



IRON ACTON CE VC PRIMARY SCHOOL

Child Protection Policy

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| COMMITTEE | FGB |
| LAST REVIEW DATE | November 2018 |
| NEXT REVIEW DATE | November 2019 |
| REVIEW CYCLE | Annually |

CHILD PROTECTION POLICY

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| Author/Person Responsible | <i>Mike Riches</i> |
| Date of Ratification | <i>3/12/18</i> |
| Review Group | <i>Mike Riches, Sarah Bagnall, Adam Dinham</i> |
| Ratification Group | <i>FGB</i> |
| Review Frequency | <i>Annually</i> |
| Review Date | <i>December 2019</i> |
| Previous Review Amendments/Notes | |
| Related Policies | Behaviour; Code of Conduct; Complaints; Educational Visits; Equality (including anti-bullying); Grievances; Health and Safety; Medical Needs (including intimate care); Online Safety (along with separate parent/carer acceptable use and staff acceptable use policies); Whistle-Blowing. |
| Chair of Governor's Signature | <i>Agreed at FGB</i> |

Equality Impact Assessment (EIA) Part 1: EIA Screening

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| Policies, Procedures or Practices: | Child Protection Policy | DATE: | 10.10.18 |
| EIA CARRIED OUT BY: | Mike Riches | EIA APPROVED BY: | FGB |

Groups that may be affected:

| Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes) | Existing or potential adverse impact | Existing or potential for a positive impact |
|---|--------------------------------------|---|
| Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion) | No impact | |
| Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication) | No impact | |
| Gender reassignment | No impact | |
| Marriage and civil partnership | No impact | |
| Pregnancy and maternity | No impact | |
| Race | No impact | |
| Religion and belief (practices of worship, religious or cultural observance, including non-belief) | No impact | |
| Gender identity | No impact | |
| Sexual orientation | No impact | |

Any adverse impacts are explored in a Full Impact Assessment.

Introduction

At Iron Acton School we are committed to creating and maintaining a safe and secure environment for pupils, students, staff, governors, volunteers and visitors and to promoting a climate where children, young people and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

Our policy draws on all relevant legislation and guidance including:

- The Children Act (1989 and 2004);
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (2018);
- The Prevent Duty (2016);
- The four guiding principles of the UN Convention on the Rights of the Child (UNCRC); and
- Working Together to Safeguard Children (2018).

Other school policies and procedures which should be read alongside this policy are listed on page 1. These policies can be accessed by contacting the school office.

We believe that our school provides a safe, positive and caring environment in which children and young people can grow in their social, physical and moral development. We recognise the vital contribution our school can make in safeguarding children and young people from harm and we intend to carry out our responsibilities actively and enthusiastically in liaison with all other concerned parties.

A copy of this policy is available on request to parents/carers and is also accessible via the school website.

Our policy applies to all staff, volunteers, governors and directors working in the school. Concerned parents/carers may also contact the Designated Safeguarding Lead (DSL) or Deputy DSL(s) in their absence.

Throughout this policy 'children', 'child' or 'young person' refer to anyone under the age of 18 years old.

We recognise the need for all to be alert to the risks posed by those who may wish to harm children and young people in school or travelling to and from school and their homes, and to maintain an attitude that "it could happen here where safeguarding is concerned" (Keeping Children Safe in Education, 2018).

The four main elements to this policy are:

- Striving to **prevent** harm through the development of a positive school ethos, a safe school environment, a full curriculum and through the offer of pastoral support to pupils and their families;
- The school child protection **infrastructure and procedures** for identifying and reporting cases (or suspected cases) of abuse and neglect or other child protection concerns;
- **Support** for pupils who may have suffered significant harm, and their families; and
- **Staff recruitment, management and support systems** which protect children and young people.
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Aims of the Policy

- To support the development of the whole child as an individual by promoting security, confidence and independence;
- To raise awareness of all staff and governors as to their responsibilities in identifying and reporting possible cases of abuse and neglect as set out in [Keeping Children Safe in Education 2018](#) ;
- To ensure that staff concerned with particular children and young people in need are aware of their role and responsibility in safeguarding these pupils as set out in [Keeping Children Safe in Education 2018](#) ;
- To use a clear system of monitoring children and young people who are known to be or considered to be at risk of harm;
- To ensure that there is good, appropriate and effective communication between all members of staff;
- To develop and promote effective working relationships with other agencies, especially Social Care, Health and Avon and Somerset Police;
- To ensure all adults working within the school with access to children and young people undergo all relevant checks e.g. enhanced DBS check as set out in [Keeping Children Safe in Education 2018](#) ; and
- To ensure all staff are clear about the 'Paramountcy Principle'; that the welfare of the child is the paramount consideration.

Designated Safeguarding Lead (DSL)

The DSL in this school is:

Sarah Bagnall

In their absence, these matters will be dealt with by the Deputy DSL(s):

Mike Riches

The DSL is key to ensuring that proper procedures and policies are in place and are followed with regard to safeguarding and child protection issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

Designated Governor

The Designated Governor/s for Safeguarding at this school is/are:

Adam Dinham

The responsibilities of governing bodies, proprietors and management committees are outlined in part two of [Keeping Children Safe in Education 2018](#)

Safeguarding and promoting the welfare of children is:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;

- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes

Child Protection is:

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect children who are suffering, or are likely to suffer, significant harm.

[Working Together to Safeguard Children 2018](#)

Preventing harm

We recognise that developing the necessary qualities (e.g. emotional resilience, self-confidence) within both the children themselves and the school as a whole can help to prevent harm.

The school will therefore:

- Establish and maintain an ethos where children and young people feel secure, are encouraged to talk and are listened to;
- Ensure children and young people know that there are adults in the school who they can approach if they are worried or in difficulty;
- Include in the curriculum activities and opportunities which equip children and young people with the skills they need to stay safe from abuse and neglect and ensure that they know who to turn to for help, mainly through PSHE; and
- Include in the curriculum materials which will help children and young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to the care of children and young people.

Early Help

[Keeping Children Safe in Education 2018](#) states that “**All** staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years” (p. 5-6) Staff should discuss early help requirements with the DSL (or a deputy). We follow the South Gloucestershire early help process which includes the use of the [Single Assessment Framework early help \(SAFeh\)](#) . It may be appropriate for a member of school staff to initiate a SAFeh and take on the role of Lead Professional, or become a member of a Team around the Child/Family (TAC/F) as part of the SAFeh process. If this is the case, then the staff member should be supported by the DSL, for example, by being given time to write the SAFeh and attend TAC/F meetings. All staff should have an understanding of the SAFeh process and how they can contribute to it as and when appropriate.

Infrastructure and Procedures

The procedures for safeguarding children and young people will be in line with the [South West Child Protection Procedures and those accessed on the South Gloucestershire Safeguarding Board \(SGSCB\) website - SGSCB](#)

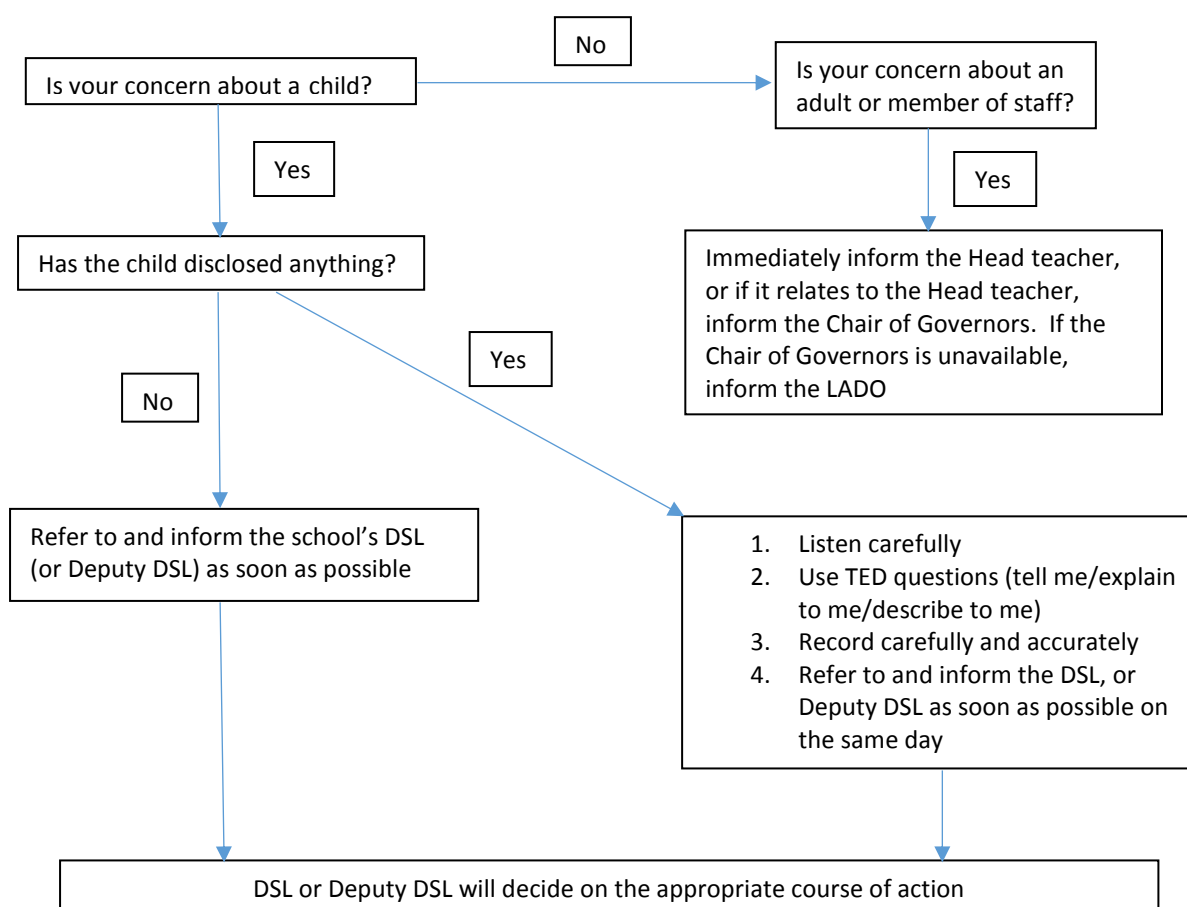
As a whole school we will ensure that:

- We have a Designated Safeguarding Lead (DSL) who will be trained to an advanced level by attending Advanced Inter-agency Child Protection training and maintained by attending CP Update training every 2 years thereafter. The DSL is a member of the senior leadership team;
- We have at least one deputy DSL who will meet the same training requirements as the DSL outlined above;
- Every member of staff and every governor knows and understands:
 - the name of the DSL, Deputy DSL(s) and Designated Governor and their roles around safeguarding and child protection;
 - that they have an individual responsibility for acting on any concerns about a child's welfare immediately by following this policy and speaking to the DSL (or a deputy); and
 - their responsibilities as outlined in [Keeping Children Safe in Education 2018](#)
- All staff undergo safeguarding and child protection training (including online safety) on induction;
- All members of staff receive whole setting Child Protection training every 3 years which covers:
 - their personal responsibilities in relation to child protection;
 - school child protection procedures;
 - identifying signs of abuse/suspected abuse and neglect;
 - how to support a child, young person or adult who discloses abuse;
 - current national and local issues in safeguarding and child protection;
 - whistleblowing and the role of the Local Authority Designated Officer (LADO); and
 - relevant legislation related to child protection
- All matters relating to child protection are confidential. Information about a child or young person will only be disclosed to members of staff on a need to know basis, in line with [Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers 2018](#) ;
- All staff are aware of their professional responsibility to share information with other agencies in order to safeguard children and young people;
- All staff are aware that they should never promise a child or young person that they can keep secrets for them;
- All staff are aware that they need to obtain support and help for the children and young people should it be necessary;
- All members of staff recognise that statistically children and young people with SEN and disabilities are most vulnerable to abuse; school staff working with children and young people with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour difficulties will be particularly sensitive to signs of abuse and neglect;

- All members of staff recognise the importance of children being safeguarded from potentially harmful and inappropriate online material
- Parents/carers are aware of the responsibilities of staff with regard to child protection and understand the role staff play in child protection and that good communication between parents/carers and the school is vital to this;
- All new members of staff are given a copy of the relevant safeguarding policies and procedures (including this child protection policy) during their induction to the school. Staff need to sign the relevant form to confirm that they have read and that they have understood the content of the policies and procedures;
- All supply and temporary staff have access to the school procedures flowchart and the names of the DSL, Deputy DSL(s) and Chair of Governors which is displayed on the staff room noticeboard;
- Entry to school premises is electronically controlled by doors and authorised visitors to the school will be logged into and out of the premises;
- Visitors, when arriving at reception, will be asked to read a summary of the school's safeguarding procedures. Their signing in will be an acknowledgement that they understand the purpose of the procedures; and
- That parents and carers are allowed on school site during certain times of the day (during pick-up and drop-off) and that this is with the permission of the school. Should there be any concerns raised about the conduct of parents/carers or visitors they will be asked to leave and further action taken to ensure the safety of children and young people.

The procedure (on p.8) is a summary flow chart of all action relating to the school's child protection and safeguarding and should be followed in each and every case.

Reporting Concerns



It is important that all communication is given in writing to the DSL as soon as possible as an official signed and dated record.

The DSL is responsible for:

- Taking the ultimate **lead responsibility** for safeguarding and child protection (including online safety) within our school, as set out in Keeping Children Safe in Education, 2018. This responsibility should not be delegated.
- Ensuring that he/she works closely with the deputy DSL(s) so that they can act effectively in the absence of the DSL;
- Ensuring that the relevant safeguarding and child protection information is shared with staff on induction – part one of Keeping Children Safe in Education, 2018 (and a copy of Annex A to all staff who work directly with children) our school's child protection policy, behaviour policy, staff code of conduct and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and deputies);
- Adhering to SGSCB procedures by referring children and young people to the Access and Response Team (ART) on 01454 866000 if there are concerns about their safety or well-being;

- Ensuring that in the case of a referral to ART (or any social care ‘front door’ in other Local Authorities), the parents/carers are informed prior to the referral being made, unless doing so would put the child or young person at risk of further harm;
- Ensuring that written records are kept about any child or young person about whom there are concerns of possible abuse or neglect. Abuse will be defined in terms of: Physical Abuse, Sexual Abuse, Emotional Abuse, (including witnessing or hearing domestic abuse) and Neglect (see appendix B);
- Storing any paper records confidentially in a secure locked cabinet in the Headteacher’s office;
- Checking the attendance of children and young people subject to a child protection plan notifying the relevant social care team if:
 - a pupil subject to a child protection plan is excluded either for a fixed term or permanently
 - there is an unexplained absence of a pupil subject to a child protection plan of more than a day from school (or one day following a weekend) without contact and good reason;
- Attendance at Initial Child Protection Case Conferences, Core Groups and Child Protection Review Conferences;
- Submitting written reports to Social Care on request within the agreed time limits;
- Liaising with other agencies to safeguard children and young people;
- Notifying parents/carers as soon as possible if a child or young person sustains a significant injury or are affected by an incident whilst they are the responsibility of the school;
- Ensuring that a paper copy of all child protection records, or an electronic copy is securely sent/forwarded to a child or young person’s new school following a transfer;
- Retain copies of all child protection files including those for children or young people no longer on roll until the child reaches 25;
- Ensuring that staff are appropriately trained and given regular safeguarding updates; and
- Ensuring that the Single Central Record is maintained as an up to date and accurate record.

N.B. Further information about the role of Designated Safeguarding Lead can be found in Annex B of [Keeping Children Safe in Education 2018](#)

Support

We recognise that when children and young people are the victims of abuse or are witnessing abuse and neglect, for example, domestic abuse, their self-esteem and sense of self-worth will be adversely affected. Our school may be the only stable, secure and predictable element in the lives of children and young people at risk.

Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. All staff are encouraged to consider the underlying causes for a child or young person’s behaviour – all behaviour is communication.

We understand that our role is to help children and young people combat the feelings of helplessness and self-blame they may experience in these situations. We can do this by maintaining a positive school ethos where children and young people feel valued, safe and

secure and are encouraged to talk and are always listened to.

The school will endeavour to support pupils with difficulties through:

- Continued monitoring of their development coordinated by the DSL in collaboration with other staff working directly with those children and young people;
- Keeping records and notifying ART as soon as there is a recurrence of a concern;
- Continued close collaboration with parents/carers;
- Liaison with a wide range of appropriate and trustworthy statutory and voluntary agencies who may be able to support the student;
- The school's behaviour policy, which outlines a consistent approach focusing on the behaviour or the offence committed by the child or young person but does not damage the pupil's sense of self-worth (for example, supporting those who are accused of sexual violence and/or sexual harassment); and
- Providing appropriate pastoral support and care.

SUPPORTING STAFF

We recognise that staff who have been involved with a child or young person who has been abused, neglected or appears at risk of harm, may find the situation very stressful and upsetting. Support will be given to staff by providing an opportunity to talk about their anxieties and reflect on possible outcomes with a designated member of staff and to seek further external support as appropriate.

ALLEGATIONS AGAINST STAFF

- If an allegation is made against, or there are concerns about the behaviour of a member of staff, volunteer or Governor, the Head teacher must be informed immediately;
- Where the allegation is against, or the concern is about the Head teacher, the Chair of Governors must be informed immediately;
- If the Chair of Governors cannot be contacted, the LADO must be informed immediately;
- If the response (from either the Head teacher or the Chair of Governors) to a report of an allegation or concern is felt to be unsatisfactory e.g. minimising, then the LADO must be informed immediately.

See Appendix B for a flowchart outlining the above

WHISTLE-BLOWING

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. A Whistleblowing Policy is in place for this purpose. This policy can be accessed through the school office.

The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email:

help@nspcc.org.uk

STAFF CODE OF CONDUCT

All staff (paid and voluntary) and governors are expected to adhere to the school's Code of Conduct in respect of their contact with pupils and their families. Children and young people will be treated with respect and dignity and no punishment, restraint, sanctions or rewards are allowed outside those detailed in the school's Behaviour Policy.

Whilst it would be unrealistic to prohibit all physical contact between adults, children and young people, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism and misrepresentation. If it becomes necessary to restrain a pupil physically for their own or others' safety, this should be in line with the school's policy for restraint, a record will be made of the incident and the Head teacher informed on the same day.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. All rooms which are used for the teaching or counselling of pupils should have clear glass panels in the doors or the doors will be left open.

School staff should also be alert to the possible risks which might arise from contact with pupils and parents/carers outside the school including the use of social media. Please refer to the Online Safety Policy and the policy on Social Media, in addition to the Code of Conduct.

[Guidance for safer working practice for those working with children and young people in education settings 2015](#)

SAFEGUARDING ISSUES

Some of the specific safeguarding issues faced by children and young people are outlined below. Annex A of [Keeping Children Safe in Education 2018](#) contains additional information about these and other specific safeguarding issues – children and the court system, children missing from education, children with family members in prison, child sexual exploitation, child criminal exploitation: county lines, domestic abuse, homelessness, so-called 'honour-based' violence and sexual violence and sexual harassment between children in schools and colleges.

PEER ON PEER ABUSE

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. Abuse is abuse and should never be tolerated or dismissed as 'banter', 'just having a laugh' or 'part of growing up'. All peer on peer abuse is unacceptable and will be taken seriously, regardless of gender of the alleged perpetrator(s) and alleged victim(s).

We recognise that some students will sometimes negatively affect the learning and wellbeing of others, however in most instances, the conduct of students towards each other will be covered by the school's behaviour policy. However some allegations might be of such a serious nature that they become safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation; however we are aware that the abuse may take any form, including the use of technology.

Definition

- The definition for **domestic abuse** (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships;
- The definition for **child sexual exploitation** (DfE 2017) includes all children and young people under the age of 18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another child and/or young person;
- The definition for young people who display **harmful sexual behaviour** refers to any young person, under the age of 18, who engage in “sexual discussions or acts that are inappropriate for their age or stage of development” (Rich, 2011). Children and young people can also engage in harmful sexual behaviour online or through the use of technology e.g. grooming, exposing others to extreme/illegal pornography, sexual images and/or chat (Belton and Hollis, 2016);
- **Serious youth violence** is defined with reference to offences (as opposed to relationships/contexts) such as violence against the person, sexual offences, robbery or gun or knife crime (Metropolitan Police, 2016)

The safeguarding implications of sexual activity between young peopleⁱ

The intervention of child protection agencies in situations involving sexual activity between children can require professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation

ⁱTaken from *The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)*

Prevention

At our school we will minimise the risk of allegations against other pupils by:

- Providing PSHE as part of the curriculum, which will help students develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe;
- Having an ethos where students feel able to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be looked into and addressed;
- Being aware of and challenging inappropriate language used by pupils e.g. terms such as describing something as ‘gay’ can have a lasting impact on the self-esteem of those pupils who may be struggling with or confused about their sexual identity;
- Liaising and working with other professionals to develop robust risk assessments for pupils that are identified as posing a potential risk to other students; and

- Liaising with specialists to deliver appropriate targeted work to pupils identified as being at potential risk e.g. protective behaviours work.

Allegations against other pupils (safeguarding issues)

Allegations of abuse or that are a safeguarding concern maybe made against other students within our setting. These may include allegations of physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Safeguarding concerns or reports of abuse in any form may be made against students in our setting

It may also be considered a safeguarding issue if the allegation:

- Is being made against an older pupil and refers to their behaviour towards a younger or more vulnerable pupil;
- Is of a possible criminal nature;
- Puts other pupils in the school at risk, or raises the risk factor for others;
- Indicates that other pupils may have been harmed or be at risk of harm; and
- Includes bullying (under the definition of emotional abuse) or intimidation.

Specific safeguarding issues against another student may include:

- Physical abuse:
 - Pre-planned violence
 - Physical altercations
 - Hitting, kicking, shaking, biting, hair pulling, or some other form of physical harm
 - Forcing others to carry out violence
 - Forcing others to use drugs, alcohol or other substances
 - Initiation/hazing type violence and rituals
- Emotional abuse:
 - Bullying
 - Threats and intimidation
 - Blackmail/extortion
- Sexual abuse:
 - Sexual violence e.g. rape, assault by penetration
 - Sexual harassment e.g. sexual comments, sexual taunting, sexualised online bullying
 - Indecent exposure
 - Indecent touching
 - Showing pornography to others
 - Forcing others to create/share/download indecent images
 - Sexting (see 'Sexting in Schools and Colleges', 2016), also known as youth produced sexual imagery)
- Sexual exploitation
 - Encouraging/enticing other pupils to engage in inappropriate sexual behaviour
 - Photographing or videoing other children performing indecent acts

- Sharing images through social media

Procedure

- When an allegation is made by a pupil against another student, which is of a safeguarding nature it should be reported to the designated safeguarding lead (DSL) as soon as possible (or deputy if the DSL is unavailable);
- A factual record must be kept (as per normal safeguarding child protection procedures) and updated with all actions and outcomes;
- The incident should not be investigated at this time;
- The DSL (or deputy) will contact the Access and Response Team (ART) to discuss the case, and make a formal referral where appropriate;
- If the allegation indicates that a potential crime has taken place, ART will refer the case to the police;
- Parents of both the alleged victim and the student the allegation is against should be informed; this should be discussed during consultation with ART;
- A risk assessment will be considered at this time to protect all parties involved;
- It may be appropriate, for a fixed period of time, to exclude the pupil against whom the allegation has been made in line with our school's behaviour policy and procedures;
- Police and social care will lead any investigation, however where neither police nor social care thresholds are met, our school will then undertake a thorough investigation following our schools policies and procedures;
- A risk assessment should be considered along with an appropriate supervision plan;
- Support should be given to all students involved (including those against whom the allegation has been made), and they should be in attendance at all relevant meetings and sign and agree to the plan that is set; and
- The plan should be monitored and review dates set.

Ongoing support

- Careful consideration needs to be given as to what language is used to describe the 'victim(s)' and alleged 'perpetrator(s)';
- A child abusing another child may be indicative of that child being a victim of abuse themselves, or other issues that require an appropriate and co-ordinated response (e.g. carrying out an early help assessment). It is important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, the appropriate level of support to help them understand and overcome the reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again;
- Support should be offered on a case-by-case basis and in consultation with the pupils involved, parents/carers and any relevant agencies;
- The wishes and feelings of those involved should be taken into account e.g. the victim should be asked if there is a trusted adult within the school environment they wish to talk to as an ongoing source of support, or the victim may express a need to leave a classroom which will need to be supported and facilitated.

If allegations are made directly to other agencies

In some circumstances, parents/carers or the alleged victim(s) will disclose to other settings or agencies. In these cases (if not police or social care) these agencies should make referrals to ART or the police.

ART or the police should liaise directly with the DSL for the school to inform them of the situation.

All professionals involved can support with the risk assessment and management of such allegations.

Police action and responsibility

Avon and Somerset Police will make an assessment on a case by case basis as to the legality, proportionality and necessity to share information with partner agencies, including schools.

Where a report is made concerning a school-age child, and the school/educational establishment is already involved, the police should keep the DSL for that setting updated with developments in the case and police officer/staff dealing with the matter. In South Gloucestershire, schools receive domestic abuse reports where children are involved in those cases where the police identify a safeguarding need.

Where a report is made concerning a school-age child and the school/educational establishment is not already involved, the police must always give active consideration to sharing relevant information with the setting. This will ensure that the setting can take necessary measures to ensure the safety of the children involved and others they may come into contact with. The decision on the appropriate measures to take should be made by the setting with support from the police as necessary.

In the case of police or court bail conditions for safeguarding cases, the police must notify the setting of the conditions which are relevant to keep the child and others safe in the setting.

If a report indicates a safeguarding concern regarding a child or a risk they may pose to others, the presumption is the report will be shared with those who need to know to help keep children safe. A review strategy meeting may be the most appropriate way of communicating and agreeing a suitable course of action.

THE PREVENT DUTY

In order for schools to fulfil the Prevent Duty, it is essential that staff are able to identify children and young people who may be vulnerable to radicalisation as part of our safeguarding duties. The statutory guidance makes clear that schools are expected to assess the risk of children and young people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children and young people who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. Schools are in an important position to identify risks within a given local context.

It is important that schools understand these risks so that they can respond in an appropriate and proportionate way. At the same time schools should be aware of the increased risk of online radicalisation, as terrorist organisations may and do seek to radicalise children and young people through the use of social media and the internet.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children and young people's behaviour which could indicate that they may be in need of help or protection. Children and young people at risk of radicalisation may display different signs or seek to hide their views.

School staff should use their professional judgement in identifying children and young people who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent Duty does not require teachers to carry out unnecessary intrusion into family life but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

The safeguarding procedures outlined above need to be followed in exactly the same way should staff have a concern about potential radicalisation or undue influences.

Child Sexual Exploitation (CSE)

CSE is a form of child abuse which involves children and young people receiving something in exchange for sexual activity. Perpetrators of CSE are found in rural as well as urban areas and are not restricted to particular ethnic groups. It is important that staff are aware of the risk factors and alert the DSL if there are concerns.

Key indicators of children and young people being sexually exploited can include:

- Going missing for periods of time or regularly coming home late;
- Regularly missing school or education or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse; and
- Displaying inappropriate sexualised behaviour.

Practitioners should also be aware that many children and young people who are victims of sexual exploitation may not recognise themselves as such but they should still be regarded as victims.

Female Genital Mutilation (FGM) and the Mandatory Reporting Duty

As all staff should be vigilant to the indicators of child sexual exploitation - the same is relevant for FGM.

Section 5B of the 2003 FGM Act introduced a mandatory duty which requires teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her;
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Further information about making a report to the police can be found in the [FGM Mandatory Reporting Procedures](#). The DSL must be kept notified of any disclosures, concerns and calls made to the police. Recordings of disclosures/concerns and any subsequent conversations must be logged and given to the DSL as with any other safeguarding/child protection issue.

Contact Information

Access and Response Team (ART)

01454 866000

accessandresponse@southglos.gov.uk

Emergency Duty Team (EDT) – out of hours/weekends

01454 615165

Single Assessment Framework early help (SAFeh)

01454 864682/5734

earlyhelpsupportteam@southglos.gov.uk

Tina Wilson

Local Authority Designated Officer (LADO)

01454 868508

Tina.Wilson@southglos.gov.uk

Appendix A

Abuse definitions *(from Keeping Children Safe in Education 2018)*

PHYSICAL ABUSE

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

EMOTIONAL ABUSE

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

SEXUAL ABUSE

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate

care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix B

Iron Acton Primary School

Safeguarding Allegations against Staff

Flow Chart Template

Report immediately to Mike Riches, Head Teacher, including time, date and name/s of those involved.

Mike Riches will advise Ellie Blanch, Chair of Governors

If the allegation involves Mike Riches it should be reported immediately to the Chair of Governors

If the Chair of Governors is unavailable, or it is felt the concern is not being taken seriously, contact the South Gloucestershire LADO (01454 868924)



**Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them e.g. The NSPCC Whistleblowing Helpline: Staff can call 0800 028 0285 – the line is available from 8:00 AM to 8:00 PM, Monday to Friday
email: help@nspcc.org.uk**
