



Springvale Primary School

Policy Title: Safeguarding and Child Protection

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Review by: Autumn 2024

Signed by:

Chair of Governors

All policies available at www.springvaleprimary.org

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SPRINGVALE PRIMARY SCHOOL

Policy for Safeguarding and Child Protection

Autumn 2021



A Introduction

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Springvale Primary School.

B Aims and Principles

The policy is underpinned by the central aims of Springvale Primary and values held by the school community:

C Aims of the school

- Springvale is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Springvale School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

D Principles of Safeguarding and Child Protection

Safeguarding and promoting the welfare of children is everyone's responsibility, in and outside of school. Two principles underlie our position on safeguarding and child protection:-

- To ensure that children are effectively safeguarded from the potential risk of harm at our school 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, pupil, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

At Springvale we believe that everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

It is essential that all forms of abuse, which can be defined in four broad categories of physical, emotional, social abuse or neglect, are understood and can be recognised. These are set out in more detail in Appendix 1.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Please note, where pupils are not able to attend school due to COVID or national restrictions on school attendance, the school will deploy our COVID19 Safeguarding Annex to ensure the safety and wellbeing of all pupils. This is available on our website at www.springvaleprimary.org or via our school office.

This policy is a key document in school to ensure that all members of the school community:

- Are aware of their responsibilities in relation to child protection
- Know the procedures that should be followed if they have a cause for concern
- Know where to go to find additional information regarding safeguarding
- Are aware of the key indicators relating to child abuse
- Fully support the school's commitment to safeguarding and child protection
- Ensure that wherever possible safeguarding is proactive and not reactive

Section 175 of the Education Act 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. This policy is written in conjunction with "Keeping children safe in Education September 2021", Education and Inspection Act 2006, Working Together to Safeguard Children 2018 and the Children and Families Act 2014.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- 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; and
- taking action to enable all children to have the best outcomes.

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.

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. We have a duty to ensure that every child has a voice and that their perspective, opinions and feelings are listened to and recorded.

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) across the school, in whatever capacity, will know their responsibilities and, 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.

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 Springvale as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of staff. The voice of the child will be sought and recorded should they be of an age whereby they are able to converse their concerns, issues and opinions and describe their feelings to add context and importance to the impact of the concern. Our children should recognise when they are at risk and how and where to get help when they need it. 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.

At Springvale, 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 Partnership (BSP).

As a consequence, we:

- assert that teachers and other members of staff (including supply staff and volunteers) at Springvale are an integral part of the child safeguarding process;

- accept totally that safeguarding children is an appropriate function for all members of staff in our school, and wholly compatible with their primary pedagogic responsibilities.
- recognise that safeguarding children in our schools is a responsibility for all staff, including supply staff and volunteers and the Governing body;
- will ensure through training and supervision that all staff, supply staff and volunteers in our school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- have designated 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 each individual school and liaising with other agencies;
- will ensure (through the designated safeguarding lead) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnsley Safeguarding Partnership (BSP) and also receive annual up dates.
- 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 safeguarding lead, who will refer on to Children's Social Care in accordance with the procedures issued by Barnsley Safeguarding Partnership.
- will safeguard the welfare of children whilst in our 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 Partnership 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 schools are suitable to work with children. Those responsible for recruitment will have had the appropriate training.
- 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.
- will ensure that all school staff are 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 teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

E Designated Member of Staff for Safeguarding

The designated senior members of staff (Designated Safeguarding Lead) for safeguarding protection in this school are: Mr Lee McClure, Headteacher (DSL) and Mrs Rhia Fearn, Deputy Headteacher (Deputy DSL). Two further key staff have received the DSL training and they are Mrs N Evans and Mrs N Exley.

In their absence, or if the concerns are relating to the Headteacher, these matters will be dealt with by: Mrs K Thorogood (Chair of Governors) or Miss C Throssell (Safeguarding Governor).

The Designated Safeguarding Lead 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.

Our school recognises that:

- The designated safeguarding lead need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in our schools.
- All members of staff (including volunteers) must be made aware of who this person is and what their role is.
- The Designated Safeguarding Lead will act as a source of advice and coordinate action within our school over child protection cases.
- The Designated Safeguarding Lead will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- They should possess skills in recognising and dealing with child welfare concerns.
- Appropriate training and support should be given.
- The Designated Safeguarding Lead is the first person to whom members of staff report concerns which must be made as soon as possible and within one working day.
- The Designated Safeguarding Lead is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the Barnsley Safeguarding Partnership.
- The Designated Safeguarding Lead is not responsible for dealing with allegations made against members of staff. In the event that an allegation is made against the Designated Senior Lead, this will be managed by the Chair of Governors who will work with the relevant services to address any concerns.

To be effective they will:

- Act as a source of advice, support and expertise within 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.

- Display awareness that schools have a pivotal role to play in multi-agency safeguarding arrangements and the importance of understanding their role in the new safeguarding partner arrangements to be in place from 29th September 2019. Information about the Barnsley Safeguarding Partnership can be accessed here - <https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley/barnsley-safeguarding-children-partnership/>
- Cascade safeguarding advice and guidance issued by the Barnsley Safeguarding Partnership.
- Ensure each member of staff and volunteers in our school, and regular visitors (such as Education Welfare Officers, trainee teachers and supply teachers) are aware of and can readily access this policy or a summary of the policy. Springvale has a robust visitors signing in and out procedure.
- Liaise with the Headteacher 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 regarding this.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure parents are aware of the safeguarding and 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. Springvale Primary to post a copy of their policy on the school website.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the Designated Safeguarding Lead for child protection.
- Where a child leaves and the new school is not known, or parents or carers have elected to home school, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

The Designated Safeguarding Lead 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 Barnsley Safeguarding Partnership operates and the conduct of a child protection case conference and be able to attend and contribute to these when required, to enhance the implementation of the Child Protection Plan.
- Attend any relevant 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.

- Ensure that all staff are aware of changes to the latest guidelines and legal frameworks for keeping children safe. This includes, but is not exclusive to, our own Safeguarding Policy and the national document 'Keeping Children Safe in Education.' Staff will acknowledge any relevant changes in writing at least annually.

F Designated Governor

The Designated Governor for Safeguarding at this school is: Miss Claire Throssell (contact email via office@springvaleprimary.org).

A termly meeting will take place between a designated Governor and Designated Safeguarding Lead with an agreed focus. Records of these meetings will be kept.

Governors recognise the importance of child protection. 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.

The Governors will ensure that the Designated Safeguarding Lead for child protection is given sufficient time to carry out his or her duties, including accessing training.

The Governing Body will not tolerate any physical, verbal or sexual abuse by a child or parent/carer towards any member of staff, volunteers, peripatetic teachers and extra-curricular club leaders. Any such behaviour will be referred by leaders to the Barnsley Safeguarding Partnership and Governing Body and this could result in further action being taken.

The Governors will review safeguarding practices in the school on a regular basis, and no less than termly, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school;
- 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 Partnership, 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 BSP Allegations against Staff Procedures and BMBC Disciplinary Procedures.

G Designated Member of Staff for Looked After Children (LAC) or Previously Looked After Children (PLAC)

The designated senior member of staff (Designated Safeguarding Lead) for Looked after Children (or PLAC) in this school is: Mrs Rhia Fearn (Deputy Head and SENDCo r.fearn@springvaleprimary.org)

Governing bodies of maintained schools must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience.

Statutory guidance contains further information on the roles and responsibilities of the designated teacher. <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Virtual school heads

A virtual school head is appointed by Barnsley MBC to operate across the Borough and to manage Pupil Premium Plus for looked after children in a range of settings. They receive this funding based on the latest published number of children looked after by the local authority. In maintained schools, like Springvale Primary, the designated teacher will work with the virtual school head to discuss how funding can be best used to support the progress of any looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

As with designated teachers, on commencement of sections 4 to 6 of the Children and Social Work Act 2017 virtual school heads will have responsibilities towards children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

H Safer Recruitment

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

We accept that it is our responsibility to follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education" (<https://www.gov.uk/government/publications/safeguarding-children-and-safer-recruitment-in-education/safeguarding-children-and-safer-recruitment-in-education>), in particular we will

ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.
- DBS check e.g., through birth certificate, passport, new style driving licence, etc...
- Disqualification by Association when applicable (guidance under Childcare Act 2018)
- Section 128 Prohibition / Sanction Information disclosures where applicable (Teachers, HLTA, Governors, SLT)

I Volunteers

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 the Recruitment Policy. Volunteers will have access to a safeguarding briefing, have the school's system for reporting concerns explained carefully and they will be supervised fully or have a full DBS check in place.

J Induction and Training

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff to our school will receive child protection information and a copy of this policy on starting their work at the school. Staff will also be directed to "Keeping Children Safe in Education document September 2021".

All staff 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 this training through the Designated Safeguarding Lead. Any new staff or volunteers who have not completed their Safeguarding Awareness Training will, as part of their induction, complete the on line safeguarding training at <https://www.barnsley.gov.uk/services/children-families-and-education/safeguarding-families-in-barnsley/safeguarding-children-in-barnsley/>.

Staff will attend refresher training every three years, and the Designated Safeguarding Lead every two years. All staff will receive safeguarding updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

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. (See Induction Policy)

All adults not employed by school but spending extended periods of time with pupils 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 individuals will also be signposted to the online training available via the Barnsley Safeguarding Partnership website.

Where staff are unable to access face-to-face safeguarding awareness training the school expects them to complete online training as above. All NQTs and newly appointed staff are expected to have completed safeguarding awareness training as part of their induction process.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; upskirting

(<https://www.gov.uk/government/news/upskirting-know-your-rights>) , sexting and initiating/hazing type violence and rituals.

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF) Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All Staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools is provided in the following documents -

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

K Dealing with Concerns

Members of staff and volunteers are not required by the school to investigate suspicions; in the first instance members of staff or volunteers would discuss this internally with the DSL or DDSL. 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 BSP Procedures. This could be from observations made by trained staff, comments from a child, parent/carer or member of the community. All information will be taken seriously, logged and followed up. A 'Cause for Concern' is an action, observation or discussion that makes you feel anxious or worried about the well-being or safety of a child.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has

been made. Reporting child abuse to your local council directs staff to their local children's social care contact number.

In Foundation Stage any incidents/ allegations of abuse must be dealt with as outlined in the welfare requirements of EYFS which were last updated in September 2021.

To this end, volunteers and staff will follow the procedures below;

- All causes for concern must be reported immediately and recorded as soon as possible on CPOMS. This is the school's chosen secure system for logging and monitoring any welfare concerns about children in our care. Should a member of staff have a concern about a child's welfare but is unable to discuss this concern with a DSL, a written cause for concern' record sheet should be completed by the person with the concern. These forms are seen at Appendix 2. Copies of the Cause for Concern sheet will be kept in all classrooms, the Head's office and the staff room. This must then be passed to either a DSL or the most senior member of staff available immediately. They will decide on the appropriate actions, completing any follow up actions on CPOMS.
- An 'incident' would be logged on CPOMS and this would cross reference with the child's record and any other children/siblings involved. This will include a summary of the incident or concern and any agreed follow up action and/or contact with external agencies.

Any further discussions, telephone calls or meetings in relation to the child must be recorded on the CPOMS system.

Designated teachers, the Safeguarding Governor and other appropriate adults will hold a termly meeting (often more frequent) to discuss and review all live and dormant case files. This provides the opportunity for designated teacher to:

- Monitor that agreed actions have taken place
- Evaluate the impact of these actions
- Agree next steps
- Quality assure written records

Further meetings may be held should circumstances arise where more regular meetings are needed. Where hard copies of documents are required to support our safeguarding work, these will be stored securely in the Headteacher's office.

Staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. Appendix 3 sets out guidance for school leaders for some of the more complex matters that can affect pupil safety outside of school. All staff, but especially the designated safeguarding lead (or deputy) will consider the context within which such incidents and/or behaviours occur to make assessments and share any such information with all parties involved. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. This also includes domestic abuse (in all of its possible forms, exploitation and radicalization.)

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Not all reported concerns will be acted upon formally as an assessment by safeguarding leads may lead to further information that allays any initial fears. The reported concern should still be logged by leaders as this could become part of a bigger picture of concern.

If it is felt that a concern is not dealt with appropriately by the designated lead it should be further raised with them, if at this point there are still concerns the Local Authority Designated Officer (LADO) should be contacted – 01226 772400.

Staff briefings regularly cover any new developments in guidance or best practice. Our CPOMS system is still developing and our leaders have planned further staff training in January 2022 to ensure that all concerns are logged factually and appropriately.

Procedure in case of designated teacher absence:

Contact other designated leads in school, there are four in total in school, see Section E for their names.

We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of Barnsley Safeguarding Partnership.

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

L Safeguarding in our School

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

To this end, this policy must be seen in light of the school's policies on:

- Sex and Relationships Education Policy

(Child protection issues will be addressed through the curriculum as appropriate.)

- Anti-Bullying Policy

(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, behaviours or actions that promote extremism or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home.)

- Recruitment and Selection Policy

- Staff Code of Conduct

- Equality Policy

- Confidentiality Policy

- Behaviour Policy

- Health & Safety Policy

- Restraint Policy
- Internet & E-safety Policy
- Whistleblowing- the investigation of allegations of staff misconduct Policy
- Induction Policy
- UK-GDPR Policy
- Children Missing Education (CME) Policy

Where staff and leaders are concerned that a family or child has unmet needs the school should facilitate an Early Help Assessment (EHA) meeting. All staff can contribute to these meetings and external agents may be involved. The EHA should be reviewed half termly including the key targets and aims.

Our DSL completes an annual safeguarding report for the Local Authority which includes an action plan to further improve our practice. This is completed in partnership with the Safeguarding Governor and approved by the Full Governing Body.

M Photographing Children

We understand that parents like to take photos or video records of their children in the school play or at sports day, for example. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow visiting professionals (eg students, sports coaches, visiting professionals delivering other activities) to photograph or film pupils during a school activity without the parent's permission. 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. The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions although regular communication will urge parents to take great caution when sharing images taken at school events. If a photograph or video is shared that causes distress to another family we will contact the family and ask that it is removed.

N Confidentiality and Information Sharing

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.

Keeping Children Safe in Education (2021), states:

'Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is

already known to local authority children's social care (such as a child in need or a child with a protection plan).

The document *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers*

(<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR). DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.'

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. Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, staff must inform school.

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. The designated member will then contact social care. Should the child be at immediate risk or the risk is likely to escalate as a result of sharing concern, the parents will not be notified of a referral to duty and assessment. In all other cases parents will be notified by the designated member

Online safety – We are aware that as schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, we ensure appropriate filters and appropriate monitoring systems are in place to safeguard our children within school. Whilst filtering and monitoring are an important part of the online safety we also have a whole school approach to online safety. This policy makes reference to the use of mobile technology in the school.

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

When working from home staff must always:

- Dress appropriately
- Ensure that they are positioned appropriately/professionally for online work
- Ensure that any work devices being used are password protected
- Ensure that they are working with GDPR policy and procedure

Additional information in keeping children safe online (including when they are online at home) is provided in Appendix 4.

O Conduct of Staff

Our school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. Please see our Staff Code of Conduct Policy for more details.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in the following situations, this list is not exclusive:

- working alone with a child
- providing intimate care
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

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

The school's agreed code of conduct in relation to safeguarding and staff conduct has been adopted by all adults and staff working with children in school; any member of staff who does not adhere to the policy will be subject to disciplinary procedures.

There are a range of other mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults for example:

- Worry monsters positioned in several areas of school for children to feed their worries to the teddy monsters. These are checked twice daily and any worries acted upon with sensitivity.
- To the school learning mentor via concern boxes
- Through encouragement to discuss issues at school assemblies
- Via the school council meetings
- An open approach to discussing issues with staff

P 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 our school policy, see Restraint Policy online at www.springvaleprimary.org or via the school office.

Q Whistleblowing- the investigation of allegations of staff misconduct

An agreed policy relating to Whistleblowing can be found on our school website at www.springvaleprimary.org or via the school office. Our policy is titled 'Whistleblowing- the investigation of allegations of staff abuse.'

If anyone makes an allegation that any member of staff (including supply staff and 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
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSP. Whilst schools are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The Headteacher will handle such allegations, unless the allegation is against the Headteacher themselves. In such instances, the chair of governors will handle the school's response and the Deputy Headteacher will also be informed so that they can manage any day-to-day school issues.

The Headteacher (or Chair of Governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO). The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required. If the allegation is in relation to the Headteacher follow guidance within the policy.

There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

R Peer on Peer Abuse

If a child makes an allegation that another child may have:

- Committed an offence against a child
- Placed a child at risk of significant harm

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSP. Or in the case of a child in the Early Years Foundation Stage (EYFS) the allegation will be dealt with in line with EYFS Statutory Welfare Requirements.

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse) and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools it does not mean it is not happening; it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature.

Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All concerns around Peer on Peer Abuse are logged by the DSL with actions recorded against them. The school’s aim is to both hold pupils to account for their behaviours but also to ensure that adequate support and guidance are provided in timely and effective manner.

S 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.

T Contracted Services

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

U Provision to Help Pupils Stay Safe

Safeguarding permeates through all aspect of the wider school curriculum. Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.

The following examples are not exhaustive but give a flavour for how safeguarding is promoted at Springvale Primary School:

- Through a more personalised PHSE programme (well-being as it is known in school now) that specifically meets the needs of our children, they learn to engage with others in a safe and mutually respectful way. Our robust Anti-Bullying Policy is reinforced regularly. Pupils who have particular needs or difficulties in these areas are

supported by a range of social and emotional support strategies and programmes, as well as receiving additional individual support from parents and staff.

- Initiatives such as Peer leaders, Sports leaders, Stars of the Week, School Council and Bikeability, Wellbeing awards and special weeks like 'kindness week' along with ongoing highly effective work with other agencies ensure that children are well-placed to keep themselves and other children safe in their everyday lives.
- Relationships, Sexual and Health Education (also referred to as RSE) for all pupils in state-funded schools has been compulsory from September 2020. The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education](#).

Appendix 1: Definitions and Symptoms of Abuse

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. Included within the appendix are also other forms of abuse that may occur.

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

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.

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

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 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.

Symptoms:

Lack of appropriate clothing dirty

Cold – complaining of body sores

Hunger – complaining of

Urine smells

Unkempt hair

No parental interest

Not wanting to communicate

Behaviour problems

Attention seeking

Lack of respect

Often in trouble with the police

Bullying

Use of bad language

Always out at all hours

Lack of confidence – low self-esteem

Stealing

Jealousy

Sexual Abuse

Being a victim of domestic abuse (or witnessing domestic 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 for example, being forward

Female Genital Mutilation

At Springvale we believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although our school has no/few children from these backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually.

Post-FGM Symptoms include:

- difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- unusual behaviour after a lengthy absence
- reluctance to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear.

Longer term problems include:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it alone.

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

Other forms of abuse include:-

- Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;

- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.
- Child sexual exploitation (CSE) – CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

- Child criminal exploitation: lines - County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding

referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/626770/6_3505_HO_Child_exploitation_FINAL_web_2_.pdf

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

- Cyberbullying – this can be done via text messages or the internet (social media sites) and is usually prejudged against particular groups. It can result in the intimidation of a person through the threat of violence or by isolating them either physically or on-line.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

- Domestic Abuse & Violence – any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

<https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people>

<http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

<http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

- Drugs - this could relate to alcohol, tobacco, illegal drugs, medicines, new psychoactive substances (legal highs) and volatile substances.
<https://www.gov.uk/government/publications/drugs-advice-for-schools>
- Fabricated or induced illness – there are 3 ways in which the carer of a child will fabricate or induce an illness in a child:-
 1. Fabrication of signs and symptoms – fabricating a past medical history;
 2. Fabrication of signs and symptoms and falsifying hospital charts and records, including letters and documents;
 3. Induction of illness by a variety of means.
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- Faith Abuse – this includes belief in concepts such as witchcraft and spirit possession, demons or the devil, acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eyes or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children making them more compliant when they are being trafficked for domestic slavery or sexual exploitation. <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- Forced Marriage – a forced marriage is a marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities cannot) consent to the marriage and duress is involved. <https://www.gov.uk/guidance/forced-marriage>
- Gangs and Youth Violence – “Street gangs” for whom crime and violence are a core part of their identity, although “delinquent peer groups” can also lead to increased antisocial behaviour and youth offending. Although some group gatherings can lead to increased antisocial behaviour, it should not be confused with the serious violence of a gang culture/activity. <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>
- Private Fostering – a private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 by someone other than a parent or close relative with the intention that it should last for 28 days or more. <https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- Female Genital Mutilation (FGM) – FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. This can range from a symbolic prick to the vagina to a fairly extensive removal and narrowing of the vagina opening and in the UK all forms are prevalent. It can be known as “female genital cutting” or “female circumcision” and some communities tend to use local names for referring to this practice including “sunna”.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

- Gender based violence/violence against women and girls (VAWG) – refers to violence, physical, sexual or otherwise, stalking and harassment and female genital mutilation. <https://www.gov.uk/government/policies/violence-against-women-and-girls>
- Sexting – “Sexting” is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Young people may also call it cybersex or send a “nude” picture or selfie of themselves partially clothed. <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- Teenage Relationship Abuse – can be emotional, physical, sexual or financial abuse, where teenagers are isolated from their friends, being controlled with what they wear, checking up on them all the time, being forced to have sex, being forced to watch pornography against their will, forcing others to buy them things. <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- Trafficking – “Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion or abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of

a person having control over another person, for the purpose of exploitation. This could be the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

- Mental Health – good or positive mental health is more than the absence or management of mental health problems; it is the foundation for wellbeing and effective functioning for wellbeing and effective functioning both for individuals and for their communities.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental Health and Behaviour - advice for Schools 160316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf)

Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

- Honour Based Abuse - So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for

multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach

(see FGM Section). <https://educateagainsthate.com/>

- Breast Ironing - refers to the practice of massaging or pounding young girls' breasts with heated objects to suppress or reverse the growth of breasts. Breast ironing is often performed by mothers or female relatives of victims misguidedly wishing to protect their young relatives from rape, unwanted sexual advances, early sex, and pregnancies, all of which they fear would result from the appearance that a girl has reached the age of puberty.
- Preventing Radicalisation - Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

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

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

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 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.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media and the internet) and settings (such as the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Prevent referral. The school's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".¹⁰⁴ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with

the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

- Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

The Governing bodies ensure that there are:

- procedures and policies to minimise the risk of peer on peer abuse;
- how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;
- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer abuse can take, such as:
 - sexual violence and sexual harassment.
 - upskirting – The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
<https://www.gov.uk/government/news/upskirting-know-your-rights>
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexting (also known as youth produced sexual imagery):
 - initiation/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Appendix 2: Springvale Primary School Cause for Concern Form

Cause For Concern Form
CONFIDENTIAL

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, please return immediately to the Designated Teacher.

Name of child: _____ Class: _____

Siblings: _____

Name of staff member completing form: _____ Time: _____

Day: _____ Date: _____
(of observed behaviour / discussion / disclosure)

For Designated Teacher Use

Date & time received by designated teacher: _____

Action Taken: _____

By whom: _____

Outcome: _____

Discuss with child (if necessary): _____

SEN Register / CAF / Agency involvement: _____

Information shared with: _____

Refer to Social Services: (when – date time, person spoken to, agreed actions)

Log of follow up actions: _____

Name _____
Hospital No. _____
IE No. _____
Signature _____
Date _____

Right side of body Left side of body Right side of body

Barnsley Safeguarding Children Board, Child Protection Procedures – January 2011

Appendix 3 – Safeguarding Issues affecting children

Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's unauthorised absence and children missing from education procedures. Springvale operate first day absence calls - our attendance Officers will contact parent/carers on the first day of absence, using the emergency contacts (2 or more obtained) given on their annual contact form if they have not let the school know by letter or telephone as to why their child is not at school. This will be followed up and the parents / carers will be contacted each day until a valid reason has been given. This will include following up absences from FS1 on first day of absence (though as Nursery is non-statutory the absence will not be followed up with ATT letters). Should absence persist school and the EWO will engage with the parents, possibly through a home visit. (See specific Attendance policy)

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local

Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation:

Appendix 4: Online Safety

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

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

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Education

Our school has developed an effective Online Safety Policy that is reviewed every three years as minimum. As part of this policy our school leaders encourage families to attend meetings about keeping children safe online regularly. The information shared, along with regular emails and social media content to support families in an ongoing manner, is always high quality and approved by National Online Safety, a Government accredited specialist in this field. The school has developed a family agreement regarding staying safe online that is signed off by parents/carers annually. This is seen in Appendix 5.

Resources that could support schools include:

- [Be Internet Legends](#) developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- [Disrespectnobody](#) is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- [Education for a connected world framework](#) from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school approach to safeguarding and online safety.
- [PSHE association](#) provides guidance to schools on developing their PSHE curriculum
- [Teaching online safety in school](#) is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- [Thinkuknow](#) is the National Crime Agency/CEOPs education programme with age specific resources

- [UK Safer Internet Centre](#) developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

Protecting children

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, governing bodies and proprietors should ensure their school has appropriate filters and monitoring systems in place. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for individual schools and will be informed in part, by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: [UK Safer Internet Centre: appropriate filtering and monitoring](#).

Guidance on e-security is available from the National Education Network. Support for schools is available via the: schools' buying strategy with specific advice on procurement here: buying for schools. Whilst filtering and monitoring is an important part of the online safety picture for schools to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Reviewing online safety

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the 360 safe website. UKCIS has published Online safety in schools: [Questions for the governing board](#) to help responsible bodies assure themselves that their online safety arrangements are effective.

Education at home

Where children are being asked to learn online at home the department has provided advice to support schools do so safely: [safeguarding-in-schools-collegesand-other-providers and safeguarding-and-remote-education](#)

Staff training

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online safety, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Appendix 5: Online Safety Family Agreement

Springvale Primary School


Our Family Online Safety Agreement

We agree to...

e.g. I will only use kind words when online.

Who is responsible for this?

e.g. We will all make sure we only post kind comments.



Stay Safe Online

SECURE: Keep safe by being careful on the net and personal information such as your name, address, telephone number, school name, and other details. Do not give out personal information to anyone you do not know.

ACCURATE: Always check you have been asked with a question before you answer. Do not give out personal information to anyone you do not know.

FRIENDLY: Remember, you are not alone. If you are ever in trouble, you can always talk to a trusted adult.

EMPLOYED: Remember, you are not alone. If you are ever in trouble, you can always talk to a trusted adult.

What should we do if we see something online that we don't want to see?

What happens if someone doesn't follow the agreement?

Signatures