Safeguarding / Child Protection Policy

2025-2026

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Safeguarding and Child Protection Policy 2024-25

AIMS OF THIS POLICY

- **To ensure that all children at Burton Road Primary School are effectively safeguarded.**
- **To protect all children from the potential risk of harm and maltreatment whether this is within or outside of the home, including online.**
- **To ensure 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**

All staff who work directly with children will read and understand Part 1 of Keeping Children Safe in Education 2025 and sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

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.

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 State[1] 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 '*Abuse, neglect and exploitation' from the following* :

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

extremist ideology and radicalisation.

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 - seeing, hearing and experiencing the effects of domestic abuse can impact on children.

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.

At school we recognise that exploitation may not just occur in the home, but it may also occur outside of the home environment, even online. Exploitation can include instances where a child or young person may be groomed to become involved in sexual or criminal activity.

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 have read Section 1 Keeping Children Safe in Education 2025 and 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 Safeguarding Partnerships

(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, supply teachers 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 Safeguarding Partnerships (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 Safeguarding Partnerships.
- 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 Safeguarding Partnerships 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, Mrs N Conway

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 Safeguarding Partnerships 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 Safeguarding Partnerships.
- 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 5 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 is absent from education, school works with children's services where school absence indicates safeguarding concerns.

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(anyone under the age of 18) Missing Education

Knowing where children are during school hours is an extremely important aspect of safeguarding. **In line with Keeping Children Safe in Education (2025) we recognise that "unexplainable and/or persistent absence from education as well as missing from education can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.**

We ensure 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.

- 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 Safeguarding Partnerships 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: Counsellor Ken Richardson

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 Safeguarding Partnerships, 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).

- *The Governors are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 201022, (including the Public Sector Equality Duty23), and their local multi-agency safeguarding arrangements."*

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:

- Shortlisted candidates are informed that online searches may be done as part of pre- recruitment checks
- Identity checks to establish that applicants are who they claim to be[2] 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) see school website 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 Safeguarding Partnerships 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 RQTs 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 CPOMS system.

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 school's CPOMS system and emailed to the Designated Safeguarding Lead and alerted to the Deputy Safeguarding leads immediately.

7.5 The Designated Safeguarding Lead will decide on the appropriate actions, completing the actions section of the CPOMs 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.

7.7 A Well-being register data base will also be raised electronically and this includes:

- The Cause for concern.
- The subsequent actions. This will be monitored as 'live' for three months.
- After three months if no further concerns the concern becomes dormant with outcomes recorded.
- After three months the concern is closed.

7.8 All discussions, telephone calls and meetings in relation to the child/young person must be recorded in the actions section of the CPOMS entry.

7.9 The Designated Safeguarding Lead and other appropriate professionals will hold a **fortnightly review meeting** which is RAG rated 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. All discussions and decisions made will be recorded, including the rationale for those decisions, any instances when referrals were not made eg to LA children's social care or the Prevent program etc.**
- 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

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

8 EARLY HELP

School recognises that any child may benefit from Early Help to "provide help and support to meet the needs of children as soon as problems emerge."

Staff are alert to the potential need for early help for a child who is:

- **disabled or has certain health conditions and has specific additional needs**
- **has special educational needs (whether or not they have a statutory Education, Health and Care plan)**
- **has a mental health need**
- **is a young carer**
- **is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines**
- **unexplainable and/or persistently absent from education, home or care.**
- **has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.**
- **is at risk of modern slavery, trafficking, sexual and/or criminal exploitation**
- **is at risk of being radicalised or exploited**
- **has a parent or carer in custody, or is affected by parental offending**
- **is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse**
- **is misusing alcohol and other drugs themselves**
- **is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage**
- **is a privately fostered child.**

9 SAFEGUARDING IN SCHOOL

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

9.2 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 CPOMS system 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

10 ONLINE SAFETY

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

• content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views; **misinformation, disinformation (including fake news) and conspiracy theories**

• contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and

• conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

The school will:

10.1 **Education** - Provide pupils with opportunities to teach online safety, including external agency workshops.

10.2 **Alternative provision –Where a pupil on roll is placed within an alternative provision provider, school continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. Written confirmation that fuller safer recruitment checks on all staff and arrangements. AP arrangements will be reviewed half termly.**

10.3 **Protect-** School and the Governing Body will do all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the Safeguarding Lead / Deputy Lead/ ESafety Lead and Governing Body will ensure school has appropriate filters and monitoring systems in place.

Cyber Security-

Annual reviews will ensure harmful and inappropriate content is blocked without making unreasonable blocks on teaching and learning.

10.4 Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors will consider the age range of the pupils, the number of pupils, how often they access the IT system and appropriate filters and monitoring.

10.5 Governors and Safeguarding Lead/ Deputy Lead and ESafety Lead will ensure a clear policy on the management of the use of mobile technology in school, including the **restricted management of access to the internet via 3G, 4G and 5G.**

10.6 **Reviewing online safety-** Technology in this area evolves and changes rapidly. As such an online safety self-review tool for schools will be used to monitor and ensure online safety arrangements are effective.

10.7 **Staff training-** Governors and Safeguarding Leads / ESafety Lead will ensure that, as part of the requirement for staff to undergo regular updated safeguarding and child protection training (including online safety which includes and understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring

11 PHOTOGRAPHING CHILDREN

11.1 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. However, parents must only take a photograph of their own child and should not have any other children visible.

11.2 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.

11.3 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.

11.4 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.

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

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

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

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

12.1 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, any national and local guidance **and the DfE Data Protection guidance for schools.**

12.2 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.

12.3 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.

12.4 Staff should never promise a child that they will not tell anyone about a report of abuse, as thus may not be in the child's best interest.

13 CONDUCT OF STAFF

13.1 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.

13.2 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

13.3 If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Safeguarding Partnerships procedures, we will view this as misconduct, and take appropriate action

13.4 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

13.5 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.

13.6 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 via class worry boxes
- Through encouragement to discuss issues at school through circle time
- Via the school council meetings
- An open approach to discussing issues with staff

14 PHYSICAL CONTACT AND RESTRAINT

14.1 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.

14.2 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 and the child's individual Care Plan.

15 ALLEGATIONS AGAINST MEMBERS OF STAFF

15.1 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.

15.2 The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCB.

15.3 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.

15.4 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.

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

16 BEFORE AND AFTER SCHOOL ACTIVITIES

16.1 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.

17 CONTRACTED SERVICES

17.1 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.

18 PROVISION TO HELP PUPILS STAY SAFE

18.1 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 Circle Time, carefully planned PSHE, 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 child on child abuse will be investigated and dealt with in line with our Safeguarding procedures and recorded using the CPOMS system. 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.

Most cases will be dealt with under our school’s behaviour policy, but this safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious and potentially a criminal offence.
- Could put children in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child on child abuse

If a pupil makes and allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Creating a supportive environment in school and minimising the risk of child on child abuse

We recognise the importance of taking proactive action to minimise the risk of child on child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images

Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

Ensure our curriculum using the SCARF program helps to educate pupils about appropriate behaviour and consent

Ensure pupils are able to easily and confidently report abuse

Ensure staff reassure victims that they are being taken seriously

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child on child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child on child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
- That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
    - Children can show signs or act in ways they hope adults will notice and react to
    - A friend may make a report
    - A member of staff may overhear a conversation
    - A child's behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child on child abuse and responding where they believe a child may be at risk from it

- That they should speak to the DSL if they have any concerns

Sharing of nudes and semi-nudes ('sexting')

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the Deputy Safeguarding Leads. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

The incident involves an adult

There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

The imagery involves sexual acts and any pupil in the images or videos is under 13

The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our [RSHE taught through SCARF computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

What it is

How it is most likely to be encountered

The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment

Issues of legality

The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

Specific requests or pressure to provide (or forward) such images

The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

We create a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum."

<u>Sexism and Sexual Harassment</u>

We want everyone to feel included, respected and safe in school. A zero-tolerance approach is taken with regard to the following unacceptable behaviors:

Verbal abuse including name calling and sexist comments will not be tolerated. Sexist comments

are those that discriminate based on sex.
Sexism also includes behavior or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and or report this behaviour. If pupils make these comments we will:

- Ask them to apologise to the person affected
- Support and educate them to improve behaviour
- Monitor the behaviour for any recurrence
- Contact parent / carers if the pupil refuses to apologise.

Our SCARF program of study for RSHE will cover what healthy and respectful behavior towards others looks like.

19 IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

19.1 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.

19.2 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.

19.3 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.

19.4 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.

19.5 Parents will be consulted via the parents' forum and pupils via the school council in January each year.

20 PARENTS AND CARERS

20.1 Parents and carers will be informed that they can have a paper copy of the Child Protection Policy on request.

20.2 The policy will also be available on the school website.

20.3 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.

21. 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.)

22. 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

Frequent unexplained injuries

Afraid of physical contact

Violent behaviour during role play

Unwillingness to change clothes

Aggressive language and use of threats

Bruising in unusual areas

Changing explanation of injuries

Not wanting to go home with parent or carer

Finger marks

Broken bones

Cuts and grazes

Cigarette burns

Cowering

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

Cold – complaining of

Hunger – complaining of

Unkempt hair

Not wanting to communicate

Attention seeking

Often in trouble – police

Dirty

Body sores

Urine smells

No parental interest

Behaviour problems

Lack of respect

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	

Domestic Abuse

"Domestic abuse…can [be] psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn."

"Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others."

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

Withdrawn

Cringing

Aggression

Bribery by parent

Lack of confidence

Isolation from peers – unable to communicate

Afraid of authoritative figures

Treating others as you have been treated

Picking up points through conversation with children

Rocking

Not wanting to socialise

Bad behaviour

Behaviour changes

Self infliction

Attention seeking

Clingy

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 and 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, Mr Paul Robson.

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.

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 gate keep 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