



# Lanesend Primary School

## Safeguarding (with Child Protection) Policy Statutory Policy

**Signed:** ..... **Date:**  
(Headteacher)

**Signed:** ..... **Date:**  
(Chair of Governors)

**Review Date:** September 2019 (Yearly)

**Reviewed By:** Family Support and Safeguarding Lead and Child-Centred Group

A mid-year review will be undertaken by the Child Centered Group.

# **Safeguarding (with Child Protection) Policy Statement**

Lanesend Primary School

Date Agreed: Sept 2018

Date of Next Review: Sept 2019

## **Key Contact Personnel in School**

Designated Safeguarding Leads – (DSLs):

Caroline Sice – Safeguarding Level 3 (due to complete Level 5)

Dave Cooper – Safeguarding Level 3

Hannah Holmes – Safeguarding Level 3

Andrea Flux – Safeguarding Level 3

Vicki Thomas – Safeguarding Level 3

Sally Coppen – Safeguarding Level 3

Named Child Protection Governor:

Jo Hunter – Safeguarding Level 3

***All the above personnel are trained at Safeguarding Level 3***

## **GLOSSARY OF TERMS:**

- EH – Early Help
- EHA – Early Help Assessment
- DSL – Designated Safeguarding Lead
- CP - Child Protection
- CIN - Child In Need
- DCT - Disabled Children’s Team
- LAC - Looked after Child
- TAF - Team Around the Family
- TAP - Team Around the Person
- FLO - Family Liaison Officer
- LSCB - Local Safeguarding Children’s Board

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**A copy of the school Safeguarding Policy, related policies, documentation and guidance are available on request or can viewed via the school website [www.lanesendprimary.co.uk](http://www.lanesendprimary.co.uk)**

Statutory documentation, guidance, and school policies relating to safeguarding to be read and followed alongside this document are listed below:

**School Policies and related documentation:**

- Templates - Incident Recording Form, Body Map, Pupil Voice, Teacher feedback
- Behaviour Management Policy
- Anti-Bullying Procedure and Policy
- Supporting children with a medical condition
- Photographs in school
- Attendance Policy
- Single Central Record Check (maintained in school office)
- Mobile Phone Policy
- E-Safety Policy
- Educational Visits: Risk Assessment Procedure
- First Aid and Accident Policies
- Health and Safety Policy
- Racism / Anti-Racism Procedures
- Missing Child Policy
- Pupil Voice Policy
- AEN Policy
- Intimate Care Guidance (toileting)
- Positive Handling Policy
- Complaints Procedure
- Allegations Against Members of Staff and Volunteers (Whistle Blowing)

**LSCB guidelines, Policies and Protocol:**

- Isle of Wight Local Safeguarding Children Board – Protocol and Policy documents
- [http://www.iowscb.org.uk/guidance\\_protocols\\_and\\_policies](http://www.iowscb.org.uk/guidance_protocols_and_policies)
- Safeguarding Children Procedures - For full child protection procedures please visit the 4 LSCB Child Protection Procedures site at [www.4lscb.proceduresonline.com](http://www.4lscb.proceduresonline.com)
- Procedures for Managing Allegations Against Staff and child against child allegations

**Department for Education - guidance and statutory guidance:**

- HM Government - Working together to safeguard children – A guide to Interagency working to safeguard and promote the welfare of children – July 2018
- Department for Education - Keeping children safe in education – Statutory guidance for schools and colleges – Sept 2018 (*Part one of this document should be shared with all staff in schools and will be shared within school induction procedures*).
- Safer Recruitment Statutory Guidelines – see part 3 of DfE Keeping Children Safe in Education – Sept 2018
- Disqualification under the Childcare Act 2006, as amended July 2018
- The application of the Childcare (Disqualification) regulations 2009
- What to do if you are worried a child is being abused 2015 - Advice for practitioners – March 2015

- HM Government - Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers – July 2018
- Handling Allegations of Abuse made by Adults who work with Children and Young People – Practice Guidance – May 2009
- HM Government – Whistle Blowing guidelines - <https://www.gov.uk/whistleblowing> (see also [LSCB guidelines, Policies and Protocol](#))

**Department For Children Schools and Families:**

- Guidance for Safer Working Practice for Adults who work with Children and Young People in Educational Settings – March 2009
- Safeguarding Disabled Children: Practice Guidance – July 2009 - <https://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance>

**Gov.UK**

- <https://www.gov.uk/government/publications/prevent-duty-guidance> (As part of Lanesend Primary School's ongoing safeguarding and child protection duties we are fully behind the government's *Prevent Strategy which is reviewed by the Child Centered Group and Teaching and Learning group to ensure school actions are in place to support this strategy*)
- DfE 'The Prevent duty, Departmental advice for schools and childcare providers, June 2015' <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- Serious Crime Act 2015 ([legislation.gov.uk](http://legislation.gov.uk))

**For adults working within the school setting, the Safeguarding Policy and documents above can be found in the Staff Policy Folder (based in the staff room) and on the staff room safeguarding board. Copies can also be given by the Family Support Team as required.**

**Introduction**

Lanesend Primary School fully recognises its responsibility to safeguard and promote the welfare of children at our school. The purpose of this policy is to provide staff, volunteers and governors with the guidance they need in order to keep children safe in our school and to inform families and guardians how we will safeguard their children whilst they are in our care. This includes adhering to statutory and local Child Protection procedures, protocols and guidance.

The Governing Body and staff of Lanesend Primary take seriously our responsibility under Section 175 of the Education Act 2002 to safeguard the welfare of our pupils/students, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or are at risk of suffering harm.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 (as amended by the Children and Social Work Act 2017) and related guidance. This includes the DfE guidance Keeping Children Safe in Education 2018, Working Together to Safeguard Children 2018 (Multi agency advice) and departmental advice for practitioners – What to do if you are worried a child is being abused – March 2015.

Because of our close day-to-day contact with children, “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 professionals should make sure their approach is child centred. This means that they should consider at all times what is in the best interest of the child” (*Keeping children safe in education 2018*).

‘Working together to safeguard Children 2018’ summarises safeguarding as:

**Protecting children from maltreatment**

**Preventing impairment of children’s health or development**

**Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care**

## Taking action to enable all children to have the best outcomes

Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to wide ranging aspects of school life as documented in 'Inspecting safeguarding in early years, education and skills settings, Sept 2018 and summarised below:

- Children's and learner's health and safety and wellbeing, including their mental health.
- Meeting the needs of children who have special educational needs and / or disabilities.
- the use of reasonable force
- meeting the needs of pupils with medical conditions
- providing first aid
- educational visits
- intimate care and emotional wellbeing.
- Online safety and associated issues
- appropriate arrangements to ensure children and learner's security, taking into account the local context.

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

This policy should therefore be used in practice alongside school policies and departmental guidelines on related safeguarding issues.

All relevant school policies will be reviewed regularly by the Governing Body, which has responsibility for oversight of school safeguarding and child protection systems.

The Designated Safeguarding Leads, named at the beginning of the policy and the Headteacher will ensure regular reporting on safeguarding activity and systems in school within the monthly 'Child Centred Group' forum and to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

Our school is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. We have an 'open door policy' and welcome feedback, suggestions and comments contributing to this process that will improve the desired outcomes for children.

## **Ethos**

Lanesend Primary school recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

Lanesend Primary will endeavour to support the welfare and safety of all pupils through:

- Maintaining children's welfare as our paramount concern
- Ensuring the content of the curriculum includes social and emotional aspects of learning
- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they can / might talk to
- Providing suitable support and guidance so that children have a range of appropriate adults to approach if they are in difficulties
- Promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right
- Ensuring all steps are taken to maintain school site security and student's physical safety, including an up to date record of who does and does not have permission to collect children from the school site
- Working to build resilience in all children who access the school
- Working with families to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals
- Developing effective and supportive partnerships with other agencies

## **Responsibilities**

The DSLs have overall responsibility for the day-to-day overseeing of safeguarding and child protection systems in school, including

- Co-ordinating safeguarding action for individual children
- Liaising with other agencies and professionals
- Ensuring that locally established procedures are followed and making referrals as necessary

- Representing or ensuring the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection Conferences)
- Managing and monitoring the school's part in supporting pupils and families across all thresholds including access to universal services, tailored Early Help provision/Tier 2 support, Targeted Early Help including use of the Early Help Assessment (EHA), Child In Need (CIN) Plans (including Disabled Children's Team CIN Plans in conjunction with the school AEN team), Child Protection (CP) Plans and Adult (TAP) Team Around the Person Plans.
- Maintaining a confidential recording system (including written records and files, SIMS data, record of families receiving support across thresholds 1-4, a record of all calls made from school to Hampshire Children's Services and the outcome)
- Acting as a consultant for staff to discuss concerns
- Organising training and providing regular updates for all school staff

The Governing Body and School Leadership Team will ensure that the DSLs are properly supported in this role by providing appropriate levels of time and resource. However, **Child Protection and Child Welfare are the responsibility of all staff in school and ANY observation, information or issue which results in concern for a pupil's welfare MUST be reported to the DSLs in a timely manner. The standard 'Incident Report' template for the written recording of information is available for all members of staff; paper copies of this document are available in the staff room on the safeguarding board, in the classrooms or from the Family Support Team.**

In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only and in line with the Government's Information Sharing Guidance 2018. It is recognised that sometimes the school will hold information that will form part of a bigger safeguarding picture so something that could be seen as relatively minor but in the context of other information could become significant.

### **Safeguarding & Child Protection Procedures**

Published and updated legislation, guidelines and procedures for safeguarding and child protection will be made available in school to all staff. Current forms, templates, protocols and policy documents relating to safeguarding are shared with staff on a regular basis and are available from the Family Support Team or in the staff room.

It is the responsibility of the DSLs to gather and collate information obtained on individual children, to make immediate and on-going assessments of potential risk and to decide (with families / carers in most cases) on the appropriateness of referrals to partner agencies and services.

To help with this decision, the DSL may choose to consult with Children's Services via Hants Direct contacting a dedicated phone number: [Tel:0300 3000901](tel:03003000901), or by completing the Inter Agency Referral Form (IARF) [www.hants.gov.uk/socialcareandhealth/childrenandfamilies/contacts](http://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/contacts) as part of the Child Protection process.

Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which families/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Children's Services or other services is made.

Such referrals may include any of the following: contact with Children's Social Services via Hants Direct or with allocated social workers to discuss cases indicating a concern or to support the progress of delivery plans within Child Protection or Child in Need thresholds, LAC reviews, to seek general advice in relation to potential risk factors/cause for concern, to the Police where there are potential criminal issues, referral to request an Early Help Assessment and targeted support as part of Targeted Early Help delivery process or a referral to specialised service providers.



**In all but the most exceptional cases, and where the child is deemed to be at risk of immediate harm, families/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Children's Services will be sought.**

If a member of staff discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the staff member must report this to the police.

In the absence of the availability of a DSLs to discuss an immediate and urgent concern, advice should be sought directly by contacting Children's Services via the dedicated professional's line phone number:0300 300 0901.

For open cases, when a social worker has been allocated, professionals should contact the allocated social worker via their direct work telephone line 01983 823434 or email address.

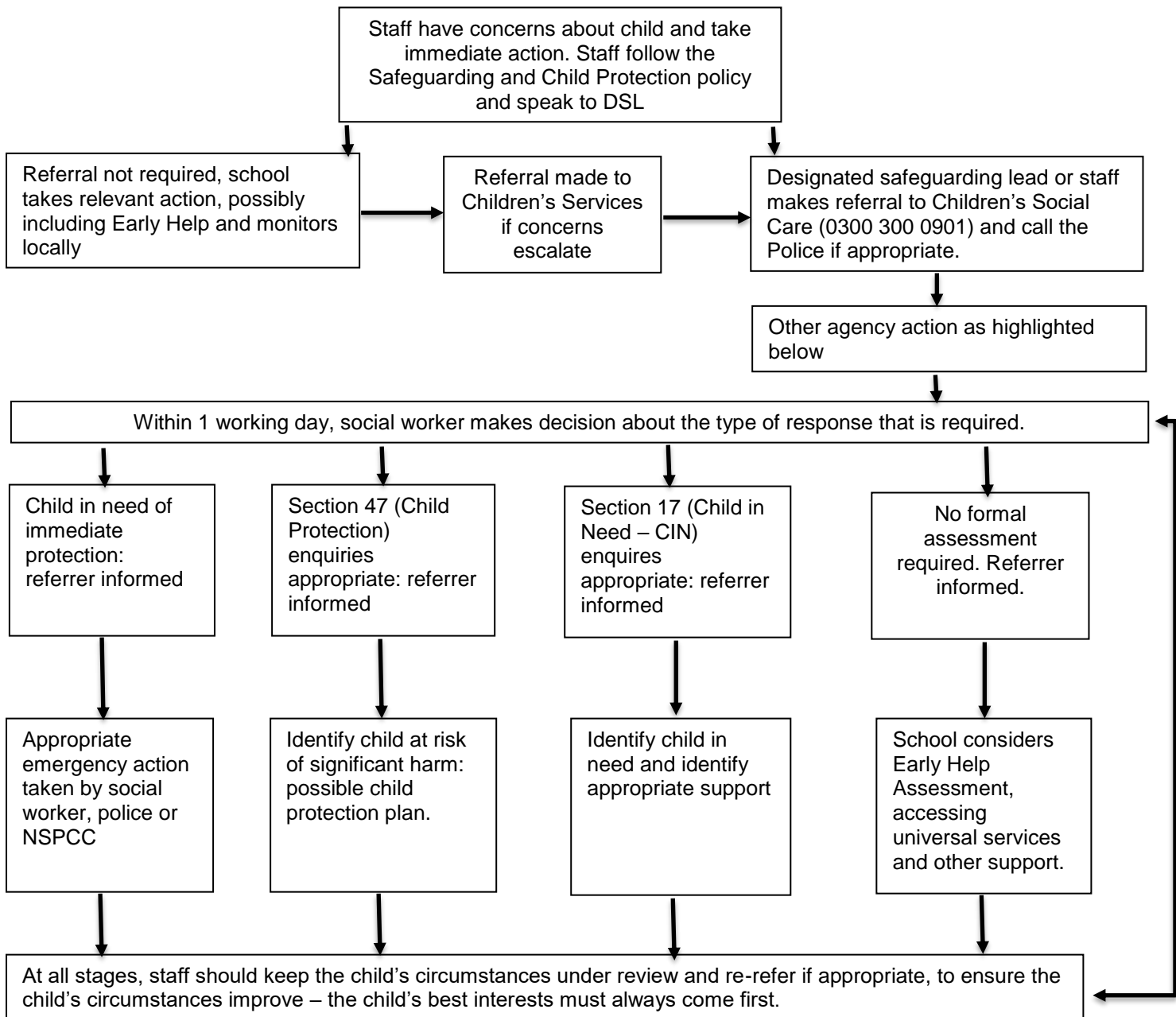
***The role of the school in situations where there are child protection concerns is NOT to investigate, but to recognise, refer and keep an accurate record.***

On occasion, staff may pass information about a child to the DSLs, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSLs any further progress (although they should not expect to be given confidential detail); so that they can reassure themselves the child is safe and their welfare being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation by calling Hants Direct – Professionals' line:0300 300 0901.

The school has one nominated governor for safeguarding as named on the front of this document. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed annually.

A statement in the school prospectus will inform families and carers about our school's duties and responsibilities under Child Protection and Safeguarding Procedures.

## Actions where there are concerns about a child



### Recognition and categories of abuse:

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Additionally, staff within the school have access to information to support them to be able to recognise and report the signs, indicators or risks of radicalisation, child sexual exploitation or female genital mutilation.

## **Radicalisation**

Protecting children from the risk of radicalisation is to be seen by staff as a wider safeguarding duty and is to be treated in the same way as protecting children from other forms of abuse or harm.

*Radicalisation – Refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and in many different settings.*

The procedures within this policy and relevant statutory guidance, 'Working together to safeguard children' and 'Keeping Children Safe in Education' will be followed to protect children at risk of radicalisation. Additionally, the school DSLs will make the decision about when it is appropriate to make a referral to the 'Channel Programme' (part of the government's PREVENT Strategy) which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Any such decision may be made in consultation with Hampshire Children's Services, the local police force, 101 service, The Department for Education dedicated helpline (02073407264)/email: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

## **The Prevent Duty**

The Prevent duty is the statutory duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. Our school has a duty under this Act from 1st July 2015.

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that they are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

All staff members are required to complete online PREVENT training, this is via the Local Safeguarding Children's Board and it forms part of the school's safeguarding induction. The training can be located via the following link – once completed, certificates must be given to the Family Support and Safeguarding Lead. A copy will be kept on record.

<https://www.foundationonline.org.uk/login/index.php>

**For all instances of concern follow the school safeguarding procedure protocol and using the incident reporting form share concerns immediately to one of the school DSLs**

For further information about the Prevent Duty contact Caroline Sice, David Cooper or Hannah Holmes.

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

The DSLs will follow the established school recording and referral processes including the use of the sexual exploitation risk assessment form (SERAF) for suspected exploitation. The SERAF assessment will be used as a tool by one of the school DSLs to highlight the risk of child sexual exploitation (CSE) or trafficking. Current templates will be accessed from the Isle of Wight Safeguarding Children's Board website - [http://www.iowscb.org.uk/child\\_sexual\\_exploitation](http://www.iowscb.org.uk/child_sexual_exploitation). Further information can be found in the 'Child sexual exploitation: definition and guide for

practitioners' document – [www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners](http://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners).

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

Concerns relating to FGM should be shared immediately with the police and one of the school DSLs who will assess the information received and activate support via local safeguarding procedures, using national and local protocols for multi-agency liaison with police and children's social care. From October 2015, mandatory reporting duties became effective and these will be adhered to in keeping with 'Keeping Children Safe in Education' guidance for school and colleges and the Serious Crime Act 2015.

The most up to date definitions of categories of abuse with examples of signs and symptoms of abuse are found in Appendix 1 of this document.

All members of school staff have a duty of care and responsibility to be vigilant in their safeguarding responsibilities and to be mindful that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable.

It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

### **Domestic Abuse, Stalking and 'Honour' based Violence (DASH).**

If domestic abuse, stalking or honour based violence (DASH) is identified, the DSLs will follow the established school recording and referral processes. In immediate crisis, the individual must be advised to contact the police. In addition, the National Domestic Violence Helpline can be accessed on 0808 2000 247. Definitions of domestic abuse can be found in appendix 1.

With consent of the individuals, the DSLs can complete a DASH risk assessment indicator checklist. The checklist can be found in the safeguarding folder on the staff drive or at [www.safelives.org.uk](http://www.safelives.org.uk). Once completed, the DASH checklist must be shared with the local MARAC (multi-agency risk assessment conference) coordination. They can be contacted by calling 01983 538759 or emailing [safeguarding.team.iow@hampshire.pnn.police.uk](mailto:safeguarding.team.iow@hampshire.pnn.police.uk) using the MARAC referral form which can be accessed via the Family Support Team.

### **Child Criminal Exploitation (County Lines)**

Child Criminal Exploitation (County Lines) is a geographical form of harm that refers to county lines of criminal activity. Drug networks or gangs, groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, markets and seaside towns.

Lanesend Primary recognise that children could be vulnerable to county lines activity and a significant sign could be a child missing from education for a period of time (refer to Missing Child Policy). The child could potentially have been trafficked to transport drugs and immediate action must take place. As well as the Police and Children's Services, a referral to the National Crime Agency (human trafficking) should be considered.

### **Induction & Training**

All school-based staff and volunteers will be offered an appropriate level of safeguarding training (to include internal school procedures and responsibilities; child protection process; how to recognise

and respond to signs and symptoms of concern and abuse; safe working practice) and DSLs must undergo refresher training every two years.

The nominated governors should receive safeguarding training from a strategic perspective on a two yearly basis and the whole governing body will be updated by a Local Safeguarding Training Officer.

The school Leadership Team will ensure the DSLs attend the required DSL safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by guidance.

The DSLs in partnership with the School Development Manager will ensure that all new staff and volunteers are appropriately inducted as regards the school's internal safeguarding procedures and communication lines.

The DSLs and Headteacher will provide three reports a year to the Governing Body detailing safeguarding training undertaken by all staff – this is collated within the 'Impact and Progress Report'.

An up to date register of who has undertaken safeguarding training, (including induction) will be maintained in school. This register will be maintained by the School Development Manager in liaison and partnership with the DSLs.

### **Record Keeping**

Staff must record (in writing) any welfare concern that they have about a child on a safeguarding incident/concern form (with a body map where injuries have been observed) to be passed to the DSLs. Records must be completed as soon as possible after the incident/event, must be signed and the date and time the record was made should also be recorded.

If a child spontaneously discloses information – adults are to listen. The adult should make an appropriate judgement about how to most effectively record the information whilst supporting the needs of the pupil.

If a child requests to talk to an adult in the school setting about a worry or concern they have, the adult may choose to (a) remember what was said and after the event record exactly what was said – by both the adult and the child (b) ask the pupil if they are happy for notes to be written at the time – reassuring the child that notes would be taken to support the accurate capturing of information, or (c) ask the child if another member of staff can join them to support the discussion (one member of staff to listen to the child whilst the other member of staff records the information). Option (c) is always advisable if the circumstances permit – the option chosen will always aim to most effectively support the needs of the child at the time.

All records should capture the adult and child's words as they were spoken. This information should be recorded on the Incident Reporting form and taken immediately to one of the DSLs in school.

Once completed and actioned, incident/concern forms are kept in the school office in a dedicated locked filing cabinet. Each child with associated records has their own individual child protection file. Action taken including decisions about information sharing will be recorded on each form.

Safeguarding records are kept centrally and securely by the DSLs and are shared on a 'need to know' basis only. They should be held separate from the child's curriculum file.

The Headteacher will be kept informed of any significant issues by the school DSLs.

All safeguarding records will be forwarded to a child's subsequent school under confidential and separate cover to the new DSLs or Headteacher.

### **Allegations of abuse made against other children (peer on peer abuse)**

At Lanesend Primary School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

Peer on peer abuse will never be tolerated and will always be taken seriously. Peer on peer abuse can include:

- Sexual violence and sexual harassment
- Physical abuse (hitting, kicking, shaking, biting, hair pulling or other physical harm)
- Sexting / Sexual imagery

Peer on peer incidents or abuse will be listened to, investigated and recorded immediately by an appropriate member of staff. If there is a repetitive nature of behaviour and it falls under the category of peer on peer abuse, a DSL will be contacted. All victims, perpetrators and other children affected will all be supported appropriately by school staff.

If there is a safeguarding concern, the DSL will decide on the appropriate action(s) the school will follow.

The process for reporting this concern and delivery of subsequent action(s) taken will be consistent with the safeguarding protocol documented within this policy.

### **Allegations against members of staff & volunteers (Whistle Blowing)**

Lanesend Primary recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received.

Any concern about the behaviour of a member of staff or volunteer, or where an allegation of abuse is made against a member of staff, must immediately be reported to the Headteacher or in their absence the Deputy Headteacher who will refer to the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. The LADO is currently Paul Barnard and he can be contacted via telephone; 01983 823723 or by email; LADO@iow.gov.uk

Any concern or allegation against the Headteacher should be reported to the Chair of Governors (Karen Herbert – Duff) without informing the Headteacher.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the adult who is the subject of the allegation.

In some circumstances a member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation. Similarly, a volunteer may without prejudice be asked to take a period of leave from their voluntary position pending the results of the investigation

Lanesend Primary school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Malicious allegations against staff will be investigated and managed by the Headteacher and, if appropriate, a committee of governors.

Staff who are concerned about the conduct of a colleague may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's Safeguarding and Child Protection Policy and Code of Conduct Policy enable staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

**All staff must be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – talk to the Headteacher or Deputy Headteacher.**

For specific guidance on how to respond to allegations against staff, please refer to the ***“Procedures for Managing Allegations against Staff”*** which can be found on the Isle of Wight Council website:

[www.iowscb.org.uk/managing-allegations-against-staff](http://www.iowscb.org.uk/managing-allegations-against-staff)

This document is to be read in conjunction with 'Handling Allegations of Abuse made against Adults who Work with Children and Young People – May 2009, Department for Children and Families'.

### **Missing children**

Lanesend Primary School have a 'Missing Children Policy' which sets out the school procedures for dealing with the unlikely event of a child going missing when they are in the care of the school.

If a pupil is missing from education i.e. they are not attending school this may represent a potential indicator of abuse and neglect.

After reasonable attempts have been made to contact the family (where reasonably possible, Lanesend will hold more than one emergency contact number for each pupil), school will follow the LSCB procedure and protocol, referring to the Hampshire Children's Services Professionals Team via telephone; 0300 300 0901. If a looked after child (LAC) or a child who is open to a Social Care plan goes missing, school will refer the concern to the allocated Social Worker, (or in their absence refer to Hampshire Children's Services Professionals team) with immediate effect.

Children missing from education procedures will be followed where a child or young person has 10 days or more continuous absence from school without an explanation and/or has left school suddenly and the destination is unknown and/or has not taken up an allocated school place as expected. Any such concern will be reported to the Local Authority through the Education Welfare Service.

The school will also refer to Hampshire Children's Services any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

All referrals linked to missing children will be made by one of the school DSLs.

### **Private fostering**

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- a child is under 16 years of age – 18 if they have a disability
- the arrangement is for 28 days or longer

- the child's new carer does not have parental responsibility for the child and is not a close relative.

Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

As a school, if we do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Hampshire Children's Social Care; we will follow this up by contacting Hampshire Children's Social Care directly.

### **Welcoming other professionals**

Welcoming other professionals - visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police will have had the appropriate vetting checks undertaken by their own organisation. Any professionals visiting the school should provide evidence of their professional role and employment details (an identity badge for example). If felt necessary, the school will contact the relevant organisation to verify the individual's identity. Professionals will complete signing in/out procedures and wear/have on their person a school visitors pass for the duration of the visit.

### **Working with other agencies**

Lanesend Primary recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with families/carers) as appropriate.

As per Working Together to Safeguard Children 2018, Lanesend will work with the 3 safeguarding partners to safeguard and promote the welfare of all children in our local area. The safeguarding partners include the Local Authority, Clinical Commissioning Group and Chief Officer of Police for the local authority area. (The Isle of Wight are currently making changes following the guidelines within Working Together to Safeguard Children 2018).

Other public boards we will work with include Health and Wellbeing, Adult Safeguarding, Channel Panels, Improvement Boards, Community Safety Partnerships, Local Family Justice Board and MAPPAS.

Schools are not the investigating agency when there are child protection concerns and so, the school will pass all relevant cases to the statutory agencies, who we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

Lanesend Primary recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings and Targeted Early Help meetings and Early Help Hub forums in support of the Child.

The School Leadership Team and DSLs will work to establish strong and co-operative relationships with relevant professionals in other agencies.



## **Confidentiality & Information sharing**

Safeguarding and Child Protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DSLs (where appropriate in consultation with the Headteacher) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. If DSLs are in any doubt, they can seek advice from the Children's Services Team at Hants Direct: Tel: 0300 300 0901.

All staff should remain aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if children disclose abuse or give information that suggests they may be unsafe, this **MUST** be passed on to the DSLs as soon as possible. **The child should be told who their disclosure will be shared with and what will happen next.**

## **Curriculum & staying safe**

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. Working Together to Safeguard Children (2018) states that the curriculum should ensure opportunities for "developing children's understanding, awareness and resilience".

Lanesend Primary will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children at Lanesend Primary will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

Specific systems outside of expected day to day classroom interaction and support include : *School Pupil Council, buddy system which could include supporting new pupils, playtime friends or class buddy activities across key stages, regular feedback questionnaires with groups of children, specific Anti-Bullying Policy (which can be found in the School office in the Policies folder or at [www.lanesendprimary.co.uk](http://www.lanesendprimary.co.uk)), 'check-ins' both as a class and for individual children, Pupil Voice template/dialogue, 1:1 and group emotional support provision, wellbeing provision, interaction with the school Family Liaison Officer (FLO), Family Support Team, Inclusion Team or conversations with the Headteacher.*

## **Photography & Images**

To protect children we will:

- Seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications) and make all staff aware of those children who do not have permission to be photographed
- Only use school equipment such as the teacher/classroom iPad, unless given permission by the Headteacher
- Only take photos and videos of children to celebrate achievements or in keeping with learning activities
- Ensure that children are appropriately dressed

- Encourage children to tell us if they are worried about any photographs that are taken of them.

## **E-Safety**

It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. Lanesend Primary will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support families and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online. Detailed information can be found in the school's ***e-Safety Policy***.

## **The Serious Crime Act 2015**

From the 3<sup>rd</sup> April 2017 a new offence of sexual communication with a child came into force. It is a criminal offence for an adult who intentionally communicates with a child under the age of 16 (whom the adult does not reasonably hold the belief for them to be aged 16 or over) with the purpose of obtaining sexual gratification if that communication is sexual in nature or its intent is to encourage that child to make a communication that is sexual. The offence includes talking sexually to a child online in a chatroom, sexually explicit SMS text messages to a child, along with inviting a child to communicate sexually. The offence can be heard in a magistrates or crown court and will carry a maximum jail sentence of 2 years, plus the offender will automatically be placed on the sex offenders register.

## **Supervision & support**

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support in the form of listening, reflective practice discussion and emotional literacy support from the DSLs or sign posting to professional agencies.

The DSLs can put staff and families in touch with outside agencies for professional support if they so wish.

## **Safe working practice**

Staff are required to work within clear guidelines on Safe Working Practice and the school's Code of Conduct Policy which details the guidelines and procedures regarding physical contact with children. Please also refer to the Restraint Guidance from the Department for Education.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all school staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. Positive handling should only be used when all other strategies have been exhausted or if there is immediate threat of harm to themselves or others. For example, it is always advisable for interviews or work with individual children or families to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed. Staff should be aware of the school's ***Behaviour Management and Positive Handling Policies***, and any physical interventions must be in line with agreed policy and procedure for which appropriate training should be provided. Full advice and guidance can be found in ***Guidance for Safer Working Practice for Adults who Work with Children and Young People*** which can be found in the School Office in the Policies file and in the staff room policy file.

With the exception of staff whose main responsibilities are administrative, the school team have undertaken Positive Handling training. Caroline Sice and Dave Cooper are the lead members of

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staff who manage, supporting and monitor positive handling practices. Vicki Thomas (Inclusion Officer) will monitor incidences of positive handling and adjust risk assessments and personal plans accordingly.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in **Guidance for Safer Working Practice for Adults who Work with Children and Young People**, the school's **e-Safety Policy**, **Mobile Phone Policy**, **Photography Guidelines/procedures** and **Acceptable Use Policy**.

## **Complaints**

The school has a **Complaints Procedure** available to families, pupils/students and staff who wish to report concerns. This can be found in the school foyer, online at the school website [www.lanesendprimary.co.uk](http://www.lanesendprimary.co.uk), and in the School Office in the Policies file. All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations Against Staff**.

## **Safer Recruitment**

Lanesend Primary is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Governing Body and School Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role. See Appendix 4 Volunteer into school process.

The Governing Body will ensure that the Headteacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements. The Governing Body has agreed that all staff, governors and regular volunteers will have an enhanced DBS check.

The school will ensure that the Teacher Services' System is used to ensure that a candidate employed as a teacher is not subject to a prohibition order issued by the Secretary of State.

The Governing Body and Headteacher have agreed that all staff and adults involved in school (who are subject to DBS checks) will complete the Staff Suitability form. This form requires all staff/adults to provide notification should they receive any convictions, cautions, court orders, reprimands or warnings since the date of their last DBS clearance with the school or since joining the school whichever is later. Staff must also inform the school of any changes to their health that may impact upon their ability to work with children or any changes to their own circumstances that school should be aware of.

The DBS update proforma form is completed by all members of staff and adults involved in school and is re-issued annually to ensure that changes to personal circumstances under these regulations have been declared. Should individual personal circumstances change in relation to 'Staff Suitability' staff/adults must inform the Headteacher at the earliest possible opportunity.

- Details of any order, determination, conviction, or other ground for disqualification from registration under the Childcare (Disqualification) Regulations 2009.

This covers the following offences for which the detail listed below should be shared:

- Offences against a child
- Offences against an adult (e.g. rape, murder indecent assault, actual bodily harm etc.)
- The date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- Information about the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
- A certified copy of the relevant order (in relation to an order or conviction).

The LADO will be informed if we are made aware of any offences committed by those associated with a staff member (e.g – a staff member’s spouse) and the risk will be assessed.

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

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

### **Security Code of Conduct – e.g. mobile phones, email, social media**

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 main gate entrance to the school is locked at all times – the code for the lock is shared in strict confidence with staff and families with children who have a disability. The main gate code is unique to all other school gates. As staff enter and leave the school site car park, the gate must be closed and locked using the padlock. The main school door has camera monitoring and a keypad door entry system – the door code is shared in strict confidence with staff members. This code is changed on a weekly basis. These codes are to be held in confidence – any known breach of the codes must be shared with the Headteacher or Deputy Headteacher with immediate effect so that the codes can be changed to support safeguarding procedures.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the main reception office and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour (in person or via social media) 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.

Mobile phones and personal electronic items can represent a safeguarding risk. Any electronic devices in school should only be used in support of the children’s learning and welfare. School iPads are used for capturing photographs in support of learning – reference should be made to the E-safety policy, Mobile Phone policy and the Staff Code of Conduct Policy contained within the Staff Handbook.

Children who bring mobile phones into school are asked to leave their phone in the main school office for the duration of the school day and pick the phone up as they leave the school site (see e-safety and mobile phone policies).

## **Off-site visits**

Appropriate risk assessments must be in place prior to any off-site visit taking place. Any overnight visit will explicitly set out sleeping arrangements; the role and responsibility of each adult, whether employed or volunteers; on/off duty arrangements; clear expectations about boundaries and interactions with children/young people; and expectations of the adult. The member of staff in charge of the visit will report any safeguarding concerns to one of the DSLs, who will action the response in keeping with the procedures and protocol of this policy. In an emergency situation the staff member in charge may contact the police and/or Hampshire Children's Services.

## **After school clubs and The Squirrel's Den**

Appropriate risk assessments must be in place for extracurricular activities, after school club activities and the Squirrels Den Provision.

The member of staff in charge of the activity or The Squirrel's Den Supervisor will report any safeguarding concerns to one of the DSLs, who will action the response in keeping with the procedures and protocol of this policy. During non-school hours e.g. after school club or during school holidays, staff are able to contact the school DSLs for support with safeguarding concerns and the DSL contact details will be made available to staff for this purpose. In an emergency situation the staff member in charge may contact the Police and/or Hampshire Children's Services.

Please refer to Appendix 5 regarding the delivery / collection of all children to and from the Squirrel's Den afterschool and holiday club. All staff will adhere to this process and follow the flow chart procedures to ensure the safeguarding of all pupils.

## **Collection of children from school**

Children are able to be collected from school by persons whom the family member with parental responsibility has provided consent to do so – it is the responsibility of the family to update school of any changes or additional contacts in writing as they occur. School will act upon the most recent information. A 'permission to collect form' is used to gather this information and this form is available in the main school office for use as circumstances changes to this information.

## **Evaluation**

A range of measures and monitoring systems are in place to evaluate the effectiveness of safeguarding measures in school.

The school Safeguarding Policy (detailing Child Protection procedures and Safe Recruitment procedures) is updated annually and is applied in keeping with current legislation and statutory guidance. The Safeguarding Policy is formally reviewed on an annual basis with mid-year review. This review is undertaken and agreed by the Child Centered Group and subject to agreement by the school Governing Body.

An annual safeguarding audit is undertaken that complies with the Isle of Wight Safeguarding Children's Board guidance.

Additionally, review of the Safeguarding Policy and school practice may be triggered at any point in time – for example:

- Updates to legislation, protocol, procedure or recommended DfE/LSCB guidelines
- Incidents, complaints or circumstances arising that do not meet the policy guidelines.

Should instances arise which fall into the categories listed above, a review of practice and procedure may be required. Identified actions and lessons learnt will be implemented to fulfil safeguarding requirements and practice.

All incidents, allegations of abuse and complaints are recorded and monitored in accordance with school policy and practice.

Safeguarding is placed as a monthly agenda item within the Child Centered Group meetings and is raised monthly within the Full Governing Body meeting. The Headteacher's 'Progress and Impact' report details and reviews safeguarding practice and this is written and issued three times a year.

Resources essential for implementing safeguarding in school are available and updated regularly (including access to training and delivery of staff roles with a clear safeguarding focus (DSL's, Family Support & Safeguarding Lead, Family Liaison Officer, Inclusion team, School Business Manager).

Processes are in place to consult children and young people (in keeping with the safeguarding policy and Pupil Voice Policy) and families (via feedback and the use of regular questionnaires) as part of the review of safeguarding.

The school delivery of 'Targeted Early Help' is monitored by the locality Early Help Coordinator within the Hampshire Early Help Service. School attend and actively engage in Early Help Hubs, monitor and measure progress against desired outcomes.

Supervision is conducted in school to support professional delivery and as a means of evaluation.

DSLs communicate on a regular basis with professionals from Children's Services – to review case delivery, to share and communicate good practice and to raise cause for concern making use of (should needs arise) the local Escalation Policy.

DSL safeguarding briefings and safeguarding events are attended and cascaded – information shared is used to inform and manage school practice and delivery.

## **APPENDIX ONE - Definitions and indicators of abuse and neglect and specific safeguarding issues**

'What to do if you are worried a child is being abused 2015' describes some of the signs that might be indicators of abuse or neglect.

**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 community setting by those known to them or, more rarely, by others (e.g via the internet). They may be 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.*

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

### **Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained: bruises or cuts; burns or scalds; or bite marks.

**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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying by a child's peers - including cyberbullying, online bullying through social networks, online games or mobile phones causing children frequently to feel frightened or in danger, or may involve 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.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child.

### **Some of the following signs may be indicators of emotional abuse:**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';

- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**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 acts of sexual abuse, as can other children.

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such.

A child may not understand what is happening and may not even understand that it is wrong.

Sexual abuse can have a long-term impact on mental health.

**Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

**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 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.

Children who are neglected often also suffer from other types of abuse.

It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.



## **Neglect Strategy 2016/18**

In October 2016, the Hampshire Safeguarding Children Board published the Hampshire and Isle of Wight Neglect Strategy 2016/18. It highlights that neglect has been identified as a priority for the Hampshire and IOW Safeguarding Children's Boards because of the serious impact it has on the long term chances for children.

The Neglect strategy recognises the four types of neglect: emotional neglect, disorganised neglect, depressed or passive neglect, severe deprivation.

**Emotional neglect** – The strategy states that 'Emotional neglect ranges from ignoring the child to complete rejection. Children suffer persistent emotional ill treatment, they feel worthless and inadequate.'

**Disorganised neglect** – 'ranges from inconsistent parenting to chaotic parenting. The parent's feelings dominate, children are demanding/action seeking and there is constant change and on-going disruption.'

**Depressed or passive neglect** – 'ranges from a parent being withdrawn or detached to suffering from severe mental illness. They will be uninterested in and unresponsive to professional. The parent does not understand the child's needs and believes nothing will change'.

**Severe deprivation** – 'ranges from a child being left to cry to a child being left to die. The child will be dirty and smelly, deprived of love, stimulation and emotional warmth. Children can become feral.'

Through the Neglect strategy, local partners agree on the following principles:

- The safety and welfare of children is paramount.
- Professionals and volunteers from all agencies have a statutory responsibility to safeguard children from neglect and its consequences.

Key indicators and a guide to recognising neglect can be found within the neglect strategy located in the staff room or on the staff drive, safeguarding folder.

## **Domestic Abuse**

Domestic abuse can take many forms and can be perpetrated by both men and women. Domestic abuse can include physical, emotional, mental, sexual or financial abuse as well as stalking and harassment. Each situation is unique. Domestic abuse can occur during or after a relationship has ended.

**Physical abuse** can take many forms from a push or shove to a punch, use of weapons, choking or strangulation. The abuse might also be happening to other people in the household, such as their children, siblings or pets.

**Sexual abuse** can include use of threats, force or intimidation to obtain sex, deliberately inflicting pain or combining sex and violence using weapons.

**Coercion, threats and intimidation** – it is important to establish the fears of the victim. In cases of Honour based violence, there may be more than one abuser living in the home or community of the victim.

**Emotional abuse and isolation** – it may be present on its own or may have started long before physical violence began. Victims may be prevented from seeing family or friends and will often blame themselves to minimise the seriousness of emotional abuse.

**Children and pregnancy** – the presence of children can increase the risk of domestic abuse for the mother. The perpetrator may use the children to have access to the victim.

**Financial** – victims of domestic abuse may be financially controlled by their partners and financial controls may impact on the safety options available to them.

**Child sexual exploitation** *is a form of sexual abuse where children are sexually exploited for money, power or status.*

It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

Child sexual exploitation doesn't always involve physical contact and can happen online.

A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

**Some of the following signs may be indicators of sexual exploitation:**

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

### **Other specific safeguarding issues**

Staff within the school have access to information to support them to be able to recognise and report the signs, indicators or risks of radicalisation, child sexual exploitation or female genital mutilation. Training is available via the LSCB website for the Isle of Wight.

### **Female genital mutilation (FGM) and Forced Marriage**

There are many different types of abuse but there are some that staff may be initially less aware of. Female Genital Mutilation (FGM) and Forced Marriage fall into this category. Professionals need to be alert to the possibility of a girl being at risk of **FGM**, or already having suffered FGM.

There are a range of potential indicators that a child or young person may be at risk of FGM:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school;
- The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'.

- Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and look uncomfortable;
- Spend longer than normal in the bathroom or toilet
- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

### **Preventing radicalisation**

*Keeping Children Safe in Education 2018* places duty on schools to prevent students from being drawn into terrorism according to the Counter-Terrorism and Security Act; and for schools to cooperate with local Channel Panels and the Police as appropriate.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. Extremism can take several forms, including Islamic extremism and far-right extremism:

It appears a decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self-esteem of the individual
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

### **The Prevent Duty**

The DfE has released 'The Prevent duty, Departmental advice for schools and childcare providers, June 2015', a copy of which can be found in the staff reading folder or via the link:

**<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>**

This advice about the 'prevent duty' is for:

- school leaders, school staff and governing bodies in all local-authority-maintained schools, academies and free schools
- proprietors, governors and staff in all independent schools
- proprietors, managers and staff in childcare settings

The Prevent duty is the statutory duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. Our school has a duty under this Act from 1st July 2015.

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that they are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

### **Recognising Extremism - early indicators may include:**

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent).

### **The Serious Crime Act 2015**

The Serious Crime Act 2015 introduces measures to enhance the protection of vulnerable children and others and includes the following provisions in relation to safeguarding:

- Clarifies the offence of child cruelty to make it explicit that the offence covers cruelty which causes psychological suffering or injury as well as physical harm
- Introduces a new offence of sexual communication with a child
- Brings in new provisions to tackle FGM including a duty on teachers to notify the police of known cases of FGM carried out on a girl under 18
- Criminalises patterns of repeated or continuous coercive or controlling behaviour where perpetrated against an intimate partner or family member

### **Child Criminal Exploitation (County Lines)**

Child Criminal Exploitation highlights the risk of children being exploited to traffic drugs across county lines.

CEC (taken from Keeping Children Safe in Education 2018):

- Can affect any child (male or female) under 18 years
- Can affect any vulnerable adult over the age of 18 years
- Can still be exploited even if the activity appears consensual
- Can involve force and / or enticement based methods of compliance and is often accompanied by violence or threats of violence
- Can be perpetrated by individuals or groups, male or females and young people or adults
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.

### **Appendix 2 - Legislation**

This policy and related guidance refers to the legislation below:

#### **Education**

- The Children Act 1989 and 2004 as amended by The Children & Social Work Act 2017
- Childcare Act 2006
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Further Education (Providers of Education) (England) (Regulations) 2006
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- The Education (Independent School Standards) Regulations 2014

## **Police**

- Police Act 1997
- The Police Act 1997 (Criminal Records) Regulations 2002, as amended
- The Police Act 1997 (Criminal Records) (No 2) Regulations 2009, as amended
- The Sexual Offences Act 2003
- Serious Crime Act 2015

## **Other**

- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Equality Act 2010
- The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018

## **APPENDIX 3 - Allegations Against Adults – Guidance Summary Process**

If you become aware 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 that may pose a risk of harm to a child

Where a young person discloses abuse or neglect

Listen, take their allegation seriously, reassure that you will take action to keep them safe

Inform them of what you are going to do next

Do not promise confidentiality

Do not question further or approach/inform the alleged abuser

Report immediately to Headteacher (Deputy in their absence)

Any concern or allegation against the Headteacher must be reported to the Chair of Governors

Unless there is a clear evidence to prove that the allegation is incorrect, the Headteacher MUST:

Report the allegation within one working day to the Designated Officer for Allegations (LADO)

Paul Barnard Tel:01983 823 723

Hampshire Children's Services: 0300 3000 901

The LADO will:

1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history
2. Decide on the course of action – usually straight away, sometimes after further consultation.

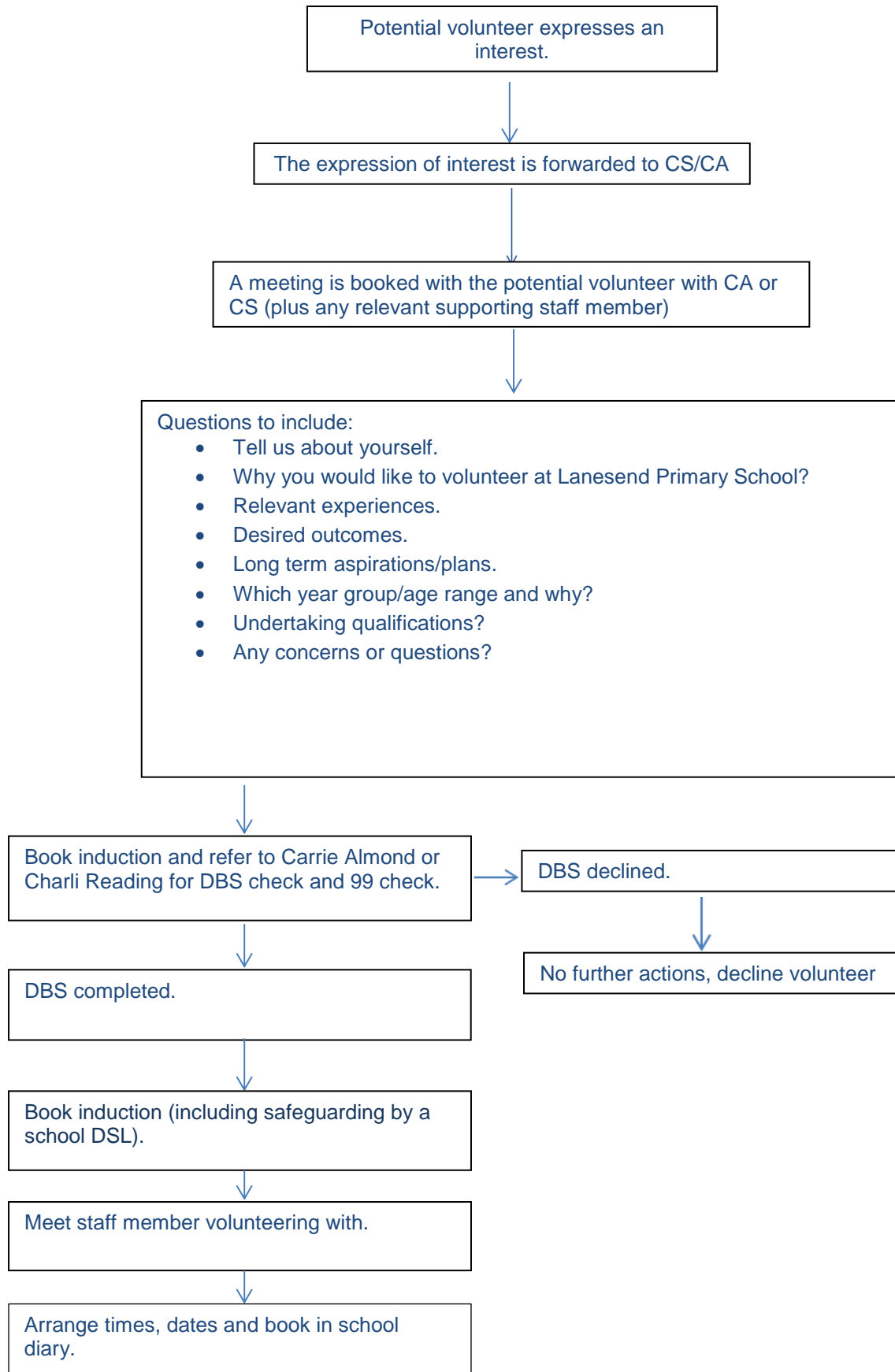
If the allegation threshold is NOT met, the Designated Officer will agree with you an appropriate response (eg for the agency to undertake further enquiries or undertake an internal investigation).

If the allegation threshold is met, a strategy meeting will normally be held either by phone or in person. Normally a senior manager, DSL, the LADO, HR, Police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed – e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.

The above summary is intended as a brief guide – for a more detailed guide refer to the LSCB Allegations Management Policy at <http://www.iowscb.org.uk/managing-allegations-against-staff>



## APPENDIX 4 - LANESEND PRIMARY SCHOOL VOLUNTEER INTO SCHOOL PROCESS



## APPENDIX 5 - LANESEND PRIMARY SCHOOL

### Booking & Registration of Children in the Den and Clubs

Parent makes booking via Eduspot up until midnight the night before. If parents book on the day with the office then the staff member who takes the booking must add to Eduspot and take the payment and add a message about the booking to the class communication folder. The staff member must also check whether the Den register has been printed and processed as per box 2. If they have been printed then the child's name must be manually added to ALL printed Den registers including all communication folders, club folders and the Den folder itself.

At approx. 2pm the booking list is printed from Eduspot system. The staff den is a manual register.

The Office Team must indicate on the Den booking & staff Den lists, which children are at a club and which club they are in. The office must also indicate any children who are absent on the Den register

The Den booking list & staff Den list is copied and given to all class teachers and club leaders daily before the end of school via the communication folders and club folders. The Den & club lists must be read out to all children

All children booked in the Den must be accompanied to the Den by an adult every day and must be checked in with the Den staff on duty and registered (This applies to all year groups). Any medication required for children booked in the Den must also be taken from the classroom and handed to the Den supervisor.

If the children are booked in the Den and on the list for that day, they must go to the Den for registration before being allowed to walk home. If the child or parent advises they are walking home that day but they are still showing on the Den booking – they **MUST** go to the Den still where they can be registered and checked that the parent does want the booking cancelled and for their child to walk home.

Supervisor for the Den will be responsible for registering all children due at that session. All medication must also be signed in. If a child on the list is not in the Den, staff must ascertain the whereabouts of that child. The register should indicate whether that child is in a club. **Never assume the child is in a club or was picked up at the end of school.**

On club nights, please do not let any of your children go to their club until the Den children have been escorted and registered with the Den staff on duty (along with any medication). Please can all staff ensure that children's names are read out telling them **which** club they should be attending after school that day. All children must be accompanied to their club by an adult and registered with the club leader, along with any medication.

**Continued onto next page**

(Den booking procedure reviewed & updated Nov 18)



**If Den staff cannot quickly ascertain the safe whereabouts of the child, they must instigate the Missing Child Policy and advise the Headteacher or Deputy Headteacher immediately**

A member of the office team will annotate on club registers who is absent. The office are responsible for updating registers with any children leaving / arriving during the day

Office staff to distribute 2 x club registers for that day's clubs in a folder to club leaders

All staff taking a club must register the children. Send 1 copy of the register via an adult or trusted child to a member of the Family Team in the Family Support Office by 3pm.

A member of the Family Team will check all registers and check if all children have arrived at their clubs as expected. If the Family Team cannot quickly ascertain the safe whereabouts of the child, they will instigate the Missing Child Policy and advise the Headteacher or Deputy Headteacher immediately. Once whereabouts has been confirmed, the staff member of that club must be advised.

When clubs are finished, all children booked into the Den must be escorted into the Den and registered with staff on duty, along with any medication.

All children in a club must be ticked out on the register when collected, have walked home (with permission) or have been taken to the Den. The register should be returned to the office. Any medication should then be returned to the classroom cupboards.

Supervisor for the Den will be responsible for registering all children due at the session after their clubs have finished. If a child on the list does not make it to the Den, staff must ascertain the whereabouts of that child.  
Never assume the child was picked up at the end of club

If Den staff cannot quickly ascertain the safe whereabouts of the child, they must instigate the Missing Child Policy and advise the Headteacher or Deputy Headteacher immediately.

(Den booking procedure reviewed & updated Nov 18)

- ALL staff are responsible for ALL children
- Everyone has to adhere to ALL policies and procedures
- The safeguarding of our children is paramount