07866673429.

Governing Body responsibilities for safeguarding children

The Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. It will:-

- Designate a governor for safeguarding children who will oversee the school's safeguarding children policy and practice and champion child protection issues
- Ensure an annual report is made to the Governing Body on safeguarding matters to include changes affecting safeguarding policy and procedures, safeguarding children training received, the number of incidents/cases, (no names), and safeguarding in the curriculum
- Ensure that this policy is annually updated and reviewed

If the Governing Body provides extended school facilities, before or after school, directly under the supervision or management of school staff, the school's arrangements for safeguarding children as written in this policy shall apply.

Where services or activities are provided separately by another body the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and that there are arrangements to liaise with the school on these matters where appropriate.

Signed on behalf of the Governing Body:-

Head Teacher

Chair of Governors

Parent Governor

Teaching Staff Governor

Non Teaching Governor

Date: March 2017

This policy will be reviewed in the Spring term 2018

Child Protection Policy

Statement

Through our day to day contact with pupils and families, school staff have a crucial role to play in noticing indicators of possible abuse or neglect of children and referring concerns to the appropriate agency.

The principles informing this policy are the same as those underlying these other school policies and should be read in conjunction with them:

- Equal Opportunities
- Behaviour
- Sex Education
- Anti-bullying

Aims

Mortimer Primary School has a responsibility to prevent abuse by helping children acquire relevant information, skills and attitudes to resist and report abuse and to prepare them for adulthood.

Mortimer Primary School will be mindful of this responsibility in the curriculum especially through citizenship, the exercise of the anti-bullying and behaviour policies and in sex and relationship education.

Headteacher responsibilities

All schools should have procedures for handling suspected cases of abuse of pupils, but the responsibility for investigating such cases lies with other agencies

The Headteacher must ensure:

- There are procedures for handling cases of suspected abuse (including allegations against teachers) which are consistent with those agreed by the Local Safeguarding Children Board and easily available to all staff for reference.
- A “Designated Teacher” is appointed to coordinate action within the school and liaise with other agencies on suspected cases of abuse.
- The Designated Teacher receives appropriate training and support.
- All staff are alert to the signs of possible abuse and know to whom to report any concerns.
- Parents are aware of the school’s child protection policy.

Designated Teacher

The designated teacher has specific responsibility for the coordination of child protection procedures within the school and for liaison with social services and other agencies.

The designated Safeguarding Lead is the Deputy Head, **Mrs. Cunningham**. All cases of possible abuse must be reported to her in the first instance. If unavailable the report cases to the Headteacher (Deputy Designated Safeguarding Lead).

The designated Safeguarding Lead must know:

- How to identify the signs and symptoms of abuse and when to make a referral.
- The Local Safeguarding Children Board and LA procedures.
- The roles and responsibilities of the investigating agencies and how to contact them.
- The requirements for record keeping.
- How child protection conferences are conducted and how teachers can contribute to them.

Operation Encompass

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in a domestic abuse incident. Mr G Seagrove and Mrs G Cunningham are the two members of staff known as Key Adults. Domestic abuse incidents that occur outside of school but which might have had an impact on a child attending school the following day will be shared via a secure format to the identified Key Adult who will then be in an informed position to support the child in a way that is right for them. Operation Encompass was launched in January 2016. All parents have been informed about Operation Encompass.

Procedures for dealing with possible child abuse

This procedure must be followed in all cases where child abuse is suspected.

1. Act promptly. Discuss your concern with the Designated Teacher or, in their absence, the Headteacher.
2. Make a written record of your concerns including any injuries or behaviour observed and any explanations given by the child. If the child has disclosed abuse, record the child’s actual words. ***Do not ask the child to make a written statement.***

Action by the Designated Senior Person (or other senior person in their absence)

Following any information raising concern, the designated senior person will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection Plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Adviser and/or Social Care

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk

- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately OR
- not to make a referral at this stage
- talk with parents/young person
- seek advice from professionals working with the family
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment and/or make a referral for other service.
- All information and actions taken, including the reasons for any decisions made, will be fully documented.
- If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Local authority. Original copies will be retained until the child's 25th birthday.

Types and signs of abuse

For definitions of the different types of abuse (and combinations) please see 'Keeping children safe in education Statutory guidance for schools and colleges' July 2015

Possible signs of physical abuse

- Unexplained injuries or burns, particularly if they are recurrent.
- Refusal to discuss injuries.
- Improbable explanations for injuries.
- Untreated injuries or lingering illness not attended to.
- Admission of punishment which appears excessive.
- Shrinking from physical contact.
- Fear of returning home or of parents being contacted.
- Fear of undressing.
- Fear of medical help.
- Aggression/bullying.
- Over-compliant behaviour or a 'watchful attitude'.
- Running away.
- Significant changes in behaviour without explanation.
- Deterioration in work.
- Unexplained pattern of absences which may serve to hide bruises or other physical injuries.

Possible signs of emotional abuse

- Continual self—depreciation.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Self-harm or mutilation.
- Compulsive stealing/scrounging.
- Drug/solvent abuse.
- 'Neurotic' behaviour - obsessive rocking, thumb-sucking, and so on.
- Air of detachment - 'don't care' attitude.
- Social isolation - does not join in and has few friends.
- Desperate attention - seeking behaviour.
- Eating problems, including overeating and lack of appetite.
- Depression, withdrawal.

Possible signs of neglect

- Constant hunger.
- Poor personal hygiene.
- Inappropriate clothing.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Low self-esteem.
- Poor social relationships.
- Compulsive stealing or scrounging.

- Constant tiredness.

Possible signs of sexual abuse

- Bruises, scratches, burns or bite marks on the body.
- Sexual awareness inappropriate to the child's age - shown for example in drawings, vocabulary, games, and so on.
- Frequent public masturbation.
- Attempts to teach other children about sexual activity.
- Refusing to stay with certain people or go to certain places.
- Aggressiveness, anger, anxiety, tearfulness.
- Withdrawal from friends.

Possible signs in older children

- Promiscuity, prostitution, provocative sexual behaviour.
- Self-injury, self-destructive behaviour, suicide attempts.
- Eating disorders.
- Tiredness, lethargy, listlessness.
- Over-compliant behaviour.
- Sleep disturbances.
- Unexplained gifts of money.
- Depression.
- Changes in behaviour.

Disclosure, record keeping and monitoring

If a child tells you about abuse:

DO:

- Reassure
- Find a quiet place to talk where you will not be interrupted.
- Listen but do not put pressure on the child to talk.
- Ascertain the facts e.g.:
 - What is the injury?
 - Where is the injury? Is it an accident site?
 - When was it caused? What accounts are given?
 - Who caused it? Stated and suspected.
 - Were there any witnesses? Do their stories tally?
 - What action was taken afterwards by the family?
- **Note** Deep questioning of the child should be avoided.
- Let the child know you are pleased to have been told.
- Tell the child you believe them
- Tell the child you will need to speak to other people to make sure it does not happen again, as far as you can say who those people are and why.
- Offer continuing support and say you will do your best to stop it happening again.

DO NOT:

- Promise confidentiality that you cannot keep.
- Make false promises or reassurances about what will happen.
- Interrupt the child talking to go and inform others.
- Ask leading questions or sympathise inappropriately.

Next:

- Inform **Mrs Cunningham** the Designated Teacher
- Write an account of your conversation with the child

Record keeping:

The school will keep a record when there is concern over:

- Marks on a child's body.
- Unusual/different behaviour.
- Unexplained mood changes.
- Puzzling statements or stories from the child.
- Information from others.

Or when a child's name is placed on the Child Protection Register.

What to record:

- Dates and times
- General demeanour
- Parental interest
- Home/family changes
- Behaviour
- Relationships with peers/adults
- Changes in classroom functioning
- Mood changes
- School attendance
- Injuries
- Responses to PE
- Medicals

Children on the Child Protection Register

If a child's name has been placed on the Child Protection Register the Designated Teacher will open a confidential child protection file on which will be held:—

- Copies of all minutes of case conferences and reviews.
- Copies of all reports to case conferences and reviews.
- Any written information on the child prepared by staff within the school.

When a child's name is removed from the child Protection Register this file will be destroyed.

Note No information of any kind relating to child protection, will be stored on the pupil's record file.

Photographs and videos

During the course of the school year there will be several occasions when photographs and video recordings will be made celebrating special events or achievements of pupils.

In the case of pupils

- working with partnerships outside of school, such as the Customs House or business partnerships, consent of parents to take photographs or videos will be requested.
- being photographed for the school website, consent of parents will be requested.

“As a school we feel that it is every child's right to be respected and protected by the adults who care for them. We aim to ensure that they are valued and supported in a comfortable, safe and secure environment.”

July 2003

“This policy places looking after children at the heart of Mortimer Primary School and child protection as part of everything the school does. It clearly explains staff responsibilities and the actions to be taken if a child may need protection from harm. Signs and behaviours that might suggest abuse are listed and advice about how to respond if a child confides to you that they have been harmed. The policy also has

the telephone numbers of the main external agencies to contact when reporting possible child abuse.”

*Jeremy Cripps,
Link Governor for Child Protection
October 2003*

Child Protection training

15 th October 2008	Safer recruitment training	Head teacher Governors
12 th December 2008	Recognising Domestic Abuse	Designated teacher
23 rd September 2009	Safeguarding Course	Head teacher
8 th March 2010	Network meeting for designated teachers	Designated teacher
9 th March 2010	Child protection update	Governors
29 th March 2010	Child protection update	Teaching staff
30 th March 2010	Child Protection for teaching and management	Teaching assistant
19 th April 2010	Child protection update	Support staff
4 th November 2010	Ofsted Safeguarding Children	Head teacher
6 th May 2011	Improving Looked After Children's attainment and Personal Education Plans	Designated teacher
22 nd September 2011	Looked After Children conference	Head teacher Designated teacher
7 th November 2011	Safer recruitment training	Head teacher
8 th November 2011	Child Sexual Exploitation	Head teacher Designated teacher
8 th December 2011	LAC network meeting	Designated teacher
15 th March 2012	LAC network meeting	Designated teacher
21 st March 2012	Child Protection update	Teaching staff
11 th June 2012	Child Protection training	Head teacher Designated teacher
19 th June 2012	Child Protection update	Governing body
19 th September 2012	Looked After Children conference	Head teacher Designated teacher
15 th November 2012	E Safety Training	All Staff
19 th December 2012	LAC Network Meeting	Designated Teacher
5 th February 2013	Designated Teacher Conference	Head Teacher Deputy Head Teacher
14 th May 2013	Child Protection Training	Head Teacher Designated Teacher
11 th September 2013	Ofsted Update Child Protection	Head Teacher
18 th September 2013	Designated Teacher Conference	Head Teacher Deputy Head Teacher
25 th September 2013	Ofsted Training – Raising	Head Teacher

	awareness about domestic violence	Deputy Head Teacher
May 2014		
June 2014	Local Authority Data Protection training	Head Teacher Deputy Head Teacher
16 th March 2015	Child Sexual Exploitation	All Teaching Staff
June 2015	Child Protection LA Training	Governors
July 2015	Online Safeguarding Children from Abuse by Sexual Exploitation	All Teaching Staff
Sept 2015	Online Safeguarding Children from Abuse by Sexual Exploitation	All Support Staff
5 th Oct 2015	Child Protection and Safeguarding	All Teaching Staff and School Direct Students
20 th October 2015	Ofsted Online Safeguarding	Head Teacher Deputy Head Teacher
23 rd Nov 2015	E Safety Awareness	All Staff
30 th Nov 2015	PREVENT Training	All Staff
14 th Jan 2016	Encompass Training	Head Teacher
14 th June 2016	CEOP Training	Deputy Head Teacher and Computing Co-ordinator
July 2016	Kidsafe Training	Computing Co-ordinator and TA
16 th November 2016	Safeguarding Core training	Deputy Head Teacher
27 th March 2017	Child Protection Core training	All Staff

Appendix A – Female Genital Mutilation (FGM)

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

What is FGM?

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

4 types of procedure:

Type 1	Type 2	Type 3	Type 4
Clitoridectomy: Partial/total removal of clitoris	Excision: Partial/total removal of clitoris and labia minora	Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia	All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

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

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening:

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

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

Signs that may indicate a child has undergone FGM:

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

The 'One Chance' rule:

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

As KCSIE now states:

'Under section 5B of the Female Genital Mutilation Act 2003 (as inserted by sect 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social-workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions'

Appendix B – Radicalisation

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent and organisations covered by the Early Years Foundation Stage framework. Statutory guidance has been published and is expected to come into force on 26th March 2015.

Schools Leaders must:

- Establish or use existing mechanisms for understanding the risk of extremism

- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty
- Ensure staff implement the duty effectively

Other duties on schools include:

- Effective partnership working with other local agencies, eg. local Safeguarding Children's Board (LSCB), police, health, etc.
- Information sharing
- Maintaining appropriate records
- Assessing local risk of extremism (including Far Right extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of LSCB policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there is robust ICT protocols that filter out extremist materials
- School buildings must not be used to give a platform to extremists

Understanding and recognising risks and vulnerabilities of radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means.

These can include through the influence of family members or friends and /or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause **Significant Harm**.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Possible indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- Advocating violent actions and means
- Associated with known extremists
- Seeking to recruit others to an extremist ideology

Appendix C – Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity
- Inappropriate sexual or sexualized behavior
- Sexually risky behavior, 'swapping sex'
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behavior or personality (chaotic, aggressive, sexual, mood swings, volatile behavior, emotional distress)
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime/police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault

