



Safeguarding / Child Protection Policy

2019-2020

Contents

1. Aims, Purpose and Principles
2. School Designated Safeguarding Lead
3. Designated Safeguarding Governor
4. Recruitment
5. Volunteers
6. Induction And Training
7. Dealing With Concerns
8. Safeguarding In School
9. Photographing Children
10. Confidentiality
11. Conduct Of Staff
12. Physical Contact And Restraint
13. Allegations Against Members Of Staff
14. Before And After School Activities
15. Contracted Services
16. Provision to Help Pupils Stay Safe
17. Implementation, Monitoring and Review
18. Parents and Carers
19. FGM

20. The Prevent Duty

21. COVID19 APPENDIX

Safeguarding and child Protection Policy 2017-2018

AIMS OF THIS POLICY

To ensure that children are effectively safeguarded from the potential risk of harm at Burton Road Primary School and that the safety and wellbeing of the children is of the highest priority in all aspects of the school's work within a positive culture and ethos.

- To help the school maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

PURPOSE OF THIS POLICY

To ensure that all members of the school community...
...are aware of their responsibilities in relation to safeguarding and child protection.
...know the procedures that should be followed if they have a cause for concern.
...know where to go to find additional information regarding safeguarding.
...are aware of the key indicators relating to child abuse.
...fully support the school's commitment to safeguarding and child protection.

The school Child Protection Policy should also be read in conjunction with Working Together to Safeguard Children April 2013

1 PRINCIPLES

- 1.1 Section 175 and 157 of the Education Act 2002 gives maintained schools and academies a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State¹ at all times.
- 1.2 This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse concerns when they arise.
- 1.3 We believe that every child and young person has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example sexting
- teenage relationship abuse

- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

1.4 We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

Children and learners are protected and helped to keep themselves from bullying, homophobic behaviour, racism, sexism and other forms of discrimination.

1.5 The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

All staff are prepared to identify children who may benefit from early help to provide support as soon as a problem emerges at any point in a child's life.

In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

1.6 Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff must not promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

1.7 In our school, if there are suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, appropriate action will be taken in accordance with the Child Protection procedures issued by Barnsley Safeguarding Children Board (www.safeguardingchildrenbarnsley.com).

1.8 As a consequence, we

- assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process;
- accept totally that safeguarding children is required and is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic

responsibilities.

- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body;
- will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for coordinating action within the school and liaising with other agencies; (Designated Safeguarding Lead)
- ensure (through the Designated Safeguarding Lead) that all staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnsley Safeguarding Children Board (BSCB)
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have a suspicion or concern that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Safeguarding Lead, who will refer on to Children's Social Care Assessment and Joint Investigation Service in accordance with the procedures issued by Barnsley Safeguarding Children Board.
- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or Internet technologies
- will ensure that all staff are aware of the Child Protection Procedures established by Barnsley Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them;
- will ensure through the recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children,
- will act swiftly and make appropriate referrals to the Local Authority Designated Officer where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.
- Any risks associated with children and learners offending, misusing drugs or alcohol, self harming, going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and shared with the local authority social care or other relevant agencies.

2 DESIGNATED SAFEGUARDING LEAD IN SCHOOL

2.1 The Designated Safeguarding Lead for safeguarding and child protection in this school is:

Mr M Harris

2.2 In their absence, these matters will be dealt with by the Deputy Designated Safeguarding Lead:
Mrs H Schofield

2.3 The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors when they may have child protection concerns to discuss.

2.4 The school recognises that:

- the Designated Safeguarding Lead need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the school.
- all members of staff (including volunteers) must be made aware of who this person is and what their role is.
- The Designated Safeguarding Lead will act as a source of advice and coordinate action within the school over child protection cases
- The Designated Safeguarding Lead will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- They should possess skills in recognising and dealing with child welfare concerns.
- Appropriate training and support should be given.
- The Designated Safeguarding Lead is the first person to whom members of staff report concerns.
- The Designated Safeguarding Lead is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies
- The Designated Safeguarding Lead will also ensure that the school is represented at Child Protection Conferences and that the required reports are written and available within the appropriate timescales as prescribed by Barnsley Safeguarding Children Board and discussed with families in advance of Conference.

2.5 To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding a request for service by liaising with Children's Social Care and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by Barnsley Safeguarding Children Board.
- Where they have concerns that a request for service has not been dealt with in accordance with the child protection procedures, they can discuss this with the Head of Safeguarding and Welfare/members of the Safeguarding Unit and consider what needs to happen next.
- Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, Connexions personal advisors, trainee teachers and supply teachers) are aware of and can access readily the Child Protection and Safeguarding Policy.
- Liaise with the Designated Safeguarding Lead) to inform him/her of any safeguarding issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the designated governor

for child protection to ensure this takes place.

- Be able to keep detailed accurate secure records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure parents are aware of the Child Protection Policy in order to alert them to the fact that the school may need to make referrals of concerns to Children's Social Care. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Where a child is absent, their absence is followed up.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the Designated Safeguarding Lead for child protection. Wherever possible, this should include a face to face discussion and handover of the records. Both schools should sign a form to confirm the handover of the records, both schools should retain a copy of the transfer form.

Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for children missing in education. The Local Authority should also be informed if a parent is considering elective home education so the relevant checks can be completed. Referrals regarding Elective Home Education and Children Missing Education should be made to the Education Welfare Service.

Children Missing Education

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect, and in older children may raise concerns around child sexual exploitation. In line with Keeping Children Safe in Education (July 2015) we have:

- **staff who understand what to do when children do not attend regularly**
- **appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)**
- **staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage**
- **procedures to inform the local authority when they plan to take pupils off-roll because they are:**
 - **leaving school to be home educated;**
 - **no longer living close enough to the school to reasonably attend;**
 - **likely to remain medically unfit beyond compulsory school age;**
 - **in custody for four months or more (and will not return to the school afterwards); or**
 - **Permanently excluded.**

We will inform the local authority of any pupil who fails to attend school 'regularly' or does not attend school for 10 consecutive days without authorisation.

2.5 The Designated Safeguarding Lead also has an important role in ensuring all staff and volunteers receive appropriate training including sexual exploitation training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case. (Training is every two years.)
- Have a working knowledge of how Barnsley Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required, to enhance the implementation of the Child Protection Plan.
- Attend any relevant training courses or workshops and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated Safeguarding Lead immediately.

3 DESIGNATED GOVERNOR

The Designated Governor for Safeguarding at this school is: Mrs S Taverner- Smith

- 3.1 Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.
- 3.2 The Governors will ensure that the designated member of staff for safeguarding is given sufficient time to carry out his or her duties, including accessing training.
- 3.3 The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:
- The school is carrying out its duties to safeguard the welfare of children at the school;
 - Hold a termly monitoring meeting with the designated safeguarding lead with an agreed focus.
 - Members of staff and volunteers are aware of current child protection practices and that staff receive training where appropriate;
 - Child protection is integrated into the school induction procedures for all new members of staff and volunteers and supply staff.
 - The school follows the procedures agreed by Barnsley Safeguarding Children Board, and any supplementary guidance issued by the Local Authority
 - All staff, volunteers etc will be vetted to ensure that only persons suitable to work with children shall work in the school.
 - Where safeguarding concerns about a member of staff are raised, appropriate action will be taken in line with BSCB Allegations against Staff Procedures and BMBC Disciplinary Procedures

and DfE guidance Dealing with Allegations of Abuse against teachers and other staff. Guidance for Local Authorities, Head Teachers, School Staff, Governing Bodies and Proprietors of Independent Schools (October 2012).

4 RECRUITMENT

4.1 In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

4.2 We accept that it is our responsibility to follow the guidance set out in “Safeguarding Children and Safer Recruitment in Education”, in particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be² eg having sight of an applicant's birth certificate, passport and/or driving licence
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.
- DBS Checks will also be completed.
- The process should also confirm that the Preventing Illegal Working Declaration of Entitlement to Work in the UK is completed.

5 VOLUNTEERS

5.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be recruited in line with BMBC Recruitment Policy.

5.2 ‘Working with Volunteers’ policy is in place and WWV1 forms are used for all volunteers working within school.

6 INDUCTION & TRAINING

6.1 All new members of staff will receive induction training, which will give them an overview of the organisation and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse, child protection concerns within the appropriate levels of confidentiality.

6.2 All new staff at the school (including volunteers) will receive child protection information (What To Do If You Suspect A Child Is Being Abused) and a copy of the Safeguarding and Child Protection policy on starting their work at the school.

6.3 All staff will be expected to attend training on safeguarding children and this will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide access to this training and new staff will also as part of their induction, complete the on line safeguarding training which can be accessed via www.safeguardingchildrenbarnsley.com.

- 6.4 All Staff will attend refresher training every three years, and the Designated Safeguarding Lead every two years.
- 6.5 Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to safeguarding children and the procedures they must follow.
- 6.6 All adults are required to attend safeguarding training. Attendance at school training will also be open to parent helpers, volunteers, extended schools providers, governors and any other parties that come in to contact with children on a regular basis. These staff will also be signposted to the online training available via the Barnsley Safeguarding Children Board website.
- 6.7 For staff who are unable to access face to face Safeguarding awareness training the school expects them to complete online training as above. All NQTs and students are expected to have completed the Safeguarding awareness training prior to commencing their employment.

7 DEALING WITH CONCERNS

- 7.1 It is not the responsibility of any member of staff or volunteer to investigate any suspicions or concerns that a child/young person is at risk of or is suffering significant harm.
- 7.2 Their concerns should be reported to the Designated Safeguarding Lead immediately and should also be recorded using the school's Cause for Concern documentation.
- 7.3 A Cause for Concern is an action, observation or discussion that makes you feel anxious about the safety or wellbeing of a child.
- 7.4 All causes for concern must be recorded on the Cause for Concern form and must be passed to the Designated Safeguarding Lead immediately.
- 7.5 The Designated Safeguarding Lead will decide on the appropriate actions, completing the section 'For designated teacher use' on the Cause for concern form.
- 7.6 The Designated Safeguarding Lead will consider if the issue needs to be passed to Children's Social Care Assessment and Joint Investigation Team for further action via a telephone conversation and the Request for a Service procedure.
- 7.8 A Well being Pupil file will also be raised and this includes:
- Monitoring Record sheet
 - Cause for concern form
 - The form will be monitored as 'live' for three months.
 - After three months if no further concerns the file becomes dormant.
 - After three months the file is closed.
- 7.9 All discussions, telephone calls and meetings in relation to the child/young person must be recorded on the monitoring record sheet.
- 7.10 The Designated Safeguarding Lead and other appropriate professionals will hold a monthly meeting to discuss and review all live and dormant records. The Designated Safeguarding Lead will then be able to:

- monitor that the agreed actions have taken place
- assess the impact of the actions and the progress being made
- agree the next steps
- quality assure the written records
- collate a report for the Governing body outlining the level of child protection concerns and work being undertaken
- ensure that clear actions are followed up where there is a Child Protection Plan in place and the outcomes are monitored.
- Ensure school is represented at Core Groups and Conferences

7.11 The documentation for each child/young person must be stored in a secure place.

8 SAFEGUARDING IN SCHOOL

8.1 As well as ensuring that child protection concerns are addressed, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

8.2 To this end, this policy must be seen in conjunction with the school's policies on:

- Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the curriculum as appropriate.
- Anti Bullying Policy; the school will also ensure that bullying and racial harassment is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home. Incidents of bullying will be investigated, recorded through the Cause for Concern Process and reported to the Local Authority on the electronic recording system.
- Safe recruitment
- Code of conduct for staff
- Confidentiality
- Behaviour and discipline
- Health & Safety
- Physical Intervention - managing challenging behaviour
- Allegations against members of staff
- E-safety
- Whistle Blowing
- Visitors policy
- Induction policy
- Information sharing policy
- Supervision Policy
- Children Missing Education
- Radicalisation Policy

9 PHOTOGRAPHING CHILDREN

9.1 We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

9.2 However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will

encourage parents to use film or settings on their camera that do not require flash.

9.3 We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film pupils during a school activity without the parent's permission.

9.4 We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.

9.5 The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

9.6 At the start of each academic year parental consent to the taking and use of photographs and videos will be updated for each pupil

9.7 The allowing of photographs and videos will be at the discretion of the Headteacher.

10 CONFIDENTIALITY and INFORMATION SHARING (refer to the School Confidentiality and Information Sharing Policy)

10.1 The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

10.2 Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

10.3 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated Safeguarding Lead.

11 CONDUCT OF STAFF

11.1 The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

11.2 At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents beyond normal procedures
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- Inappropriate use of social media which may compromise the school
- disclosing personal details inappropriately
- meeting pupils and families outside school hours or school duties

- 11.3 If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Barnsley Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action
- 11.4 An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at Burton Road Primary School. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures
- 11.5 An agreed Whistle Blowing policy in relation to safeguarding (appendix 1) to supplement to BMBC corporate policy has been agreed in order to support the school ethos where pupils and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.
- 11.6 There are a range of mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults for example:
- To the school learning mentor via concern boxes
 - Through encouragement to discuss issues at school assemblies
 - Via the school council meetings
 - Learning mentor drop in sessions
 - An open approach to discussing issues with staff

12 PHYSICAL CONTACT AND RESTRAINT

- 12.1 Members of staff may have to make physical interventions with children. Members of staff will only do this in line with school policy on managing challenging behaviour.
- 12.2 All teaching and support staff have undertaken Team Teach training. If a child needs to be physically handled for their own safety, Team Teach interventions are implemented in accordance with the Team Teach principles.

13 ALLEGATIONS AGAINST MEMBERS OF STAFF

- 13.1 If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:
- Possibly committed an offence against or related to a child
 - Behaved in a way that has harmed or may have harmed a child
 - Behaved towards a child in a way which indicates s/he would pose a risk of harm if they worked regularly or directly with children.
- 13.2 The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCB.
- 13.3 Mr M Harris, head teacher and Designated Safeguarding Lead will handle such allegations, unless the allegation is against the head teacher, when the chair of governors will handle the school's response.
- 13.4 The head teacher (or chair of governors) will collate basic information about the allegation, and

report these without delay to the Local Authority Designated Officer (LADO). The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.

- 13.5 The head teacher should not investigate the concerns or discuss with the alleged perpetrator without having spoken to the LADO.

14 BEFORE AND AFTER SCHOOL ACTIVITIES

- 14.1 Where the Governing Body transfers control of the use of the school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures in place, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

15 CONTRACTED SERVICES

- 15.1 Where the Governing Bodies contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

16 PROVISION TO HELP PUPILS STAY SAFE

- 16.1 Safeguarding permeates through all aspect of the wider school curriculum. The following examples are not exhaustive but give a flavour for how safeguarding is promoted at Burton Road Primary School.

Through a more personalised PSHCE programme that specifically meets the needs of our children, they learn to engage with others in a safe and mutually respectful way. Our robust anti-bullying policy is reinforced regularly. Pupils who have particular needs or difficulties in these areas are supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from parents and staff.

Initiatives such as SEAL groups, Ginger Bear, Playtime Buddy Systems, along with highly effective work with other agencies ensure that children are well-placed to keep themselves and other children safe in their everyday lives.

Allegations of abuse made against other children.

Staff recognise that children are capable of abusing their peers. Any allegations of peer on peer abuse will be investigated and dealt with using the Cause for concern procedure. Examples may be sexting, girls/ boys being sexually touched / assaulted, initiating or carrying out types of violence. Any form of abuse is never be tolerated or passed off as “banter” or “part of growing up”. Support will be provided to meet individual needs.

17 IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

- 17.1 All adults in school will receive a copy of the Safeguarding and Child Protection Policy and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed at least annually at staff meetings. Safeguarding and child Protection will be a regular agenda item at Staff Team Meetings.
- 17.2 The effectiveness of the policy will be reviewed and evaluated by the Governing Body annually in light of any specific incidents or changes to local/national guidance.
- 17.3 The designated governor for safeguarding will monitor one aspect of the school's child protection work termly and report back to the full governing body.
- 17.4 The head teacher will report on safeguarding matters through the termly report and safeguarding will be a standing item on the agenda at each full governing body meeting. The head teacher will also complete the Annual head teacher's Safeguarding report which is submitted to the Local Authority after it has been agreed with the Governing Body.
- 17.5 Parents will be consulted via the parents' forum and pupils via the school council in January each year.

18 PARENTS AND CARERS

- 18.1 Parents and carers will be informed that they can have a paper copy of the Child Protection on request.
- 18.2 The policy will also be available on the school website.
- 18.3 Schools should be proactive in their consultations and involvement with parents and carers where there are child protection concerns unless this would be prejudicial to the safety and wellbeing of the child/young person.

19. FGM

The Serious Crime Act 2015 came in to force in July 2015 and with it new legal powers to deal with FGM. A new mandatory reporting duty came into force in October 2015. If any instance where a member of staff 'discovers' that FGM has been carried out on a girl under 18 it must be reported to the police. Unless the teacher has 'good reason', any concerns of FGM should be passed to the school's Designated Safeguarding Lead. (It should be noted that teachers will become aware of FGM by disclosure, not through physical examination.)

20.Radicalisation

Staff recognize that it is part of our wider safeguarding duties to protect children who may be vulnerable to radicalisation and know what to do when they are identified. We build pupils resilience to

radicalisation by promoting British Values and providing opportunities to challenge extremist views within a safe environment in which children, young people and staff can understand the risks associated with terrorism. Pupils are helped to understand about the role the internet and social media can play in the radicalisation of young people.

As with other safeguarding risks, staff are alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Prevent Duty

From 1 July 2015, all schools are subject to a duty under section 26 of the counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). This duty is known as the Prevent duty.

- Staff are able to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

The cause for concern process is used to record a concern and the family involved immediately.

- The deputy safeguarding has received the Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

Appendix 1: Definitions and Symptoms of Abuse

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

Physical Abuse

Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and factitious illness by proxy. This includes excessive punishment.

Symptoms:

Behaviour changes/wet bed/withdrawal/regression

Finger marks

Frequent unexplained injuries

Broken bones

Afraid of physical contact	Cuts and grazes
Violent behaviour during role play	Cigarette burns
Unwillingness to change clothes	Cowering
Aggressive language and use of threats	
Bruising in unusual areas	
Changing explanation of injuries	
Not wanting to go home with parent or carer	

Neglect

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

Symptoms:

Lack of appropriate clothing	Dirty
Cold – complaining of	Body sores
Hunger – complaining of	Urine smells
Unkempt hair	No parental interest
Not wanting to communicate	Behaviour problems
Attention seeking	Lack of respect
Often in trouble – police	Bullying
Use of bad language	Always out at all hours
Lack of confidence – low self-esteem	Stealing
Jealousy	Significantly underweight

Sexual Abuse

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 does not 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 do not take part in education

Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

Symptoms:

Inappropriate behaviour – language	Withdrawn
Change of behaviour	Role play
Rejecting physical contact or demanding attention	Rocking
Physical evidence – marks, bruising	Knowledge
Pain going to toilet, strong urine	Stained underwear
Bruising/marks near genital area	
Drawing – inappropriate knowledge	
Relationships with other adults or children for example, being forward	

Emotional Abuse

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

Symptoms:

Crying

Rocking

Withdrawn

Not wanting to socialise

Cringing

Bad behaviour

Aggression

Behaviour changes

Bribery by parent

Self infliction

Lack of confidence

Attention seeking

Isolation from peers – unable to communicate

Clingy

Afraid of authoritative figures

Treating others as you have been treated

Picking up points through conversation with children

Emotional Abuse

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

Symptoms:

Crying

Rocking

Withdrawn

Not wanting to socialise

Cringing

Bad behaviour

Aggression

Behaviour changes

Bribery by parent

Self infliction

Lack of confidence

Attention seeking

Isolation from peers – unable to communicate

Clingy

Afraid of authoritative figures

Treating others as you have been treated

Picking up points through conversation with children

COVID19 Response.

Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools and childcare providers to remain open only for a strictly limited number of children who absolutely needing to attend.

Children who are vulnerable or children whose parents are key workers and are critical to the COVID-19 response and who cannot be safely cared for at home.

Guidance on key worker definition is here:

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

Role	Name	Contact number	Email
Headteacher/ Designated Safeguarding Lead (DSL)	Mr Matthew Harris	01226 288679	m.harris@burtonrdps.org
Deputy Designated Safeguarding Lead	Mrs Hannah Schofield	01226 288679	h.schofield@burtonrdps.org
Deputy Designated Safeguarding Lead	Mrs Natasha Conway	01226 288679	n.conway@burtonrdps.org

Vulnerable Children

Vulnerable children include those who have a social worker and those children who have an EHC Plan. School will make weekly contact with these families during the period of school closure and in addition those families school have identified during regular school safeguarding monitoring.

Many young children with EHC plan can safely remain at home. A risk assessment will be completed to decide whether a child needs to continue to be offered a school place in order to meet their needs.

Senior leaders, especially the Designated Safeguarding Lead (DSL), deputy and SENDCO know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Supporting children not in school

Burton Road Primary School are committed to ensuring the safety and wellbeing of all its children and young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of weekly contact must be recorded. This will include either CPOMs (our school's online and secure safeguarding recording system) if the details are sensitive, or should be recorded on the Vulnerable Children Contact sheet for the Safeguarding team. Should any information need to be shared to teaching staff this can then be cascading via the Safeguarding team.

Communication can include; remote contact, phone contact, door-step visits.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

Burton Road Primary School will share messages regarding safeguarding and vulnerability updates on its website and social media pages. We will also signpost support services to children and their families around a range of issues like home learning, mental health support and financial advice.

Burton Road Primary School recognises that school is a protective factor for children and young people, and the current circumstances can affect the mental health of pupils and their parents/carers. Teachers at Burton Primary School need to be aware of this in setting expectations of pupils' work where they are at home.

Burton Road Primary School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Supporting children in school

Burton Road Primary School will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Burton Road Primary School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Where the school has concerns about the impact of staff absence – such as our DSL or first aiders – they will discuss them immediately with the Local Authority.

Burton Road Primary School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be the School Designated Leads for Looked After Children (LAC).

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Burton Road Primary School will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, school leaders or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Burton Road Primary School will complete and upload the requested attendance data to the DFE portal and to the Local Authority via Perspective Lite.

Burton Road Primary School and social workers will agree with parents/carers whether children in need should be attending school – the School will then follow up on any pupil that they were expecting to attend, who does not. The School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, school leaders will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional

emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, school leaders will notify their social worker.

Designated Safeguarding Lead

Burton Road Primary School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Mr Matthew Harris

The Deputy Designated Safeguarding Leads are : Mrs Hannah Schofield
Mrs Natasha Conway

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site.

This might include updating and managing access to CPOMS and liaising with the offsite DSL (or deputy) and, as required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all leaders, staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the Burton Road Primary School Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the DSL or deputy. This will ensure that the concern is received and relevant action taken.

Staff are reminded of the need to report any concern immediately and without delay, whatever the circumstances

Where staff are concerned about an adult working with children in the school, they should refer to the school's 'Staff Code of Conduct' and 'Whistleblowing' policies.

Concerns around the Headteacher should be directed to the Chair of Governors, Mrs Stephanie Tavernor- Smith.

The Local Authority will continue to offer support in the process of managing allegation.

Online safety in schools and colleges

Burton Road Primary School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

12. Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate, referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the school's 'eSafety Policy' and other relevant policies and codes of conduct.

Burton Road Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons/video conferencing, especially where webcams are involved:

- Staff must only use platforms agreed by the school to communicate with pupils, and it is the responsibility of the teachers to gatekeep and check content and comments.
- 1:1 video conferencing is strictly prohibited – in no circumstances should staff make or take video calls with pupils. If video conferencing is to be used to support vulnerable pupils, 2 staff should be present at all times
- Suitable clothing should be worn by anyone in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred where ever possible
- If live classes are used they should be recorded so that if any issues were to arise, the video can be reviewed.
- Language must be professional and appropriate, including any family members in the background.
- Staff should record, the length, time, date and attendance of any sessions held.

Support from the Local Authority

The LA will provide support and guidance as appropriate to enable the DSL and/or school leaders to carry out their role effectively.

This includes regular updates on guidance from central or local Government, access to supporting services and signposting new departments to support the COVID-19 response.

The LA will also provide regular cluster lead, group and/or individual supervision support. This may take the form of an online meeting or emailed documentation.



Critical Incident Plan

A critical incident is one which arises suddenly. Critical incidents may occur in school or out of school, but both types will have a major impact on staff and

students. An incident might be designated as critical where the result is likely to be serious disruption to the running of the School, or where there is likely to be significant public and/or media attention on the School.

The school recognises that there cannot be a separate written plan to cover every possible emergency. Core staff training includes regular discussions of the steps to be taken in the more common emergencies.

Where the crisis is related to people, such as in the event of a death or serious injury, the assumption is that the School is likely to take the lead, with the support of the LA, as necessary.

Examples of in-school critical incidents

- A serious accident to a child or adult
- The death of a student or member of staff
- A traffic accident involving a student or staff member
- Violence or assault within school
- A school fire or explosion
- Destruction of part of the school building
- Abduction of a student
- A student or students absconding
- An illness such as meningitis within the school or the local community
- Severe weather requiring closure of the school
- Bomb threat
- Terrorist alert

Practice within school

Individual class teachers have an important role to play in managing critical incidents and may well be the best people to deal with the students in their classes. In times of crises, teachers must react as they feel is appropriate and there can be no easy formula for dealing with critical incidents. However, by ensuring good communication within School, a crisis may be managed more effectively.

We recognise that planning is essential if emergencies are to be managed effectively. We cannot plan in detail for every possible scenario, but our generic plan ensures that those involved in the initial stages have a firm basis from which to develop their response.

Immediate Action

The Headteacher or Deputy Headteacher must be informed of any critical incident as soon as safely possible.

The staff will communicate with each other by talking calmly and not shouting, unless essential, to establish roles of who is:

- Telephoning the relevant organisations and/or people
- Being with the child if it is an isolated incident
- Checking the building to ensure all the children are accounted for
- If the children are to be taken outside/ inside, who will remain with them
- Who will collect the files of contact details and the telephone

- Any other immediate action that is required.

This will be carried out as quickly as possible and in relation to the incident. Children will be reassured throughout and if they are unaware of the incident, activities will carry on or the children will be gathered in a suitable area and a group activity carried out, such as a story or singing session.

If the children need to be moved to another building, staff will determine the most appropriate and safest exit.

Short Term

As soon as an incident is confirmed, the Critical Incidents Team consisting of:

The Headteacher, Deputy Headteacher, Chair of Governors, Premises Manager, Safeguarding Lead will meet to decide strategies in order of priority.

- The parents will be telephoned to collect their children, with a reassuring brief statement.
- Any media attention will be dismissed with only the Headteacher corresponding when appropriate with the care and safety of the children always being priority.
- Outside agencies that need to be notified immediately, are to be telephoned.
- Children to be reassured at all times and activities carried out to redirect their attention, if possible and appropriate.
- Arrange for staff directly involved to meet with the enforcement agencies (Police, HSE and /or Environmental Health). Emergency Manager to be present and meeting to decide what information will be released to the media, parents and governors.
- Call a meeting for staff:
 - - to give facts about the incident
 - - to outline what support is available to staff
 - - to plan with staff how and what they can tell other people and pupils about the incident
 - - to prepare a statement for them to use.
- Arrange for Support Agencies to come into school to support those colleagues directly involved.
- Ensure that pupils not involved in the incident are informed, in small groups.
- Make appropriate arrangements for Emergency Agencies to interview staff/pupils. Ensure that pupils are accompanied by a parent or senior member of staff.

Longer Term

- Parents to be reassured, and the incident discussed if appropriate.
- Staff to be offered support and/or counselling if needed.
- Any disciplinary or other action that needs to be taken to be addressed by the head teacher and / or head of governors.

- Ofsted and any other agencies are to be informed in writing, with a detailed account of the incident and any other information regarding it.
- Policies, procedures, critical incident plan and any other documentation to be reviewed if required.

Signed _____ Date _____

Date of Review _____

