



## **Ashton St. Peter's Church of England VA Primary School**

### **Child Protection Policy**

Ratified in December 2017

Update in October 2018

**The designated Officer for safeguarding in our school is  
Mrs Shirley McGinty - Headteacher**

**In their absence/to assist:  
Mrs Sally Michaels - Deputy Headteacher  
Mrs Jo Ingham - Senior Teacher**

**Safeguarding Governor - Mrs Ruth Banton (Chair)**

**Local Authority Designated Officer (LADO) Rosemary Webster 0300 300 6677**

**This Policy has been written in line with the following documentation:**

**Keeping Children Safe in Education- Statutory Guidance for Schools and Colleges  
(September 2016)**

**Keeping Children Safe in Education Part 1 - Information for all schools and college staff  
(September 2016)**

**Working Together to Safeguard Children - A guide to inter-agency working to safeguard  
and promote the welfare of children (March 2015)**

**What to do if You're Worried a Child is Being Abused Advice for practitioners March 2105**

**Information Sharing - Advice for practitioners March 2105**

**Safeguarding Children and Safer Recruitment in Education (2007) LSCB Inter-Agency Child  
Protection Procedures**

**All staff have signed to state that they have a copy of Keeping Children Safe in  
Education- Statutory Guidance for Schools and Colleges (September 2016) and Keeping  
Children Safe in Education Part 1 - Information for all schools and college staff  
(September 2016) and that they have read them and understand the important role they  
play in safeguarding across the school.**

**Child Sexual Exploitation: Definition and guide for practitioners February 2017**

## **Purpose**

At Ashton St. Peter's CofE VA Primary School we recognise:

- Our statutory duty under Section 175 of the Education Act 2002 to ensure that arrangements are in place for safeguarding and promoting the welfare of children.
- Our duty under the Children Act 2004 to work together with other organisations and partners
- Our duty under the 'Prevent Duty, Counter Terrorism and Security' Act 2015
- Our Common Law duty to protect and keep children safe whilst in our care
- Our duty under the Sexual Offences Act 2003, under which prosecutions for child sexual exploitation can be brought

Safeguarding is defined as -

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

(Working Together, DfE 2015)

The school pays full regard to 'Keeping Children Safe in Education' (DFE September 2016). We fully acknowledge our responsibilities for child protection and recognise that through our day to day contact with children, school staff are well placed to identify signs of risk and harm. All staff will work together and support each other to maintain a culture of keeping children safe.

We recognise that for children high self-esteem, confidence, risk awareness and good lines of communication help to reduce risks. We recognise that for some children school may be the only stable, secure and consistent environment in their lives.

We will make parents/carers and all other stakeholders aware of the role and responsibilities of the school with regards to safeguarding and promoting welfare and of the existence of the school's Child Protection Policy by informing them on the website and through our 'Safeguarding Children Leaflet-Information for Visitors, Volunteers and Governors' displayed within school. A copy of the policy will be made available to parents/carers upon request.

## **Aim**

We aim to provide a safe, secure, inclusive and consistent environment for all our children regardless of age, race, religion/belief, special educational need and/or disability, gender, pregnancy/maternity, transgender or sexual orientation; one in which they feel safe, supported, valued, respected and listened to. We will do this by:

1. Establishing a robust environment in which children are and feel safe and can learn, develop and have a voice.
2. Adopting safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the school. We will also ensure that procedures are in place to

prevent the unsupervised access to children of adults who have not undergone such a checking process.

3. Raising the awareness of children and equipping them with the skills and knowledge needed to keep safe.
4. Having in place procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensuring that all staff are aware of such procedures. **(APPENDIX 1 Identifying signs of Abuse Procedures)**
5. Supporting pupils who have suffered abuse or neglect or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection/care plan.
6. Having measures in place to facilitate and promote the safe use of technology  
Safeguarding children who are vulnerable to extremism.
7. Safeguarding children who are vulnerable to exploitation, forced marriage, female genital mutilation, child sexual exploitation, trafficking or peer on peer abuse.
8. Monitoring and reviewing our child protection and safeguarding practices and procedures.

### **Roles and Responsibilities**

We recognise that all staff, regardless of their role, have a duty to safeguard children and promote their welfare. Our policy applies to the whole school community: all teaching and non-teaching staff, governors, students/pupils and volunteers and visitors working in the school. The Board of Governors and Designated Person for Child protection will have particular responsibility for safeguarding and child protection within the school.

### **We will:**

1. **Establish an environment in which children are and feel safe and can learn, develop and have a voice by:**
  - 1.1 Ensuring that our buildings and site are secure and that visitors to the school are asked to sign in, wear visitor badges and are properly supervised.
  - 1.2 Having a Health & Safety Policy and procedures and ensuring that they are understood by all staff. This includes fire and emergency procedures - see Fire File held in the school office and 'Asthma' Policy, 'Managing Medicines in School' Policy and 'Lockdown Procedure'.
  - 1.3 Having an Intimate Care Policy which is understood by all relevant staff.
  - 1.4 Ensuring that the Physical Intervention Policy is understood by all staff.
  - 1.5 Ensuring that all staff are risk aware and that Risk Assessments are regularly reviewed.(See Risk Assessment File in Headteacher's Room)
  - 1.6 Having policies for dealing with behaviour, bullying and racist and other discriminatory incidents and ensuring that staff adhere to these policies and promote the principles of value, respect, tolerance and acceptable behaviour amongst our pupils/students. (See Appendix G for issues relating to safeguarding and discrimination)

- 1.7 Ensuring that all staff, governors and regular visitors and volunteers have been made aware of *DCSF Guidance for Safer Working Practice for those working with children and young people in education settings October 2015* document and work to the guidance contained therein. Consideration will also be given to the relevance of communicating guidance around safe working practices to occasional visitors and volunteers as part of the risk assessment process.
- Volunteers in school will be asked to read and sign our 'Volunteers' Policy. Visitors, volunteers, Governors and Staff are given our 'Safeguarding Leaflet' (Appendix D) which communicates guidance around safe working practices.
  - All staff and Governors are given a copy of the *DCSF Guidance for Safer Working Practice for those working with children and young people in education settings October 2015* document and sign to confirm that they have read and will work to the guidance contained therein.
- 1.8 Following the LSCBs procedures for dealing with allegations and concerns about staff (paid or unpaid, temporary or permanent). Where such an allegation or concern arises, the Head Teacher should be notified. Ashton St Peter's has a policy in place 'Managing Allegations against teachers and other Staff' which sets out guidelines to be followed. He/she will notify the authority's Allegations Manager (also known as the Local Authority Designated Officer or 'LADO'). Where such an allegation is made against the Head Teacher, the matter will be referred to the Chair of Governors who will likewise notify the Authority's Allegations Manager.
- 1.9 Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children deficiencies or weaknesses. These will be brought to the notice of the Governing Body and steps taken to remedy these without delay. The Head Teacher will have responsibility for this and will report as necessary at Governing Body meetings.
- 1.10 Having a 'Whistle-Blowing' Policy and 'Complaints Procedure' Policy which is communicated to parents on our school website
- 1.11 All staff are given copies of the following annually (or on appointment) and sign to say they have received it and read them and understand the part they play in safeguarding across the school; 'Whistle-Blowing' Policy, Keeping Children Safe in Education (DFE 2016), 'Acceptable It Use' and this 'Child Protection' Policy.
- 1.12 All staff annually or on appointment, sign to agree that they have read and have an awareness of the following Policies; 'Safer Working Practice for Staff', 'Managing Allegations of Abuse Against Teachers and Other Staff', 'Health and Safety', 'Fire Evacuation and Training', 'Fire Risk Assessment', 'Lockdown Procedures', 'Critical Incident Procedures' and children with individual Care Plans and Risk Assessments' and a list of Risk Assessments.
- 1.13 Maintaining an environment where children feel safe, equal and valued, and are encouraged to talk and are listened to. All children know that they can talk to their teachers, the headteacher or other adults in school if they have any concerns or worries. These can also be shared through the school council, 'Worry Boxes' placed around the school, circle time activities and 'Nurture Sessions' for example. We also have displays of information such as ChildLine & NSPCC posters & contact details around the school

- 2. Adopt safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the school. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process. We will do this by:**
- 2.1 In line with Keeping Children Safe in Education (September 2016) Part 3 Safer Recruitment we ensure that safe recruitment and selection practices are carried out. Enhanced checks through the Disclosure and Barring Service (DBS) and prohibition order checks will be completed. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. All staff will be vetted in accordance with these guidelines.
  - 2.2 All paid staff completing a 'Staff Disqualification Declaration Form' annually or at the start of employment.
  - 2.3 Ensuring that at least one member of the Board of Governors and the Head Teacher and Deputy Head Teacher have received training on safer recruitment practices.
  - 2.4 Ensuring that all interviews for staff have at least one person on the panel who has completed safer recruitment training.
  - 2.5 Ensuring that during the process of advertising and recruiting for staff vacancies, the school's commitment to safeguarding and safer recruitment practices will be made explicit.
  - 2.6 Referring concerns about the suitability of staff to work with children and young people to the Independent Safeguarding Authority in cases where that individual is believed to have harmed or to pose a risk of harm children or vulnerable adults.
  - 2.7 All DBS checks for staff, governors and volunteers being renewed every 3 years
  - 2.8 All governors being scrutinised through enhanced Disclosure and Barring Service (DBS) checks, 2 references, verification of identity, completion of the 'Volunteer Disqualification Declaration' form,
  - 2.9 All regular volunteers being scrutinised through enhanced Disclosure and Barring Service (DBS) checks, 2 references, verification of identity, completion of the 'Volunteer Disqualification Declaration' form. They have a copy of the 'Volunteers' Policy and sign to confirm that they have received and read it.
  - 2.10 All extra-curricular leaders and contractors produce their Safe Guarding Policy in which should state their Safer Recruitment Procedures. They provide the number and date of their staff members DBS certificate.
  - 2.11 Ensuring that all staff are aware that where occasional or one-off visitors, contractors or volunteers have not undergone such a process, they will not have unsupervised access to children and as appropriate formal risk assessment processes will be undertaken.
  - 2.12 Maintaining a regularly updated Single Central Record (SCR) that accurately records vetting check data for all employees, volunteers and contractors which will be scrutinised as part of an OfSTED Inspection. This document is checked termly and

upon an appointment, by the chair of governors. Findings are reported back to the full governing body.

- 2.13 Ensuring that Adults involved in the provision to children of extended services and school activities outside of normal school hours are subjected to the same level of vetting and or security arrangements as other staff and volunteers.
- 2.14 Ensuring that where school premises are used by other bodies both during and outside school hours, the Governing Body will be responsible for seeking assurance that the body concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection (see Lettings Policy)

**3. Raise the awareness of children and equip them with the skills and knowledge needed to keep safe by:**

- 3.1 Including opportunities through the PSHE education curriculum for children to develop the skills they need to recognise and stay safe from abuse, including on-line through social media
- 3.2 Ensuring that children know that there are adults in the school whom they can approach if they are worried.
- 3.3 Displaying/distributing appropriate safeguarding materials and information as appropriate.

**4. Have procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensure that all staff are aware of such procedures. We will do this (in adherence with the guidance set down in the documentation above) by:**

- 4.1 Allocating a member of the school's leadership team to the role of lead 'Designated Person' for child protection. This role is currently carried out by **Mrs Shirley McGinty - Headteacher**
- 4.2 Having at least one named member of staff to deputise in the absence of the main designated person and to provide support to the lead designated person. This person is **Mrs Sally Michaels - Deputy Headteacher**. In her absence, our second deputy designated person is **Mrs Jo Ingham - Senior Teacher**.
- 4.3 Ensuring that there is a designated member of staff for safeguarding available at all times that the school is open to staff to discuss concerns
- 4.4 Providing time and support for these roles.
- 4.5 Ensuring that appropriate training for staff performing this role is enabled and updated every two years and their knowledge and skills should be refreshed at least annually. (Responsibility of Governing Body).
- 4.6 Having a nominated governor Mrs Ruth Banton (Chair), who is responsible for child protection/safeguarding, who will review our Child Protection and Safeguarding policies, procedures and practices regularly and be the link person between the designated member of staff for child protection and the Governing Body.

- 4.7 Having process in place to ensure that all new staff receive safeguarding training appropriate to their role, as part of their induction and thereafter have access to refresher training and regular updates on safeguarding at least annually. The Designated Person for Child Protection will have responsibility.
- 4.8 Ensuring that every member of staff, volunteer and governor is aware of this policy together with other relevant safeguarding guidance and that they are also aware of their own role in safeguarding/ promoting welfare and of the identity and role of the designated person/s. This is done by giving a copy of our 'Safeguarding Children - Information for Visitors, Volunteers and Governors' leaflet (**APPENDIX 3- LEAFLET**) to those named and by giving all staff a copy of this policy and all appendices.
- 4.9 Requiring **all** staff and volunteers, to report **any** safeguarding concerns, **in writing**, to the Designated Person for Child Protection, regardless of whether or not they feel that the concern is either serious or substantiated. This expectation will be communicated through regular training, staff briefings and induction training. On the form -'**SAFEGUARDING CONCERN SHEET APPENDIX 4**)
- 4.10 Enabling the Designated person for Child Protection to make decisions regarding the action to be taken following a concern being brought to his/her attention. (Where appropriate, this may follow consultation; for e.g. with Children's Social Care or the Authority's safeguarding advisors).
- 4.11 Ensuring that where there is a suspicion that a child might have suffered or be at risk of suffering significant harm, the matter will be referred to Children's Social Care or the Police Service. This will normally be done via the Designated Person for Child Protection or their deputy; unless they are not available and to wait for them to become available would pose a delay which would be unacceptable given the individual circumstances of the case.
- 4.12 Sharing information (in line with the *LSCBs Information Sharing Protocol*) with relevant professionals in order to monitor, support and protect children thought to be at risk of harm.
- 4.13 Ensuring that where the Designated Person believes that a decision made by another professional exposes a child to risk/continuing risk of significant harm, they will ensure that the fact that they disagree with that decision is recorded; both by them and where possible on relevant minutes and case papers held by other professionals involved. They will also escalate the matter, as per the Local Authority Protocol. (**APPENDIX 5**)
- 4.14 Making the Designated Person/s for Child Protection responsible for creating and maintaining written records in respect of all children for whom child protection concerns have been identified, regardless of whether there is a need to make an immediate referral. These confidential records, which will be kept securely and separate from the main pupil file, will include a chronology of events (**APPENDIX 6 - CHRONOLOGY SHEET**). The pupil's main file will indicate the existence of a separate safeguarding/child protection file.
- 4.15 Providing and, as appropriate, soliciting additional support from other professionals, for all vulnerable pupils/students including those with disabilities, minority status and those with a history of abuse. Where a child is believed to be a 'child in need' of additional support/services and the threshold for significant harm or Children's

Services Social Care intervention is not met, the Designated Person will seek the consent of parents/carers/child/young person (as appropriate) to assess the needs and solicit support as appropriate. Needs may sometimes be met within the school community or by making a single agency referral (BIC 100 Form) or through multi-agency collaboration via the 'Early Help Assessment' (EHA) and Team around the Child (TAC) process as appropriate.

- 4.16 Ensuring that issues of confidentiality are understood by all staff, including the need not to offer confidentiality in certain situations. This will be communicated through training.
- 4.17 Developing effective links with agencies which provide support to our vulnerable pupils and co-operate as required with their enquiries regarding child protection matters.
- 4.18 Providing advice and support for all staff members who are dealing with a pupil for whom their concerns are stressful and upsetting.
- 4.19 Supporting the Authority's policies on school attendance and children missing education and in particular by adhering to the missing children procedures. (Please see 'Attendance' Policy and 'Children Missing Education' Policy).

**5. Support pupils who have suffered abuse or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection/care plan by:**

- 5.1 Maintaining close communication between the Designated Person and allocated social worker and ensuring that the social worker will be informed of any issue that gives cause for concern.
- 5.2 The Head Teacher having responsibility for ensuring that sufficient resources and time are allocated to safeguarding and that staff are released to participate in safeguarding/child protection processes, core groups and meetings (especially child protection conferences and child in need meetings).
- 5.3 Closely monitoring any child subject to a child protection plan, or otherwise believed to be at risk of harm.
- 5.4 Completing activities as required in accordance with a child protection/care plan.
- 5.5 Ensuring (through the Designated Person for Child Protection) that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored.
- 5.6 Ensuring that where there are concerns about the absence from school of a child for whom there are child protection concerns, the Designated Person will bring the absence to the immediate attention of the Access and Inclusion Service. In these circumstances, a Local Authority School Attendance Officer will prioritise a visit to the child's home. Where the child is an open case to Children's Services Social Care, they should also be notified.
- 5.7 Notifying the Fostering Duty Desk when children come to our attention as being cared for in 'private fostering arrangements' in accordance with LSCBs *Inter agency Safeguarding Policy on Private Fostering* (2011). **(APPENDIX 7)**

- 5.8 Making the Designated Person/s for Child Protection responsible for arrangements to ensure that a **copy** of a pupil/student's child protection file (where one exists) is securely transferred in a timely fashion to the Designated Person at the receiving school when a pupil transfers. This file will be transferred separately from the main pupil record and a written acknowledgement of receipt will be obtained. The original file will be retained by this school.
- 5.9 Ensuring that where a child has an allocated social worker, the Designated Person takes responsibility for notifying the social worker or their office, of any change in that child's circumstances, including any changes to schooling arrangements.

## **6. Having measures in place to facilitate and promote the safe use of technology by:**

- 6.1 Keeping the electronic data we hold about pupils and families secure.
- 6.2 E-Safety: Promoting e-safety awareness amongst children and their parents/carers. See E-Safety Policy.
- 6.3 Having an 'Acceptable IT Use' Policy in relation to the use of technology (including mobile phones and photographic equipment) in the school (all staff sign to confirm that they have read and agree to this).
- 6.4 Conducting, through the Governing Body, an annual review of the school's 'Acceptable IT Use' Policy.
- 6.5 Ensuring that the school's internet connection and any system connected to it, is filtered using a filtering system which is accredited to current approved standards thus ensuring inappropriate content of whatever nature is blocked (including racist, discriminatory and hate material, material which promotes violence or attacks on individuals or institutions on the basis of disability, race, religion/belief, gender, gender reassignment or sexual orientation grounds). This is done through the LA.
- 6.6 Ensuring that all members of staff with access to computing systems are responsible for taking the appropriate steps to select and secure their passwords.
- 6.7 Making staff and pupils aware that all school computing activity and on-line communications may be monitored, including any personal and private communications made via the school network.
- 6.8 Making all staff and pupils aware that they have a responsibility to report e-safety or e-security incidents.
- 6.9 Establishing an incident reporting procedure and recording reported incidents in an Incident Log. The Incident Log shall be formally reviewed and any outstanding actions delegated, by the Senior Leadership Team at a minimum frequency of once per term. Through this review process, management shall update the risk assessment in light of new incidents as appropriate.
- 6.10 Carrying out, through The Governing Body, an annual review of this Incident Log and accompanying action plans.

## **7. We will safeguard children who are vulnerable to extremism**

- 7.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from

violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

- 7.2 Our School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this school is fundamental British values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all Women and Men to live free from persecution of any kind and it would be expected that views and opinions expressed would be commensurate with these.
- 7.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Ashton St Peter's Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 7.4 **Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in APPENDIX 8.**
- 7.5 Ashton St Peter's Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

### **Risk Reduction**

- 7.6 The school governors, the Head Teacher and the assistant Designated Safeguarding Leads will assess the level of risk within the school and put actions in place to reduce any identified. Risk assessment may include consideration of the school's RE curriculum and Policy, SEND Policy, Collective Worship Policy, Anti-Bullying Policy, Equality Policy, Inclusion Policy the use of school premises by external agencies, and other issues specific to the school's profile, community and philosophy. In addition, the school Prevent Action Plan template may be used to demonstrate how the organisation is fulfilling the prevent duty.
- 7.7 This risk assessment will be reviewed annually

## **Response**

- 7.8 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The responsibilities of the SPOC are described in **APPENDIX 9**.
- 7.9 When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC or the Designated Safeguarding Lead if this is not the same person. If a child or Young Person is thought to be at risk of radicalisation, a referral to Channel Panel will be made using the Early Help Assessment form.
- 7.10 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues. Staff and governors have received PREVENT Training in order to raise awareness of PREVENT and to understand their role in ensuring vulnerabilities are recognised and appropriate support or intervention is secured.

## **8. We will safeguard children who are vulnerable to exploitation, forced marriage, female genital mutilation, child sexual exploitation or trafficking by:**

- 8.1 Our Child Protection Policy, which through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- 8.2 Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- 8.3 Our staff are supported through training to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum,
- 8.4 Our school works with and engages our families and communities to talk about such issues,
- 8.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible. However, if a child is thought to be at risk of significant harm and discussing this with the parent may increase the risk of harm, advice will be sought from Children's Social Care Rapid Intervention and Assessment Team and a referral will be made
- 8.6 Our Designated Safeguarding Lead Mrs Shirley McGinty and Deputy Mrs Sally Michaels have attended 'Child Sexual Exploitation' Training and know where to seek and get advice as necessary.

**9. We will monitor and review our child protection and safeguarding practices and procedures in line with this policy by:**

- 7.1 Ensuring accountability by placing ultimate responsibility for safeguarding, child protection and this policy with the Governing Body and responsibility for the implementation of this policy with the Head Teacher.
- 7.2 Ensuring that the Designated Governor for Safeguarding and child protection has regular meetings with the Designated Member of Staff for Child Protection, in order to monitor and assess the effectiveness of the school's response to safeguarding and promoting welfare, in line with this policy. As necessary, action plans will be formulated to address areas for development. This will happen as required or in any case, as a minimum, once every term.
- 7.3 Identifying and responding to new/revised guidance issued by government bodies, the Local Safeguarding Children Board and the Local Authority.

**Review Procedures**

The School's policy will be reviewed when:

- Annually October 2018
- The School wishes to review the policy.
- If amendments are required by Ofsted, the DFE, outside agencies or the LA

Ratified by:

Date: December 2017

Chair of Governors

**Linked to the following policies;**

Whistle-Blowing

Complaints Procedures

E-Safety

Intimate Care

Staff Behaviour

Acceptable IT Use

Physical Intervention

Managing Allegations of Abuse Against Teachers and Other Staff

## **List of Appendices**

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Appendix 3 - Safeguarding Leaflet

Appendix 4 - Safeguarding Concern Sheet

Appendix 5 - LA Escalation Procedure

Appendix 6 - Chronology

Appendix 7 - Private Fostering

Appendix 8 - Indicators of Vulnerability to Radicalisation

Appendix 9- Preventing Violent Extremism - Roles and Responsibilities of the single point of contact (SPOC)

## Appendix 1

### Identifying Signs of Abuse Procedure

Designated Officer - Mrs. Shirley McGinty Headteacher

In her absence - Mrs Sally Michaels Deputy Headteacher and/or Mrs Jo Ingham

#### Rationale

It is a fact of life that child abuse is widespread and we feel it is necessary to be alert to the possibility of abuse involving the children in our school and act in accordance with the LA Guidelines in order to safeguard all the children in our care.

#### What is child abuse?

An abused child is a boy or girl under the age of 18 years who has suffered physical injury, neglect, failure to thrive, emotional abuse or sexual abuse.

#### Identification

It is very difficult to define criteria which identify a case as abuse. We have listed some possible signs in each category to refer to if an abuse case is suspected. We recognise that children who exhibit some of these signs are not necessarily being abused. Many of these signs indicate that a child is upset or troubled in some way and may have arisen from other causes. Therefore, on their own, these signs do not necessarily indicate abuse.

#### Possible signs of physical abuse

unexplained injuries or burns  
improbable excuses given to explain injuries  
Refusal to discuss injuries  
untreated injuries  
admission of excessive punishment  
bald patches  
withdrawal from physical contact  
arms and legs kept covered in hot weather  
fear of returning home  
fear of medical help  
Self-destructive tendencies  
Aggression  
Running away

#### Possible signs of neglect

constant hunger  
poor personal hygiene  
  
constant tiredness  
poor state of clothing  
untreated medical problems  
Frequent lateness/absence  
destructive tendencies  
low self-esteem  
no social relationships  
Neurotic behaviour  
running away  
Compulsive stealing or scavenging

### Possible signs of sexual abuse

sudden changes in behaviour  
development lags  
displays of sexual affection  
tendency to cry  
regression to younger behaviour  
sudden changes in behaviour  
genital itching or pain  
unexplained gifts or money  
depression and withdrawal  
distrust of familiar adult  
tendency to cling  
apparent secrecy  
wetting day or night  
sleep disturbances or nightmares  
fear of undressing for P.E.  
phobias or panic attack  
anorexia or bulimia

### Possible signs of emotional abuse

physical, mental and emotional use of  
excessive punishment  
over-reaction to mistakes  
continual self-deprecation  
sudden speech disorders  
fear of new situations  
neurotic behaviour  
self-mutilation  
fear of parents being contacted  
extremes of emotional behaviour  
drug/solvent abuse  
compulsive stealing or scavenging  
running away

### **Procedures**

If a member of staff suspects that child abuse is occurring/has occurred, it is his/her duty to inform the Designated Officer-Headteacher immediately. If there is no doubt that child abuse has occurred the Social Services will be contacted immediately and the necessary referral forms completed.

In many situations it will be necessary to make further inquiries before the decision to make a report to the Social Services Department can be made. This decision will be made during a consultation between the class teacher and the Designated Officer - Headteacher.

Further inquiries may include:

- involving the Attendance Officer
- involving the Educational Psychologist
- involving the School Medical Officer or nurse
- keeping a diary of events
- being aware of the possibility of abuse

Members of staff should **NOT** question the child and should **NOT** promise confidentiality. All members of staff need to remember to **OBSERVE AND LISTEN BUT DO NOT PROBE**. Any conversations with a child should be recorded immediately after, in the child's own words in the Teacher's own meetings book.

**Five things to tell a child who decides to confide in you.**

- I believe you
- It's not your fault
- I'm glad you told me
- I'm sorry this has happened to you
- I'm going to help you

**Class Teacher Responsibilities:**

- Complete a 'Safeguarding Concerns' Form
- Complete a 'Body' form if required noting any marks on the child
- Inform the Headteacher - Designated Officer/Deputy immediately

**Headteacher Responsibilities:**

- Record the teacher's concerns
- Give appropriate advice
- Liaise with agencies as required
- Ensure that all information is passed on to necessary staff
- Ensure that at the end of the academic year, confidential information is brought to the attention of the next class teacher
- File copies of notes in locked cabinet

**Record keeping**

It is important to keep a confidential record of events concerning child abuse. These records will be kept by the Headteacher in a locked drawer and a reference to confidential material will be kept in the child's yellow folder.

**Outcomes**

Any case of child abuse is identified with the least impact to the child  
Any disclosure is dealt with in a consistent manner throughout the school  
Follow guidance in this policy

## Appendix 2



### Child Protection and Safeguarding Policies and Procedures & Health and Safety Policy and Procedures

	<p><b>All staff have a copy of Keeping Children Safe in Education (September 2015) and Keeping Children Safe in Education Part 1 (September 2016) and our Child Protection Policy and have signed to confirm they have read it and understand the part they play in Child Protection and Safeguarding.</b></p> <p style="text-align: center;"><b>Documentation referred to;</b></p>	
	<b>Child Protection and Safeguarding Policies and Procedures</b>	
	Child Protection Policy	
	Keeping Children Safe in Education (September 2016) and Part 1	
	Working Together to Safeguard Children (DFE March 2015)	
	Guidance for safer working practice for those working with children and young people in education settings (October 2015)	
	Acceptable IT Use Statement for Staff	
	Safeguarding Information Leaflet	
	Managing Allegations of Abuse against Teachers and Other Staff	
	Whistle Blowing Policy	
	<b>Health and Safety policy and Procedures</b>	
	Health and Safety Policy	
	Fire Evacuation and Training	
	Lockdown Procedure	
	Critical Incident Procedures	
	Risk Assessment List	
	Individual Pupil Risk Assessments - List	
	Individual Pupil Care Plans -List	
	Mandatory Policies - List	
	Staff Handbook a copy in each classroom	

Staff sign to confirm that they have read all of the above policies and procedures.

Signed By.....

Printed Name.....

Date.....

Ashton St Peter's C of E VA Primary School  
Leighton Court  
Dunstable  
LU6 1EW

## Safeguarding Children



## Information for Visitors, Volunteers and Governors

Tel: 01582 663410

## Pages 2 and 3

### Child Protection Advice for Volunteers and Visitors

Thank you for becoming a volunteer or regular visitor. As a school, we are committed to safeguarding and meeting the needs of young people and we hope this leaflet will provide some useful advice and information when working with children at Ashton St Peter's Primary School.

### What are my responsibilities as a Volunteer/Visitor?

All those who come into contact with young people through their everyday work, whether paid or voluntary, have a duty to safeguard and promote the welfare of young children.

Safeguarding and promoting the welfare of children means:

- Protecting children from mistreatment
- 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
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully

At Ashton St Peter's Primary School, we believe that, as a community, we must all work together to protect our children. Therefore we take the following measures:

### DBS Checks

Ashton St Peter's Primary School's recruiting and selection procedures specify that all staff, volunteers and regular visitors to the school, who work with children, will require an enhanced check through the Disclosure and Barring Service (DBS) and the completion of references and their identification verified. All staff and regular volunteers, visitors and contractors will be vetted in accordance with these guidelines.

This is to help ensure that unsuitable people are prevented from working with young people.

The Headteacher will inform you as to whether or not you require a DBS check. If you do not, you should not be left unsupervised with young children.

DBS forms are available from the school office, support is available to help you complete the application form and advise you which documentation is necessary for you to present for the check to be completed.

Please also inform the Headteacher immediately if you become subject to any criminal investigation, caution or conviction. This helps to protect you as well as the young people in your care.

Ashton St Peter's Lower School has a Safeguarding Policy and a copy is available from the Headteacher.

### What should I do if I am worried about a child?

If, whilst working with a child you become concerned about:

- Comments they make
- Marks or bruises you can see
- Changes in their behaviour or demeanour

Please report your concerns to the Class Teacher who, if they feel it is appropriate, will pass the information onto the Designated Officer for Safeguarding - Mrs S McGinty.

### What should I do if a child discloses that he/she is being harmed?

Although the likelihood of this is small, it is important to know what to do in such an eventuality as young people rarely lie about such matters:

- Listen to what is being said without displaying shock or disbelief - accept what is being said
- Allow the child to talk freely
- Reassure the child, but do not make promises that might not be possible to keep
- Do not promise confidentiality but explain to the child that you have to tell their Teacher or Headteacher in order that they can help him/her
- **Do not interrogate the child or ask leading questions**
- Reassure the child that it is not his/her fault
- Stress that it was the right thing to tell
- Listen rather than ask direct questions
- Do not criticise the alleged perpetrator

Immediately record details of the disclosure, including wherever possible the exact words or phrases used by the young person. Follow the points below:

- Do not stop a child talking
- Record exactly what was said between you and the child
- Time, date and sign the record of events
- Beware of opinions - you may have to justify your comments

Forms for the recording of information of this nature are available from the school office. The form should be completed and returned to the class teacher immediately to enable the matter to be dealt with in the most appropriate way.

**What should I do if the alleged abuser is a member of staff?**

You should report such allegations to the Headteacher immediately.

**How do I ensure my behaviour is always appropriate?**

Appropriate relationships with young people should be based on mutual trust and respect.

Young people, especially when they are young, are often spontaneously affectionate and tactile and it is important not to alienate them through lack of response or by appearing to reject this. You should, however, never actively seek to touch pupils.

If you are working with a pupil on his/her own, ensure that the door is left open and that you can be visible to others.

**Do not exchange emails, text messages, give out your own personal details or photograph children.**

Please help us to safeguard the young people in our care by following these guidelines. Thank you.

**Contacts:**

Headteacher	Mrs S McGinty
Deputy Headteacher	Mrs S Michaels
Designated Officer for Safeguarding	Mrs S McGinty
Deputy Designated Officers for Safeguarding	Mrs S Michaels Mrs J Ingham
Looked after Children Officer	Mrs S McGinty
Governor with Safeguarding Responsibility	Mrs R Banton
Governor with Responsibility for Looked after Children	Mrs R Banton

Mrs S McGinty  
Autumn Term 2017/2018

No child should suffer harm, either at home or at school. Everyone who works in our school has a responsibility to make sure that all our young people are safe.

This leaflet has been given to you to make sure you understand what is expected of you. Please ask the person who gave it to you if you are unclear about any information within it, and keep the leaflet in a safe place so that you can read it again if necessary.

If you are concerned about the safety of any young person in our school, you must report this to:

Mrs Shirley McGinty (Headteacher)  
Designated Officer for Safeguarding

Or

Mrs Sally Michaels (Deputy Headteacher)  
Deputy Designated Officer for Safeguarding

Or

Mrs Jo Ingham (Senior Teacher)  
Deputy Designated Officer for Safeguarding

*Thank you*  
*Mrs Shirley McGinty*

## Appendix 4



### Ashton St. Peter's Church of England VA Primary School

### Safeguarding Concern Sheet

**Pupil's name:**

**Date of Birth:**

**General Background Information (if appropriate):**

**Date:**

**Detailed Concern**

**Source of concern**

**Handed to Designated Child Protection Officer:**

**Date:**

**Action Taken**

**If shared with parents - Parent/Carer Signature:**

**Date:**

## Appendix 5

A formal Local Authority Escalation Procedure *Resolution of professional disagreements relating to the safeguarding of children & the escalation of professional concerns (2010)* is available on the LSCB website and should be consulted in the event of professional disagreements. However, some general principles are shown below.

If you feel that a decision made by another professional leaves a child at risk of harm:

- Articulate your views.
- Ensure that the fact that you do disagree with the decision is recorded in writing; both by you and where possible on relevant case papers held by other professionals involved.
- Ask for the other professional to provide written confirmation of their decision and their reasons for it.
- Discuss the case with a fellow safeguarding professional, (whilst taking care to observe the bounds of confidentiality) this may help to clarify matters and identify the best way forward.
- Don't be afraid to challenge the decision but be ready to justify your reasons and where possible support with evidence. (Record details in writing.)
- Where the threshold for significant harm has either not been met or is no longer being met, continue to refer new information around risks or concerns which come to light. New information may alter the level of identifiable risk and tip the balance in favour of intervention.
- If you believe that a decision made by another professional exposes a child to risk/continuing risk of significant harm **NEVER DO NOTHING!** That you should challenge is not just 'ok'; it's expected.

In line with *Resolution of professional disagreements relating to the safeguarding of children & the escalation of professional concerns (2010)*, the usual protocol is that where matters are escalated, discussions take place between individuals of similar levels of seniority. Therefore it might be that representations are made by a more senior member of staff on behalf of the Designated Person, for example, the Head Teacher.

**Appendix 6 Chronology**



**Ashton St Peter's Church of England VA Primary School Chronology**  
**Child's Name** **Date of Birth**

<b>Time/Date</b>	<b>Event</b> (A brief overview of the event but should include the names of those spoken to/involved)	<b>Outcomes/actions carried forward, rationale for decisions made or general comments</b>	<b>Records/paperwork generated</b>	<b>Entry made by</b>

## Appendix 7

### Definition of Private Fostering

A private fostering arrangement is one that is made privately (that is to say without the involvement of the LA) for the care of a child:

- under the age of 16 (under 18 if disabled)
- by someone other than a close relative
- with the intention that it should last for 28 days or more.
- private foster carers may be from the extended family such as a cousin or great aunt.

However a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether full or half blood or by marriage) or a step parent will not be a private foster carer.

A private foster carer may be a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family who is willing to privately foster a child.

The period for which the child is cared for and accommodated by the foster carer should be continuous - but that continuity is not broken by the occasional short break. A break in the period e.g. for a child to visit his/her parents at the weekend would not affect the nature of the placement as a private foster placement. For a break to restart in calculating the period it must result from the ending of one arrangement prior to the start of a new arrangement.

Where a child is under 16 years old and is a pupil at an independent school and lives at the school during the school holidays for a period of more than 2 weeks, he/she will be subject to private fostering regulations unless one of the exemptions below applies.

Where a child under 16 is studying at a language school for more than 28 days and stays with a host family he/she will be subject to private fostering regulations.

### Exemptions

These are covered in Schedule 8 of the Children Act 1989 but the main exemptions are covered below.

Children will not be privately fostered:

- Where the arrangements last for less than 28 days and are not intended to extend beyond that period
- Where the child is looked after by a LA
- Where the child is living in a children's home or accommodation provided by/on behalf of a voluntary organisation
- A school in which he/ she is receiving full time education (either during term time or residing there less than 2 weeks of any school holiday)
- Where the child is placed by an adoption agency in the care of a person who proposes to adopt him/her or s/he is a protected child under the Adoption Act 1976 (section 32).

## Appendix 8

### INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis - the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis - the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging; Personal Circumstances - migration; local community tensions; and events affecting the child's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations - the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality - which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

- Special Educational Need - children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## Appendix 9

### PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Ashton St Peter's the Headteacher/Designated Person, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting children from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing children from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Ashton St Peter's Primary School in relation to protecting children from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and Policy, and Collective Worship Policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting children from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to children who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable children into the Channel\* process;
- Attending Channel\* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel\* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

- \* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
  - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
  - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.