

High View Primary Learning Centre



Policy:	Safeguarding	
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1. Intent and Aims:

AIMS OF THIS POLICY

- To ensure that children are effectively safeguarded from the potential risk of harm at High View Primary Learning Centre and that the safety and well-being of the children is of the highest priority in **all** aspects of the school's work.
- To help the school maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.
- To ensure COVID 19 safety procedures are in place and early support for all stakeholders are in place.

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 and expectations during pandemic.

...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.

...establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

2. Legislation and Guidance

1 PRINCIPLES

- 1.1 Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State.
- 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.
- 1.3 We believe that every child regardless of age 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.
- 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.
- 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.
- 1.6 Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot 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 At High View Primary Learning Centre, if we have 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, we will take appropriate action in accordance with the procedures issued by Barnsley Safeguarding Children Board.
- 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 an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities;
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the governing body;
- will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions, especially during the pandemic with additional demands;
- 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;
- will ensure (through the designated member of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnsley Safeguarding Children Board (BSCB);
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering, significant harm refer such concerns to the designated member of staff, who will refer on to Children's Social Care in accordance with the procedures issued by Barnsley Safeguarding Children Board;
- will safeguard the welfare of children whilst in the school through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or internet technologies;
- will ensure that all staff are aware of the child protection procedures established by Barnsley Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them;

- will ensure through our 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 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.

All staff, volunteers, students and governors will receive annual safeguarding training, with a particular focus on sections 1, 2 and 5 of Keeping Children Safe in Education (2021), and are also provided with updated information should any of the guidance outlined below be changed. This is a core document and a copy will be available at all times on the safeguarding noticeboard and on the school's shared drive. Signatures will be collected, and records kept to evidence that all staff, volunteers, students and governors have read and understood this.

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2021) and Working Together to Safeguard Children (2018), and the Governance Handbook.

This policy is also based on the following legislation:

Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014

The Children Act 1989 (and 2004 amendment)

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015

Statutory guidance on FGM

The Rehabilitation of Offenders Act 1974

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006

Statutory guidance on the Prevent duty

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 and Childcare Act 2006

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

3. Roles and Responsibilities

1 DESIGNATED MEMBER OF STAFF

1.1 The designated senior member of staff (designated person) for safeguarding protection in this school is: Miss Theresa Smith (Head)

1.2 In their absence, these matters will be dealt with by: Mrs Nicola Simpson (Deputy Head) or Mrs Stella Robinson (Parent Support Advisor). The safeguarding governor is Mrs Angie Lee.

1.3 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 to draw upon.

1.4 The school recognises that:

- the designated person 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 person will act as a source of advice and coordinate action within the school over child protection cases.
- the designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- the designated person should possess skills in recognising and dealing with child welfare concerns.
- appropriate training and support should be given.
- the designated person is the first person to whom members of staff report concerns.
- the designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures

established by the Barnsley Safeguarding Children Board.

- the designated person is not responsible for dealing with allegations made against members of staff, unless the designated person is also the head teacher.

1.5 To be effective they will:

- act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals 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 the Barnsley Safeguarding Children Board;
- where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, ask the Head of Safeguarding to investigate further by referring to the LA/LADO;
- 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, this policy;
- liaise with the head teacher (if not head teacher) to inform him/her of any 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;
- be able to keep detailed, accurate, secure written records of referrals/concerns, and ensure that these are held in a secure place (CPOMS is the system all staff use to log issues/concerns);
- aim to 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; raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child;
- where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the designated person for child protection. Any child protection information will be discussed by

the designated teacher with the safeguarding lead from the new school. A receipt will be signed by both parties to ensure important documents are passed on;

- 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 missing pupils.

1.6 The designated person also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- attend training in how to identify abuse and know when it is appropriate to refer a case;
- have a working knowledge of how the Barnsley Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required, to enhance the implementation of the Child Protection Plan when this is required;
- attend any relevant or refresher training courses 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 teacher immediately.
- all supply teachers, volunteers and outside agencies working with children will be given a copy of the *Information for Students, Volunteers & Outside Professionals* leaflet (which is located in the school office) with the Designated Safeguarding Lead's name and procedures to follow if they have a cause for concern.

2 DESIGNATED GOVERNOR

The Designated Governor for Safeguarding at this school is Mrs Angie Lee.

2.1 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.

- 2.2 The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.
- 2.3 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;
 - a termly monitoring meeting is held with the designated safeguarding lead with an agreed focus;
 - members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
 - child protection is integrated with induction procedures for all new members of staff and volunteers;
 - the school follows the procedures agreed by Barnsley Safeguarding Children Board, and any supplementary guidance issued by the Local Authority;
 - only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity;
 - where safeguarding concerns about a member of staff are raised, take appropriate action in line with Barnsley Safeguarding Children Board 'Allegations against Staff' Procedures and BMBC/ECM Disciplinary Procedures.

3 RECRUITMENT

- 3.1 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.
- 3.2 We accept that it is our responsibility to follow the guidance set out in "Working Together to Safeguard Children" and "Keeping Children Safe in Education – September 2020". In particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:
- Identity checks to establish that applicants are who they claim to be.
 - Academic qualifications, to ensure that qualifications are genuine.

- Professional and character references prior to an offer of employment being confirmed.
- Satisfy conditions as to health and physical capacity.
- Previous employment history will be examined and any gaps accounted for.
- DBS checks, e.g. through birth certificate, passport, new style driving licence, or other approved documentation.

At least one member of the interview panel for each appointment will have completed the Safer Recruitment training.

4 VOLUNTEERS

- 4.1 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/ECM Recruitment Policy.
- 4.2 All volunteers and supply teachers are presented with a helpful guide to school safeguarding procedures and WWV1 forms are used for all volunteers working within school.

5 INDUCTION & TRAINING

- 5.1 All new members of staff, students and volunteers will receive induction training, which will give an overview of the school and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.
- 5.2 All new staff at the school (including volunteers) will receive child protection information and a copy of this policy on starting their work at the school.
- 5.3 All staff, teaching students and volunteers will be expected to attend training on safeguarding children that 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, be expected to read relevant information from BMBC at www.safeguardingchildrenbarnsley.com
- 5.4 Staff will attend refresher training every three years, and the designated person every two years. Staff who are new to the school and who have not completed face

to face safeguarding training within the last three years will complete online safeguarding training provided by the local authority.

- 5.5 Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to designated safeguarding and expected procedures.
- 5.6 All adults working in and around school are strongly encouraged to attend safeguarding training. Attendance at school training will be open to parent helpers, volunteers, extended schools providers, governors and any other parties that come in to contact with children on a regular basis. These staff will also be signposted to the online training available via the Barnsley Safeguarding Children Board website.
- 5.7 All NQTs and students are expected to have completed Safeguarding Awareness training prior to commencing their employment. If this is not the case then they will be asked to complete the online Safeguarding training.

4. Implementation: Organisation/Planning/Inclusion

DEALING WITH CONCERNS

1.1 Members of staff and volunteers must not investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering, significant harm, they must always refer such concerns in line with DFE and BSCB Procedures. At High View Primary Learning Centre we class a cause for concern as an observation, an action, a discussion or a disclosure that makes you feel worried or anxious about a child's safety and well-being. This could also be a change in behaviour, appearance or circumstances.

1.2 To this end, staff will follow the procedures below:

All causes for concern must be recorded on the CPOMS system and notified to the DSL or one of the Deputy Safeguarding Leads immediately. Guidance for staff can be found on the reverse of stock cupboard doors, in the staffroom and in each of the offices. The DSL is automatically alerted via e-mail to all information logged on CPOMS. Staff logging concerns should also alert the child's class teacher and other staff as detailed below:

Behaviour/Bullying	Behaviour Lead
SEND	SENDCO
Home and parenting	Parent Support Adviser
Attendance	Attendance Officer

Volunteers and visitors must notify either the DSL or one of her deputies immediately so that the concern can be logged on CPOMS and appropriate actions be taken.

Any further discussions, telephone calls, meeting or further information will be logged on CPOMS to ensure that the school has a full and accurate record of all actions taken.

Members of the Safeguarding Team (DSL and deputies) communicate regularly regarding families and children causing concern. A formal termly meeting is also held to review all pupils and families causing concern.

- 1.3 We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential record of any incidents, and with the requirements of Barnsley Safeguarding Children Board.
- 1.4 Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

1.5 **Early help**

- If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate.
- -Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving.

- Timelines of interventions will be monitored and reviewed.

1.6 **Referral**

- If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.
- If you make a referral directly you must tell the DSL as soon as possible.
- The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome.
- The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.
- If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

2 **SAFEGUARDING IN SCHOOL**

- 2.1 As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.
- 2.2 To this end, this policy must be seen in light of the school's policies on:
 - Personal, Social and Health Education (PSHE) and Relationships, Sex and Health

Education (RSHE); child protection issues will be addressed through the curriculum as appropriate.

- Bullying - the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home.
- Equal Opportunities and Race Equality
- Confidentiality
- Behaviour
- Special Educational Needs and Disabilities
- Anti-bullying
- Drug
- Health & Safety
- Internet Access
- Physical Intervention
- Gender Equality
- Managing Allegations of Abuse against members of staff
- E-safety
- Whistle Blowing
- Induction policy
- Children in Care
- Information sharing policy – storing and sending sensitive and confidential electronic information /data

2.3 To ensure the safety of the children within the school grounds, the building is regularly inspected and checked by Engie and the Business Manager (see Health and Safety Policy for PFI schools).

3. Online safety

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as ‘mobile phones’)
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

3.1 In school

We will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in

school, use of the school's ICT systems and use of their mobile and smart technology. Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones

- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. If IT staff are unavailable due to illness and COVID isolation, our contingency plan is for support from Code Green.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

3.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy. Appropriate training has been given based on online learning platforms where remote learning is taking place. For pupils who are needing ICT equipment to access learning when unable to attend school the acceptable user policy will be shared and loan agreements signed for.

During remote learning school will:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject;
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos;
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work;
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding;
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers;
- where live interactions are taking place, use Microsoft Teams to deliver. This will be for register and 1-1 interventions; staff will be in view of other staff and the background will be blurred.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in the policy.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

3.3 Working with parents and carers

We will make sure parents and carers:

- are aware of the potential risks to children online and the importance of staying safe online;
- know what our school is asking children to do online, where relevant, including what sites they will be using and who they will be interacting with from our school;
- are aware that they should only use reputable online companies or tutors if they wish to supplement the teaching and resources our school provides;
- know where else they can go for support to keep their children safe online.

School provide this support with guidance through documents, on line training and over the phone support (due to Covid restrictions).

4. Mental health

4.1 Children returning to school

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

Timetables have been revised to ensure daily time is set to address mindfulness; Thrive, play therapy and art therapy are offered in school as well as seeking external agencies when required.

4.2 Children at home

Where possible, we will continue to offer our current support for pupil mental health for all pupils as above. We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as explained in the policy.

5 PHOTOGRAPHING CHILDREN

5.1 We understand that parents like to take photos or video recordings of 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.

- 5.2 However, if there are Health and Safety issues associated with this - e.g. 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.
- 5.3 When a child does not have permission to have photographs taken in school, parents and carers are informed prior to an event. No photograph will be taken during any activity or class/school performance, and set procedures are followed (see No Photograph Permission Policy).
- 5.4 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.
- 5.5 The school cannot, however, be held accountable for photographs or video footage taken by parents or members of the public at school functions.

6 CONFIDENTIALITY and INFORMATION SHARING (see separate policy for detail)

- 6.1 The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.
- 6.2 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.
- 6.3 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 member of staff for child protection.
- 6.4 All sensitive information, i.e. EHAs or child protection, will be stored electronically on CPOMS and if sent electronically, the policy for storing and sending sensitive and confidential electronic information/data will be followed.
- 6.5 When passing on sensitive information (e.g. children protection) to another

school via a transition meeting, this will be done through a face-to-face meeting with the Safeguarding Lead from the new school. A paper receipt for the information will then signed. CPOMS is also requested electronically to other schools and from other schools.

7 PHYSICAL CONTACT AND RESTRAINT

Members of staff may have to make physical interventions with children. Members of staff will only do this in line with school policy. For further details, see the Physical Restraint Policy.

8 ALLEGATIONS AGAINST MEMBERS OF STAFF

8.1 If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- Committed an offence against a child;
- Placed a child at risk of significant harm;
- Behaved in a way that calls into question their suitability to work with children,

the allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by Barnsley Safeguarding Children Board.

8.2 The head teacher, rather than the designated member of staff, will handle such allegations, unless the allegation is against the head teacher, when the chair of governors will handle the school's response.

8.3 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) – Ruth Holmes. 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. For more information, see the *Managing Allegations of Abuse against Teachers and Other Staff Policy*.

9 BEFORE AND AFTER SCHOOL ACTIVITIES

Where the Governing Body transfers control of use of 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, 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.

10 CONTRACTED SERVICES

Where the Governing Body 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.

11 PARENTS & CARERS

Copies of this policy will be available to download from the school website:
<http://www.highviewprimary.co.uk/>

Paper copies are available on request from the school office. A parent-friendly leaflet is also available.

12 PROVISION TO HELP PUPILS STAY SAFE

Safeguarding permeates through all aspects of the wider school curriculum. The following examples are not exhaustive but give a flavour of how safeguarding is promoted at High View Primary Learning Centre. Through a more personalised RSHE programme with the use of 1Decision and Circle Time 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 through work with specific groups and assemblies, and we hold an annual Anti-bullying Week. Pupils who have particular needs or difficulties in these areas are supported by a range of social and emotional support strategies and programmes and specifically tailored interventions, such as the Incredible Me programme, as well as receiving additional individual support from the Parent Support Adviser (PSA), parents and staff.

Initiatives such as the individual work with the PSA, Sports Leaders/support, Playground Leaders, School Council and Bikeability, 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.

Where necessary, specific therapeutic interventions are put in place for children either individually or in small groups: these include art therapy, Harmony, play therapy, and Incredible Me.

5. Impact: Monitoring Arrangements

1 IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

- 1.1** All adults in school will receive a copy of this 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.
- 1.2** The effectiveness of the policy will be reviewed and evaluated by the Governing Body annually, or sooner in light of any specific incidents or changes to local/national guidance.
- 1.3** The designated governor for safeguarding will monitor one aspect of the school's work termly and report back to the full Governing Body.
- 1.4** 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.
- 1.5** Parents will be consulted via letters/questionnaires, in person at school events, and pupils via the school council.

6. Links to other policies

- Equal Opportunities and Race Equality Policy
- Confidentiality and Information Sharing Policy
- Behaviour Policy
- Anti-bullying Policy
- Drug Policy
- Health & Safety Policy
- Internet Access Policy
- Physical Intervention Policy
- Gender Equality Policy
- Managing Allegations of Abuse against members of staff Policy
- E-safety Policy
- Whistle Blowing Policy
- Induction Policy
- Children in Care Policy
- Personal, Social and Health Education Policy
- Sex and Relationships Education Policy
- No Photograph Permission Policy.

Appendix 1: Definitions and Symptoms of Abuse

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

Physical Abuse

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

Symptoms:

Behaviour changes/wet bed/withdrawal/regression

Finger marks

Frequent unexplained injuries

Broken bones

Afraid of physical contact

Cuts and grazes

Violent behaviour during role play

Cigarette burns

Unwillingness to change clothes

Cowering

Aggressive language and use of threats

Bruising in unusual areas

Changing explanation of injuries

Not wanting to go home with parent or carer.

Neglect

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

Symptoms:

Lack of appropriate clothing

Dirty

Cold – complaining of

Body sores

Hunger – complaining of

Smells of urine

Unkempt hair

No parental interest

Not wanting to communicate

Behaviour problems

Attention seeking

Lack of respect

Often in trouble – police

Bullying

Use of bad language

Always out at all hours

Lack of confidence – low self-esteem

Stealing

Jealousy

Sexual Abuse

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 in genital area

Drawing – inappropriate knowledge

Relationships with other adults or children, e.g. being forward.

Emotional Abuse

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

Symptoms:

Crying

Rocking

Withdrawn

Not wanting to socialise

Cringing

Bad behaviour

Aggression

Behaviour changes

Bribery by parent

Self infliction

Lack of confidence

Attention seeking

Isolation from peers – unable to communicate

Clingy

Afraid of authoritative figures

Treating others as you have been treated

Picking up points through conversation with children

Appendix 2: Specific Safeguarding Issues

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school using 'Operation Encompass' (usually the designated safeguarding lead) before the child or children arrive at school the following day.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour

- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

The above indicators and risk factors are not intended to be exhaustive.

If you discover that FGM has taken place or a pupil is at risk of FGM

Any teacher who either:

Is informed by a girl under 18 that an act of FGM has been carried out on her; **or** Observes 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, must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmfco@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral support or therapist as appropriate.

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website, Educate Against Hate, and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves

- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will discuss their concerns with the DSL. Staff should always take action if they are worried.

Peer-on-peer abuse

Peer-on-peer abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand alone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about peer-on-peer abuse, or a child makes a report to them, they should speak to the DSL.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they should speak to the DSL.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above)).

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school

- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery.

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL. DSL to agree a course of action.