



# Springvale Primary School

**Policy Title: Child Protection and Safeguarding Summary**

**Date of Review: Autumn 2022**

**Review by: Autumn 2023**

**Signed by:  
Chair of Governors**

**All policies available at [www.springvaleprimary.org](http://www.springvaleprimary.org)**

# SPRINGVALE PRIMARY SCHOOL

## Child Protection and Safeguarding Summary Policy



### **Introduction**

This policy was created after a period of consultation with relevant stakeholders within school. This policy sits alongside our Special Educational Needs and/or Disability (SEND) Offer which follows specific titles and questions that provide parents with a clear insight into all aspects of policy and provision for SEND pupils.

The policy has been formally adopted by governors and reflects our approach at Springvale Primary School.

### **Aims and Principles**

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

#### **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.

### **Background Information**

Springvale Primary School is a caring and open school, where parents, children, staff and the wider school community all know that their views and needs will be listened to, in both education and personal areas.

## Safeguarding at Springvale Primary School

The most important role of every member of our school community is to keep children, and each other, safe.

Our full safeguarding and child protection policy is online at [www.springvaleprimary.org/policies](http://www.springvaleprimary.org/policies). Here you can see the school's full and thorough approach by clicking here to access our Child Protection and Safeguarding Policy 2022: <https://springvaleprimary.org/wp-content/uploads/2022/09/Springvale-Child-Protection-and-Safeguarding-Policy-July-2022.pdf>

This document is a summary of key information and systems that the leaders and staff at Springvale Primary use to keep pupils safe.

### Safeguarding Leaders

**The Designated Safeguarding Leader is Mr L McClure (Headteacher)**

**The Deputy Designated Safeguarding Leader is Mrs Rhia Fearn (SENDCo)**

**The Safeguarding Governor is Miss Claire Throssell**

Posters are positioned around school and on our website so that everyone knows who to contact about a concern.

### Springvale Primary School Meet the Safeguarding Team

		
<b>Mr Lee McClure</b> Headteacher/Designated Safeguarding Lead (DSL)	<b>Mrs Rhia Fearn</b> Deputy Head/SENDCo and Deputy DSL	<b>Miss Claire Throssell</b> Safeguarding/SENDCo Governor

### Safeguarding Training:

All Governors have training at level 1. All teaching and non-teaching staff have safeguarding training at level 2. All DSL staff and the DSL Governor have training at level 3.

### Record Keeping:

Springvale Primary School, since September 2022, use CPOMS to record all concerns relating to welfare, behaviour or pastoral needs. Staff will input their concerns on the day that they have arisen or been noted.

### Stakeholder Responsibilities:

**Staff:** To know the signs of abuse; to undertake regular training; to report any concerns using the agreed school policy and system; to provide a safe and emotionally supportive environment for all pupils; to hold leaders to account if their safeguarding work falls below an acceptable standard. Teachers and support staff/lunch staff will work in partnership to record concerns using the agreed template. **(See glossary below to explain key vocabulary in KCSiE 2022)**

**School Leaders:** Follow up concerns with the family/child/staff and relevant services; keep excellent records; provide support or hold meetings where required; attend regular training to ensure that systems and processes are up to date and relevant and that best practice is shared and followed; ensure that policy is up to date and in-line with national guidance; check the quality of reported concerns alongside policies and expectations; uphold a culture of professional conduct and a culture where safeguarding is important so that it is 'everyone's business'; report annually to the Local Authority through s175 arrangements. **(See flow chart below to demonstrate how concerns are logged and followed up by staff and leaders respectively.)**

**Governors:** Take regular, relevant training; receive appropriate reports termly from school leaders; visit the school to check the quality and effectiveness of safeguarding arrangements; approve the school's annual policy and monitor other, linked policies; check that it is applied effectively and consistently in school

**Pupils:** Speak out when you feel unsafe, use the staff, buddies or worries monsters to share your concerns and/or worries- no matter how big or small! Follow the school's rules to keep others safe. Be brave and call out unsafe or inappropriate behaviour.

**Parents/carers:** Follow the school's safety guidelines, be vigilant and talk to safeguarding leaders about your concerns, meet the needs of your own children and work with the school to address any needs for your child as soon as possible if needed. To be mindful of the harm that social media and the Internet can cause children and to be as vigilant about what their children are accessing at home on the Internet as teachers are within school. See Online Safety Policy for reference or guidance.

## Glossary – Keeping Children Safe in Education 2022 (KCSiE)

<b>Extra familial Harm</b>	<b>Child Criminal Exploitation (CCE) County Lines</b>
Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.	Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns
<b>Child on child</b>	<b>'Honour based' Violence (FGM (Female Genital Mutilation and forced Marriage)</b>
Children can abuse other children. This is generally referred to as child on child 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.	So-called 'honour-based' violence (HBV) 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. <b>Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.</b>
<b>Prevent- Channel</b>	<b>Upskirting</b>
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' or colleges' safeguarding approach. The department has published advice for schools on the Prevent duty. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.	'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.
<b>Types of abuse:</b> <b>Physical</b> <b>Emotional</b> <b>Sexual</b> <b>Neglect</b> <b>Domestic Violence</b>	<b>Key Acronyms</b> CiN = Child in Need CP = Child Protection EHA = Early Help Assessment TAF = Team Around the Family SEND=Special, Educational Needs and Disabilities EHCP= Education, Health Care Plan SFP = School Focused Plan SEMH = Social, Emotional, Mental, Health C+L = Cognition and Learning C+ I = Communication and Interaction P+S= Physical and Sensory
<b>Child Sexual Exploitation (CSE)</b>	<b>Domestic Abuse- Operation Encompass</b>
Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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.	Any incident or pattern of incidents of controlling, coercive, threatening behaviour, 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
<b>Children Missing from Education</b>	<b>DSL Team</b>
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. Our school procedure- If no reason for absence we ring by 10am Home visit may be required (and recorded on CPOMs)	<b>Lee McClure and Rhia Fearn</b> <b>(DSL/DDSL)</b> <b>Safeguarding Governor:</b> <b>Claire Throssell</b> (See staff noticeboard for all key information, documents and policies)

**Flowchart to demonstrate how we log and follow up concerns:**

