



GRANBY PRIMARY SCHOOL



SAFEGUARDING & CHILD PROTECTION POLICY 2018/2019

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

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1 Introduction

1.1 Granby Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of this policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance. This policy sets out how the school and the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

1.2 Granby is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

1.3 Granby will fulfil local and national responsibilities and accepted best practice as laid out in the following documents:-

- Working Together to Safeguard Children (DfE March 2015)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE July 2015) (Amended 2016) (Amended 2018)
- The School Staffing (England) Regulations 2009; Safer Recruitment in Education including, P.23 Keeping Children Safe in Education July 2015
- **Information sharing:** Advice for Practitioners providing safeguarding services to children, young people parents and carers. (March 2015)
- Leicester Safeguarding Children's Board Procedures (LSCB)
<http://llrscb.proceduresonline.com/chapters/contents.html>
- The Children Act 1989 and 2004
- The Education Act 2002 s175/s157
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Framework for the Assessment of Children in Need and their Families 2000
- Sexual Offences Act 2003 (Position of Trust offence)
- Childcare (Disqualification) regulations 2009
- Counter Terrorism and Security Act 2015
- Female Genital mutilation Act 2003

- 'What To Do If You Are Worried A Child Is Being Abused' March 2015
- Child Protection & Safeguarding in Education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools
- Children and Families Act 2014
- Safeguarding and Vulnerable Group Act 2006
- Guidance for Safer Working Practice 2009 & 2015 - (Safer Recruitment consortium)
- Prevent Duty 2015

1.4 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.5 We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.6 All staff¹ believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2 Overall Aims

- This policy will contribute to safeguarding our pupils and promoting their welfare by supporting the child's development in ways that will foster security, confidence and resilience.
- Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Raising the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Providing a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children including Child Missing from Education.
- Acknowledging the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- Developing a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Developing effective working relationships with all other agencies involved in safeguarding children. Including appropriate work within the curriculum.
- Ensuring that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

3 Key processes

Our school procedures for safeguarding children are in line with the *Leicester City Safeguarding Children's Board (LSCB), Multi Agency Child Protection/Safeguarding Procedures*; <http://llrscb.proceduresonline.com/chapters/contents.html>), in addition to the statutory requirements as outlined in 1.3.

¹ 'Staff' covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

4 Expectations

4.1 All staff and visitors will be familiar with this safeguarding policy;

- Staff will have access to, a copy of, and be well versed in our Child Protection Policy; which will also form part of their induction and revisited every two years through Whole School Safeguarding Training.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
- For those regular external visitors/providers such as cleaners and caterers; to have shown the school a copy of their H & S and Child Protection Guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the Schools DSL is and what to do if they have any concerns about a child's welfare
- Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix 1)
- Record concerns/disclosures and give the record to the DSL; and
- Deal with a disclosure of abuse from a child in line with our school procedures; informing the DSL immediately, and provide a written account as soon as possible. This includes making the appropriate contact with children's social care (DSL).

4.2 All parents will be familiar with this safeguarding policy;

- Parents/Cares will have access to the Child Protection Policy as part of initial information given to perspective/existing Parents/Carers and will be available through our schools website. Additional copies will be issued as and when required including notifying parents of changes within the document ie revised annual policy.

4.3 Communicating with parents:

In addition to section 4.2 above, the following statement is provided and highlighted to parents so they are aware of the school's responsibilities:

'The school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.'

The school has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate concerns but have a legal duty to refer them. In most instances, the school will be able to inform the parents/carer of its need to make a referral. However, sometimes the school is advised by Children's Social Care or police that the parent/carer cannot be informed whilst they investigate the matter. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

5 Extended school and before and after school activities

5.1 Where the governing body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply.

5.2 Where services or activities are provided separately by another body, the governing body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate

6 Procedures

6.1 Granby Primary School will ensure that:

- The governing body understands and fulfils its safeguarding responsibilities.
- We have a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead for child protection and safeguarding, who have undertaken DSL training delivered by Safeguarding in Education, Leicester City Council; of which their training will be refreshed every two years.
- All members of staff are provided with opportunities every two years to receive INSET training by the Safeguarding in Education team in order to develop their understanding of child protection and safeguarding in particular the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it in our prospectus/brochure and home school agreement.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- Our recruitment and selection policy includes all appropriate checks on staff suitability including Disclosure and Barring Service checks (formerly Criminal Records Bureau checks²) and that a minimum of two individuals have completed Safer Recruitment Training, provided by Leicester City Council, HR Department, (i.e. Headteacher and a nominated Governor).
- The name of any member of staff considered not suitable to work with children will be notified to either the Disclosure and Barring Service or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the Local Authority Designated Officer. (LADO).
- Our procedures will be annually reviewed and up-dated.

² Safer recruitment practice includes scrutinising applicants, verifying identity and qualifications, obtaining character and professional references, checking previous employment history and that a candidate has the health and physical capacity for the job, and a face to face interview as well as the mandatory check of the Disclosure & Barring Service (DBS) Children's Barring List, and, where appropriate, a Criminal Records Check. The School Staffing (England) Regulations 2009; Safer Recruitment in Education including, P.23 Keeping Children Safe in Education July 2015

- The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- All adults, (including supply teachers, non-teaching staff and volunteers), new to our school will be given or directed to a copy of the Child Protection and Safeguarding Policy, Staff Code of Conduct, the booklet 'What To Do if You're Worried A Child is Being Abused'³, Keeping Children Safe in Education Part 1⁴, and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the school. In addition to this, all such staff and volunteers will be made aware of the 'Guidance for Safer Working Practice DfE 2009 for Adults who work with Children and Young People' booklet and the document 'Guidance for safer working practice for those working with children and young people in education settings, 2015 (Safer Recruitment Consortium).'⁵

7 Responsibilities

7.1 We understand that our responsibility to safeguard children requires that we all appropriately share any concerns as soon as a staff member or volunteer suspects/knows of a concern that we may have about children. The first point of contact is the DSL or other members of the Safeguarding Team (in their absence). The DSL will inform the Headteacher of any referrals to be made. If any staff member is involved the report is made to the Headteacher. If the Headteacher is involved then the Chair of Governors should be informed.

7.2 If a staff member feels they cannot disclose information to their DSL, Headteacher or Governor(s), they must then follow our schools whistleblowing procedures to report their concerns.

7.3 All staff will be versed in our Whistleblowing procedure and understand when it is appropriate to use the procedures.

8 Designated Safeguarding Lead – Roles and Responsibilities⁶

8.1 The DSL is a member of the School's Leadership Team and is responsible for:-

- **Managing referrals** – The DSL will deal with all safeguarding concerns raised/allegations of abuse within the school, refer all cases of suspected abuse to children's social care and;
- Refer all cases in relation to allegations against staff members to the LADO including disclosure and barring
- Seek advice from the police if a crime has been committed
- Liaise with the Headteacher of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- **Training** - The DSL will receive appropriate training carried out every two years in order to;
- Understand the assessment process for providing early help and intervention

³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf

⁵ <http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

⁶ Keeping Children Safe in Education July 2015, Annex B, Role of Designated Safeguarding Lead

- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Support other staff members who attend strategy meetings and/or case conferences so that they too can contribute to these effectively
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers⁷
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Written records of concerns are kept, even if there is no immediate need for referral and are monitored
- All child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the Headteacher/DSL's
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them
- **Raising Awareness** - The DSL will ensure the school or college's policies are known and used appropriately;
- Ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names of the DSL's and the school's procedures for safeguarding children
- Act as a focal point for staff to discuss concerns and liaise with other agencies and professionals (where appropriate).
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- Child missing from education are monitored and policies are in place
- Work with the governing body to review and update annually the schools child protection policy and safeguarding audits.
- Be able to access the contents of the Leicester Safeguarding Children Board procedures and any updates are made accessible to all staff within the school
- Support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership team or others as appropriate
- Ensuring that any pupil currently subject to a child protection plan who is absent without explanation on a number of occasions to their key worker in Children's Social Care

⁷ Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children

- Providing, with the Headteacher, an annual report for the governing body, any Safeguarding in Education Check Lists provided by the LA, any changes to the policy and procedures; training undertaken by the Designated Senior Person and by all staff and governors

8.2 Roles and responsibilities of the Headteacher

The Headteacher of Granby Primary School will ensure that:

- The policies and procedures adopted by the governing body are fully implemented, and followed by all staff
- The Child Protection Policy and other relevant Policies are updated annually, ratified by the Governing body annually and that relevant policies be available publicly either via the school website, parents evening, open days or by other means.
- Sufficient resources and time are allocated to enable DSL's and other staff to discharge their responsibilities; including taking part in inter-agency meetings and contributing to the assessment of children.
- That the Headteacher has attended Safer Recruitment Training delivered by Leicester City Council, HR Department and that training is refreshed no later than every 5 years; and that at least 1 member of the Governing body has attended Safer Recruitment Training.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. (Whole school approach and child centred practice)
- All staff are made aware that they have an individual responsibility for referring child protection concerns, promptly and using the proper channels.
- That regular external visitors/providers such as cleaners, caterers have shown the school a copy of their H & S and Child Protection guidelines as best practice and where applicable; and that the school has a statement in main reception notifying external visitors who the School's DSL is and what to do if they have any concerns about a child's welfare
- The DSL's undergo child protection training which is updated regularly, with advice from the LSCB, Safeguarding in Education and in line with Keeping Children Safe in Education, July 2015, Annex B
- New members of staff, temporary or permanent including volunteers are given a full induction that includes Safeguarding and Child Protection Guidelines.
- That staff undergo and attend whole school training at least every two years (INSET).
- All staff are made aware of their right to whistle blow, have a copy of the whistleblowing procedures and are well versed with the procedures

8.3 Roles and responsibilities of the Governing Body

The Governors of Name of School will ensure that:

- The school has a child protection policy and procedures in place, and the policy is made available to parents on request and available on the school website www.granby.leicester.sch.uk
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection – DSL.
- There is an appointed deputy(s) for child protection, in the event of the unavailability of the DSL
- The DSL and the appointed deputy(s) for child protection undertakes training for designated senior persons, in addition to inter-agency child protection training, that is provided by, or to standards agreed by, LSCB, and attends refresher DSL training at two-yearly intervals
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date through Whole School Training (minimum every 2 years); and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. (Through the induction process)
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (Appendix 3 & 6)
- The chair of governors (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Designated Officer. (Appendix 3 & 6)
- The governing body nor individual governors will have a role in dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff
- Any deficiencies or weaknesses brought to the attention of the governing body are rectified
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the governing body discharges its duties regarding safeguarding and child protection.
- There is an individual member of the governing body who will champion issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and reports to the governing body, and that person is appropriately trained to discharge their responsibilities effectively.
- Will ensure that school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment, Keeping Children Safe in Education July 2015).
- Will ensure that at least 1 member of the Governing body has attend Safer Recruitment Training delivered by Leicester City Council, HR Department and that training is refreshed no later than every 5 years

- That the Chair of the governing body completes the annual Safeguarding in Education Check List – supporting schools to exercise their duties in relation to Safeguarding & Child Protection and return the document to the local authority

9 Supporting Children

- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, too aggressive or being withdrawn
- We recognise that we need to protect children who may be at risk to absconding from school and have policies and procedures to deal with this eventuality. This is covered within our health and safety policy.

9.1 Our school will support all pupils by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Children’s Social Care as soon as there is a significant concern
- Ensuring that a named teacher is designated for Looked After Children/Children In Need (LAC & CIN) and that an up to date list of LAC/CIN is regularly reviewed and updated
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head at the pupil’s new school as a matter of urgency
- Working with partner agencies to support and safeguard children within; Early Help, Children in Need, Child Protection and Looked After Children

10 Confidentiality

We recognise that all matters relating to child protection are confidential.

10.1 The Headteacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual pupil/family. A written record will be made of what information has been shared, with whom, and when.

10.2 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

10.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child’s own safety or well-being, or that of another child.

10.4 We will always undertake to share our intention to refer a child to Children’s Social Care with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children’s Social Care, duty & Advice Service.

11 Supporting Staff

11.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

11.2 We will support such staff by providing an opportunity to talk through their anxieties and concerns with the DSL and to seek further support where necessary. This could be provided by, for example, the Headteacher, by Occupational Health and/or a teacher/trade union representative as appropriate.

11.3 We understand that staff should have access to advice on the boundaries of appropriate behaviour. The booklet 'Guidance for Safer Working Practice for Adults who work with Children and Young People 2009' &

Guidance for safer working practice for those working with children and young people in education settings, 2015 (Safer Recruitment Consortium).⁸ provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook/code of conduct.

11.4 We recognise that DSL's should have access to support (as in 11.2) and appropriate workshops, courses or meetings as organised or arranged through the Local Authority/LSCB

12 Allegations against staff

12.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

12.2 All staff should be aware of the Whole School Behaviour Policy and Staff Code of Conduct

12.3 All staff should be aware of the Guidance for Safer Working Practices for Adults who work with Children and Young People 2009 & 2015⁹

12.4 All staff will sign the E-Safety Acceptable Use Agreement. This sets out responsibilities for all staff, ensuring they have an up-to-date awareness of e-safety matters and that all digital communications with pupils/parents/carers should be a professional level and only carried out using official school systems.

12.5 We understand that a pupil may make an allegation against a member of staff:-

12.6 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.

12.7 The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer and follow the process for managing the concern laid down in the LSCB Procedures (<http://llrscb.proceduresonline.com/chapters/contents.html>) and the School's Managing Allegations Policy.

12.8 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult with Children's Social Care, LADO, without notifying the Headteacher first. (0116 454 2440)

^{8&9} <http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

12.9 In all occasions identified in 12.7 & 12.8 above, the school will follow the LSCB/Local Authority procedures for managing allegations against staff and volunteers, a copy of which can be found in the School's Managing Allegations Policy.

12.10 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 12.8 above) in making this decision.

12.11 In line with this policy and other school procedures for incident reporting/recording, staff and pupils may provide accounts of events which will be stored under our own secure systems and may be produced in the event of any allegation. However, such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage.

12.12 Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

12.13 Our School staff are aware of and have an understanding of our 'Guidelines for Avoiding Allegations of Abuse' as outlined in Appendix 4.

13 Whistleblowing

13.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

13.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Chair of Governors or the Local Authority Designated Officer.

13.3 All staff are aware of and understand how to use our schools whistleblowing procedures.

14 Our role in the prevention of abuse

14.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We also recognise that we may need to operate under the 'one chance' rule: there may only be one chance to prevent abuse such as forced marriage or female genital mutilation.

14.2 The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
- The curriculum
- Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.
- Relevant issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art, ICT.
- Other areas of work
- All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.
- Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

14.3 Whilst no culture sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

'Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses.

Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.'

(Victoria Climbié Inquiry Report)

Research also shows that children with special needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable. Some children and young people may be more vulnerable to abuse due to particular circumstances such as:

- young women subject to honour based violence (where, for instance, they have transgressed the expectations of them as young women in their family and community)
- children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community
- girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out)
- children being trafficked into other families from abroad
- girls and/or boys at risk of being forced into marriage

15 Safeguarding pupils who are vulnerable to extremism

15.1 Since 2010, when the Government published the Prevent Strategy¹⁰ and (Revised Prevent Duty Guidance 2015¹¹), there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

15.2 Granby values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

15.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme

¹⁰ Prevent Strategy 2011 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf & CONTEST Strategy 2011 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97994/contest-summary.pdf
Counter Extremism Strategy 2015 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469171/51774_Cm9145_Final.pdf

¹¹ Revised Prevent Duty Guidance 2015 <https://www.gov.uk/government/publications/prevent-duty-guidance>

views may also make children and young people vulnerable to future manipulation and exploitation. Granby is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 5.

15.4 Granby seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to religious ideologies, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist extremist and Animal Rights movements.

15.5 Risk reduction

15.6 The school governors, the Head Teacher and the DSL's for Safeguarding will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

15.7 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL in the first instance

15.8 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

16 Safeguarding pupils who are vulnerable to; Child Sexual Exploitation/Trafficking, Children using Sexually Abusive Behaviours, Forced Marriage/Honour Based Violence, Domestic Violence, Female Genital Mutilation and Child Missing From Education

16.1 Our safeguarding policy above through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation, as outlined in section 17 & 18 below.
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum,
- Our school works with and engages our families and communities to talk about such issues,
- Our school staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our DSL knows where to seek and get advice as necessary.
- Our school school brings in experts and uses specialist material to support the work we do.
- Our school staff fully understand how to raise a concern using the appropriate channels.

17 Child Sexual Exploitation & Trafficking

17.1 CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation.

17.2 Our school staff should be aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse

17.3 Therefore, our staff are vigilant for the less obvious signs, such as lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups etc.

17.4 Our school staff are also aware of some of the signs and symptoms of CSE through LSCB Leaflets¹², staff induction and as part of Whole School Safeguarding Training which is carried out every 2 years in addition to the CSE & Trafficking Course delivered through Children's Workforce Matters¹³ that the DSL has attended.

17.5 Our school staff follow guidance and procedures as outlined in 'Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland'¹⁴ available on the LSCB website.

17.6 Our school staff are aware that if a disclosure is raised in reaction to CSE, that it will be reported straight to the DSL/SLT or Duty & Advice in their absence

17.7 Our school recognises that good quality policies and practice in relation to E safety can support children, parents and staff to keep children safe on line. This is covered in detail within our health and safety policy.

18 Children using Abusive Behaviour¹⁵ (CUAB)

18.1 Some children are vulnerable to physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. It should be the same safeguarding children procedures that apply in respect of any child who is suffering or at risk of suffering Significant Harm from an adverse source. A significant proportion of sex offences are committed by teenagers and, on occasion, such offences are committed by younger children.

18.2 Staff and carers of children living away from home need clear guidance and training to identify the difference between consenting and abusive, and between appropriate and exploitative peer relationships. Staff should not dismiss some abusive sexual behaviour as 'normal' between young people and should not develop high thresholds before taking action.

18.3 Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

18.4 The LSCB procedures are written with particular reference to sexually abusive behaviour and concerns about sexually inappropriate behaviour. However, where there are serious child protection concerns as a result of non-sexual violence by a child or young person leading to actual or possible Significant Harm, safeguarding and child protection measures should always be implemented.

18.5 If our school staff have a concern that a child might have been abused by another child and/or is displaying inappropriate sexualised behaviour we will in the first instance refer their concerns to the DSL, who will then directly contact Children's Social Care/DAS in accordance with the LSCB Referrals Procedure¹⁶. Allegations of peer abuse will be taken as seriously as allegations of abuse perpetrated by an adult. DAS will discuss directly with the DSL the concerns with and, based on an assessment, decide whether it is necessary to hold a Strategy Discussion and pursue a Section 47 Enquiry.

18.6 Our staff are aware of what CUAB is through our Whole School Training and our DSLs will be attending training delivered by the Safeguarding in Education Officers regularly.

¹² [Campaign Report 2013/14 -](#)

¹³ <http://www.childrensworkforcematters.org.uk/workforce-matters/safeguarding/child-sexual-exploitation/>

¹⁴ [http://lscb.proceduresonline.com/pdfs/cse_guidance.pdf#search="CSE"](http://lscb.proceduresonline.com/pdfs/cse_guidance.pdf#search=)

^{15&16} LSCB CUSAB Procedures - http://lscb.proceduresonline.com/chapters/p_abuse_child_yv.html#_refer

¹⁶ LSCB CUSAB Procedures - http://lscb.proceduresonline.com/chapters/p_abuse_child_yv.html#_refer

19 Domestic Violence and abuse: (new definition)

19.1 The cross-government definition of domestic violence and abuse is¹⁷:

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
- emotional

19.2 If the school is made aware of incidents of domestic violence which is impacting on a child within the school, (suspicions and allegations of abuse, harm and significant risk to a child), the school will follow LA and LSCB guidelines in reporting such concerns to Duty and Advice and will seek guidance where necessary.

19.3 In such cases, the school will also work closely with the child and the Headteacher/DSL will endeavour to support the child who has been exposed to domestic violence, and their parents/carers, where appropriate.

19.4 Furthermore, involvement through the Early Help Offer can also support the child and parents/carers and the school will ensure communications and multiagency working with Social Care and Early Help is maintained to fully support the child and their family. (Victims).

20 Child Missing From Education

20.1 A Child Missing From Education forms part of the wider LSCB procedures¹⁸ (Chapter 2) for children who go missing from School, Home, Care Education and includes Families who go missing.

20.2 A pupil missing from education on a number of occasions is a potential indicator of abuse and neglect.

20.3 Should a pupil go missing from school (education) our school's Attendance Officer will inform the DSL/SLT and contact the Educational Welfare Service. The DSL will consider further actions and/or support should it be required and to ensure they help identify the any risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in future.

20.4 Where a child is no longer coming to school where the parent/carer has removed them, the school will ensure that appropriate steps are taken and measures are in place. I.e. we will follow our school guidelines in monitoring those parents/carers home tutoring, follow procedures where a child is taken out of school to go on holiday, where a child is removed from school as the family are moving away;

20.5 All relevant partner agencies/services will be notified including Education Welfare, correct forms will be completed and child folders/information will be passed on to the appropriate person (where applicable).

¹⁷ <https://www.gov.uk/guidance/domestic-violence-and-abuse>

¹⁸ <http://llrscb.proceduresonline.com/chapters/contents.html>

21 Female Genital Mutilation

21.1 Female Genital Mutilation is an illegal operation under the Female Mutilation Act 2003, is a form of child abuse and as such, is dealt with under the school's Child Protection & Safeguarding Policy.

21.2 Definition of Female Genital Mutilation¹⁹ (FGM):

FGM comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Therefore, our staff have been briefed on the importance of FGM through our Whole School Safeguarding in July and August 2015 and are aware of some of the signs and symptoms.

Responding to FGM - The school will ensure;

- We raise awareness of staff in regard to the issues of FGM through Whole School Training
- Staff have a clear understanding of what FGM is
- FGM is within the schools Safeguarding Policy
- Sex and Health curriculum supports pupils understanding of their bodies and keeping themselves safe
- Monitoring absences

21.3 From October 2015, it is a mandatory responsibility of all staff members to report any suspicion of FGM to the police if the child is under 18 years of age. If staff are aware of such concerns, staff will, in the first instance report their concerns to the DSL and or Headteacher. A referral and advice from Children's Social Care will also be gained and a referral to the Police/DAS will be made.

22 Forced Marriage/Honour Based Violence

22.1 A 'forced marriage', as distinct from a consensual 'arranged marriage', is a marriage conducted without the full consent of both parties and where duress is a factor. Duress cannot be justified on religious or cultural grounds."

22.2 The Government's definition of a Forced Marriage²⁰ is;

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

22.3 The staff in our school, through induction and whole school training are aware of the importance and impact on a child/pupil who is involved in such situations.

22.4 "Honour-based" violence – is a term that embraces a variety of crimes of violence (mainly but not exclusively against women) including assault, imprisonment and even murder where the person is being

¹⁹ Multiagency Practice Guidelines: FGM -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

²⁰ <https://www.gov.uk/guidance/forced-marriage>

punished by their family and their community – children and young people are being punished for supposedly undermining what the family or community believe to be correct behaviour.

22.5 In such cases, disclosures and concerns relating to Forced Marriage/Honour Based Violence will be reported directly to the DSL and the Police due to the impact it could have on the child/pupil in the wider community. Information will be sought from Duty and Advice where appropriate.

23 What we do when we are concerned

23.1 Where risk factors are present but there is no evidence of a particular risk then our DSL/SLT advises us on preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL/SLT may well be the person who talks to and has conversations with the pupil's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

23.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible)

23.3 The DSL can decide to notify DAS, Early Help or Family Support Services so that a strategic overview can be maintained and any themes or common factors can be recognised; and
The school will review the situation after taking appropriate action to address the concerns.

23.4 The DSL will also offer and seek advice about undertaking an early help assessment and/or making a referral to Early Help services.

23.5 In addition to the above, our School staff will refer to Appendix 2 'Procedure to follow in cases of possible, alleged or suspected abuse, or serious cause for concern about a child' when dealing with a child Disclosure or an allegation of abuse.

24 Policy review

The Governing Body of our school will review the Safeguarding and Child Protection Policy on an annual basis.

25 Other Relevant Policies

Our schools Governing Body's legal responsibility for safeguarding the welfare of the children in our school goes beyond child protection. Their duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Care and Management of children, including drug/alcohol use
- Communications
- Complaints
- Confidentiality
- Data Protection
- Disciplinary
- Equalities
- Health and Safety Policy
- Recruitment and selection
- Special Educational Needs and Disabilities
- Sex education and relationships

- SMSC and British Values
- Substance abuse and drugs education
- Trips and visits
- Visiting Professionals
- Whistleblowing

The above list is not exhaustive and when undertaking development or planning of any kind the school and its Governors will need to consider the implications for safeguarding children and promoting their welfare.

APPENDIX 1 - DEFINITION AND INDICATORS OF ABUSE

1. NEGLECT

Neglect is 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.

The following may be indicators of neglect (this is not designed to be used as a checklist):

Constant hunger;
Stealing, scavenging and/or hoarding food;
Frequent tiredness or listlessness;
Frequently dirty or unkempt;
Often poorly or inappropriately clad for the weather;
Poor school attendance or often late for school;
Poor concentration;
Affection or attention seeking behaviour;
Illnesses or injuries that are left untreated;
Failure to achieve developmental milestones, for example growth, weight;
Failure to develop intellectually or socially;
Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
The child is regularly not collected or received from school; or
The child is left at home alone or with inappropriate carers

2. PHYSICAL ABUSE

Physical abuse 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

Multiple bruises in clusters, or of uniform shape;
Bruises that carry an imprint, such as a hand or a belt;
Bite marks;
Round burn marks;
Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
An injury that is not consistent with the account given;
Changing or different accounts of how an injury occurred;
Bald patches;

Symptoms of drug or alcohol intoxication or poisoning;
Unaccountable covering of limbs, even in hot weather;
Fear of going home or parents being contacted;
Fear of medical help;
Fear of changing for PE;
Inexplicable fear of adults or over-compliance;
Violence or aggression towards others including bullying; or
Isolation from peers.

3. SEXUAL ABUSE

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

Sexually explicit play or behaviour or age-inappropriate knowledge;
Anal or vaginal discharge, soreness or scratching;
Reluctance to go home;
Inability to concentrate, tiredness;
Refusal to communicate;
Thrush, persistent complaints of stomach disorders or pains;
Eating disorders, for example anorexia nervosa and bulimia;
Attention seeking behaviour, self-mutilation, substance abuse;
Aggressive behaviour including sexual harassment or molestation;
Unusual compliance;
Regressive behaviour, enuresis, soiling;
Frequent or open masturbation, touching others inappropriately;
Depression, withdrawal, isolation from peer group;
Reluctance to undress for PE or swimming; or
Bruises or scratches in the genital area.

3a. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
Entering and/or leaving vehicles driven by unknown adults;
Possessing unexplained amounts of money, expensive clothes or other items;
Frequenting areas known for risky activities;
Being groomed or abused via the Internet and mobile technology; and
Having unexplained contact with hotels, taxi companies or fast food outlets.

5. EMOTIONAL ABUSE

Emotional abuse is 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 children 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 the 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 also involve seeing or hearing the ill-treatment of another person. 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. The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
Over-reaction to mistakes;
Delayed physical, mental or emotional development;
Sudden speech or sensory disorders;
Inappropriate emotional responses, fantasies;
Neurotic behaviour: rocking, banging head, regression, tics and twitches;
Self-harming, drug or solvent abuse;
Fear of parents being contacted;
Running away;
Compulsive stealing;
Appetite disorders - anorexia nervosa, bulimia; or
Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

Delay in seeking treatment that is obviously needed;
Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);

Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
Reluctance to give information or failure to mention other known relevant injuries;
Frequent presentation of minor injuries;
A persistently negative attitude towards the child;
Unrealistic expectations or constant complaints about the child;
Alcohol misuse or other drug/substance misuse;
Parents request removal of the child from home; or
Violence between adults in the household.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
Not getting enough help with feeding leading to malnourishment;
Poor toileting arrangements;
Lack of stimulation;
Unjustified and/or excessive use of restraint;
Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
Unwillingness to try to learn a child's means of communication;
Ill-fitting equipment, for example callipers, sleep boards, inappropriate splinting;
Misappropriation of a child's finances; or
Inappropriate invasive procedures

APPENDIX 2 - PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD: FOR ALL STAFF MEMBERS

Teachers are in a unique position to identify and help children who may be being abused. Although all schools are required to have a named designated teacher with responsibility for co-ordinating child protection, this should not diminish the role all teachers have in protecting children. Child abuse usually comes to the attention of teachers in one of four ways:

- a direct allegation from the child being abused,
- a third party (e.g. friend, classmate) report,
- through the child's behaviour
- or through observation of an injury to the child.

When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. You may ask questions of a clarifying nature – such as 'who, what, where, when, how?' or use the acronym TED – 'Tell me, 'Explain it to me', Describe it to me.'

Remember, the way in which you talk to the child may have an effect on any subsequent legal proceedings. You need to be open and non-judgemental. Children making disclosures should be reassured and, if possible at this stage, should be informed what action will be taken next.

As soon as possible write a dated and timed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead (DSL). It is important to act swiftly to avoid delays.

As a general guide, it is important to remember the following:

SECRETS - A child's trust can place a heavy responsibility on teachers, particularly if they want the abuse to remain a secret. You should tell the child that if he or she is being hurt you will need to tell other people. The child may need to be reassured that you will only speak to those who need to know and that they will treat the matter confidentially.

LISTEN - Listen carefully to the child. Take what he or she says seriously as it is rare for a child to make entirely false allegations.

REASSURE - Reassure the child that he or she was right to tell and is not to blame for what happened, but do not promise confidentiality.

RECORD - As soon as possible after talking with the child, make a written record of what was said at the time, when and where the conversation took place and who was present. This must be accurate and not interpretation or assumption. Note any colloquial/slang words used by pupils and any language/behaviour inappropriate for the child's age – do not convert them into proper terms. Remember this may be used in any subsequent legal proceedings so note down too, how the child was behaving and the way in which they told you what was happening. This may indicate how the child was feeling.

For injuries in specific areas, record the location accurately – DO NOT take photographs or examine the child yourself.

SUPPORT - Get support for yourself. Listening to abused children can be very upsetting, and giving the child help may be difficult, if you are not given support yourself. Experience of working with children is not, in itself, preparation for the distress abuse can raise.

REMEMBER - It takes courage and determination for a child to tell an adult that they are being, or have been, abused. When they do tell someone, it is usually a person who they feel they can trust and whom they feel is reliable. For reasons of confidentiality, only those people who need to know about the abuse should be told, and conversations about the child should always be held in private.

If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the DSL/Headteacher must be informed asap; if the concern is in reaction to your Headteacher, you must speak to your Governor. If you feel you cannot speak with your Governors, you must use your whistleblowing procedure and contact Duty & Assessment/LADO for advice and support. (see information/flow chart on page **)

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

APPENDIX 3 - ALLEGATIONS ABOUT A MEMBER OF STAFF/VOLUNTEERS

1. Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional**
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual**
For example sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- **Neglect**
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Headteacher should be informed immediately. The Headteacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation him/herself or interview pupils.

3. The Headteacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Headteacher will notify the Local Authority Designated Officer (LADO) Team.
- The LADO Team will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil (s), these should be addressed through the school's own internal procedures.
- If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

4. Where an allegation has been made against the Headteacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of the procedure, please refer to the LSCB Website and refer to your Whistleblowing Procedures (Appendix.

APPENDIX 4 - GUIDELINES FOR AVOIDING ALLEGATIONS OF ABUSE: FOR ALL STAFF MEMBERS

Whilst they may in common law be regarded as acting in loco parentis, teachers and carers in school should remember that they are not able to take the place of parents in providing physical comfort. This is not to say that all physical contact is inappropriate, rather that the professional context demands circumspection and a sense of fitness for purpose.

Teachers of very young children of nursery and Key stage 1 age will naturally need to engage in more physical contact than teachers of older children. Comforting a distressed child who may just have started school will not be an unusual occurrence. Similarly, in the special school setting, some children may tend towards demanding physical attention. In such circumstances, the contact by the adult will be for re-assurance and may involve physical closeness (e.g. holding the child's hand or placing hands on the child's shoulders). Hugging and kissing would be inappropriate for other than the parent, even though the child may want to initiate it.

Administration of medicines and first aid requires careful codes of conduct and procedures. These should be laid down by local authority or health authority or in individual school guidelines and followed meticulously. As a rule of thumb, teachers should not administer medicines. If the child had an adverse reaction to a medicine given by a teacher, the teacher could be held liable and charged with negligence.

Administration of first aid should be undertaken by a qualified first aider. Where none is available, the minimum steps should be taken to ensure the child's safety and the emergency services should be called.

Teachers may sometimes be called upon to intervene physically if a child or children are in danger of injuring themselves or others - as in a fight in the school yard. It is important that in such circumstances the minimum possible reasonable force is used. Where possible another colleague should be called upon to assist, both to minimise the risk of injury to the teacher intervening and to act as witness that reasonable force and no more was used. After such an event a clear record of what took place should be made, including where possible statements from witnesses. The Headteacher should be informed.

One-to-one situations with pupils need to be carefully and consciously managed. Some teaching, as with peripatetic music staff, may often suggest one-to-one organisation. Where pupils can be paired for such lessons, it is preferable. Where this is not possible and in other situations of individual interviews with pupils, it is advisable to use a room with a window where others can see in or to leave the door open. If confidentiality makes this difficult, then another member of staff should be informed that the interview is taking place.

If a child becomes distressed, support and re-assurance should be offered through calming words rather than through physical contact. Teachers should not become involved with children's personal problems beyond listening and being sensitive to them in order to refer the child to the most appropriate source of help or counselling.

APPENDIX 5 - INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
 5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
 6. Indicators of vulnerability include:
 - Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration; and
 - Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
 7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
 8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;

- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues; and
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

USEFUL CONTACTS

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