



Whinfield Primary School

Whinfield Primary School is committed to safeguarding and promoting the welfare of children and asks all staff, Governors and volunteers to share this commitment and ethos.

Policy agreed and accepted by: *Governing body*

Reviewed: September 2022

Whinfield Primary School Safeguarding Children Policy Contacts

DESIGNATED SAFEGUARDING LEAD

Kay Murray Tel 01325 240499 opt 2

DEPUTY SAFEGUARDING LEADS:

Shirley Welsh, Carol Hall, Debbie O'Callaghan, Julia Murphy and Trish Bittlestone

Safeguarding Governor: Claire Thorns

External Agencies:

Children's Initial Advice Team (CIAT) - Tel: 01325 406252
Education Safeguarding Officer/ CME Officer - Joanna Conway Tel: 01325 405848
Early Help - Kelly-Anne Reay Tel: 01325 405635
Out of Hours Duty Team - Tel: 08702 402994
LADO - Marian Garland Tel: 01325 406459
Virtual Head for LAC - Calvin Kipling Tel: 01325 406272
Police Non-emergency 101

Health

School Nurses: 03000030013
CAMHS: County Durham and Darlington 0300 1239296

Prevent contacts

Police Prevent Team (office hours) 0191 375 2234
Non-urgent enquiries 101, Emergency calls 999

To report illegal information, pictures or videos found on the internet www.gov.uk/report-terrorism.
Anti-terrorist hotline: 0800 789 321

Due Diligence and Counter Extremism Group (DDCEG) Helpline - (020 7340 7264) For education staff and governors to raise concerns relating to extremism directly and in confidence

Darlington Safeguarding Partnership (DSP)

DSP was established in accordance with the Children Act 2004 (as amended by Children and Social Work Act 2017) and Chapter 3 Working Together to Safeguard Children 2018.

Safeguarding Responsibilities and placed on Police, Health and Local Authorities to work together to safeguard and promote the welfare of children. The three key leads appointed as the **Statutory Safeguarding Partners** in Darlington are:

- Director of Children and Adult Services - Darlington Borough Council
 - Director of Nursing - Darlington Commissioning Group
 - Detective Chief Superintendent - Durham Constabulary

Safeguarding Legislation and Statutory Guidance

This policy has been devised in accordance with the Department for Education's Statutory Guidance **Keeping Children Safe in Education (2022)** and **Working Together to Safeguard Children 2018**. It is also based on the principles established by the following statutory legislation and guidance:

S27 Children Act 1989, S175 of the 2002 Education Act, section 29 Counter terrorism and Security Act 2015 and the guidance contained in Working Together to Safeguard Children 2018, Keeping Children Safe in Education 2022, as well as procedures produced by our three local Safeguarding Partners.

The DfE's advice on Sexual violence and sexual harassment between children in schools and colleges (DfE, 2022) has been merged into Keeping children safe in education 2022. As part of this merger, the term "child-on-child abuse" rather than "peer-on-peer abuse" is used throughout the updated guidance.

- **The Children Act 1989 (and 2004 amendment)**, which provides a framework for the care and protection on children.
- **Education Act 2002** Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- **Counter Terrorism and Security Act 2015** Statutory Guidance on the Prevent Duty, which explains schools' duties under the Counter- Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism. Section 26 Applies to schools; to have due regard to the need to prevent people being drawn into terrorism.
- **Statutory Guidance on Female Genital Mutilation (FGM)**, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- **Working Together to Safeguarding Children (2018)** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children. It also provides the framework for (DSP) to monitor the effectiveness of local services, including safeguarding arrangements in schools.
- **Keeping Children Safe in Education (2022)** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

All staff will read Part One of KCSIE 2022 during September 2022. Staff can find a copy in all staff designated work areas to refer to (Staffroom and PPA room). It is also emailed to all staff.

1. Introduction

This policy is provided for all staff (including temporary staff and volunteers) at induction. We recognise that all adults, including volunteers and governors have a full and active part to play in protecting our pupils from harm. Safeguarding and Child Protection are at the forefront of all decisions. Safeguarding and promoting the welfare of children is everyone's responsibility who comes into contact with children and their families. Definitions and categories of abuse are listed in Appendix 1. The child's welfare is our paramount concern and consideration. At all times, staff will consider what is in the child's best interest.

The Governing Body fully acknowledges 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 at risk from or suffering harm. KCSIE 2022 emphasises that governors should receive appropriate safeguard training at induction then at regular intervals. This is established within school procedures. In addition all staff are provided with part one of Keeping Children Safe in Education 2022 (KCSIE).

Safeguarding and promoting the welfare of children is defined 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
- Taking action to enable all children to have the best outcomes

Every child who attends Whinfield should be able to participate in an enjoyable and safe environment and be protected from harm. All staff have a responsibility to provide a safe environment in which children can learn and all staff should be prepared to identify children and their families who may benefit from additional services. We recognise that child abuse can be an emotive subject. It is important to understand the feelings involved and not allow them to interfere with any judgement about any action that needs to be taken. The school recognises its responsibility to safeguard and promote the welfare of all children by protecting them from physical, sexual or emotional abuse, neglect, bullying and child on child abuse

Our school fully recognises the contribution it can make to protect children and support pupils in school. There are three main elements to our child protection policy:

- a) *Prevention* (e.g. positive school atmosphere, teaching and pastoral, support to pupils).
- b) *Protection* (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).
- c) *Support* (to pupils and school staff and to children who may have been abused).

The aims of this policy are to ensure:

- Appropriate action is taken in a timely manner to safeguard children
- All staff are aware of their statutory responsibilities with regard to safeguarding
- Staff are trained in recognising and reporting safeguarding issues and concerns

We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention. Our school will therefore ensure that:

- a) We establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to.
- b) Pupils know that there are adults in the school who they can approach if they are worried or are in difficulty.
- c) We include in the curriculum activities and opportunities, which equip pupils with skills they need to, stay safe from abuse.
- d) Wherever possible every effort is made to establish effective working relationships with parents and colleagues from other agencies.
- e) All children whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to be protected from harm.

The Safeguarding Policy links to other relevant policies and procedures -

- Staff code of conduct
- Behaviour Policy
- Supporting pupils with a medical condition
- First Aid
- E-Safety and Acceptable use policy - mobile phones, mobile devices, cameras
- Sex and Relationship Education
- Anti-bullying
- Whistleblowing and Managing Allegations
- SEN
- Missing Children
- Safer recruitment
- Personal and intimate care
- Complaints procedure

2. Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the place of education and/or can occur between children. All staff should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that we provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Children can be at risk of abuse or exploitation in situations outside their families. 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. Disclosure

3. Safe school, safe staff

School staff work hard to maintain effective partnerships with parents and carers, and they should be aware that this policy might affect this working relationship at a given time. However, we will maintain our commitment to working with parents and carers to the benefit of all pupils. Sensitive and supportive handling of these issues, whilst affirming that the pupils in our care are our first priority, will help maintain this working relationship. We will ensure that our responsibilities are met and that there is:

- There is a robust Child Protection policy together with a staff behaviour (code of conduct) policy together with a staff behaviour (code of conduct) policy.
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training. Safer Recruitment Training will be repeated every 3 years
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- The DSL's undertakes Designated Lead Training, interagency training and also the 'Update' Course every 2 years. All other staff have Safeguarding training updated annually.
- A member of the Governing Body is, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- Enhanced DBS checks are in place for Chairs of Governors of independent, academies, non-maintained special schools
- Children are taught about safeguarding, including online, through teaching and learning opportunities and safeguarding whole school assemblies, as part of providing a broad and balanced curriculum. This may

include covering relevant issues through personal, social health and economic education (PSHE) and through relationship and sex education (RSE).

We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

Where a member of staff is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children will be reported to the LADO. An example is staff being involved in a domestic abuse incident at home as this could indicate that they may not be suitable to work with children.

Multi-agency Safeguarding Arrangements

Other procedures in school include:

Emergency Contacts for Children - Schools need to have more available emergency contacts for children. There have been a couple of serious events in the last 18 months, in which parents have died and their young children have been left with them. Keeping Children Safe in Education 2022 says that schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

Induction - New staff receive induction training to ensure they are aware of the systems within our school which support safeguarding. The role of the designated safeguarding lead and the identity of the lead and deputies is given. Staff are told how to contact Children's Initial Advice Team (CIAT) in the event that the DSL or the deputies are not available. Information on Children's Initial Advice Team (CIAT) is available in staff work areas. The mandatory policies explained at induction include:

- The Child Protection Policy
- Staff Code of Conduct
- The Behaviour Policy
- Children Missing in Education and the schools' Safeguarding Response
- KCSIE 2022

Volunteers - All adults in School who are working or helping in School have enhanced DBS checks and are issued with a green visitor's badge. Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils i.e. if they are in regulated activity or not.

Any parents/adults who are visiting the School on an infrequent basis i.e. for special events are not required to have an enhanced DBS check but will be issued with a Red Visitors badge to alert staff that these visitors must be supervised at all times and never left alone with the children.

Contractors - We will check the identity of all contractors working on site and request checks where they work in regulated activity or unsupervised. Service Level Agreements are in place between the School and various providers which state that the companies are responsible for safer recruiting their staff and carrying out enhanced DBS checks (e.g. speech and language therapist, consultants, after-school club providers.)

Site security - Visitors to the school are asked to sign in, show ID, and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Extended school and off-site arrangements- Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or

activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DSL kept appropriately informed.

Alternative Provision - We remain responsible for the safeguarding of our pupil whilst they are with an alternative provision provider (APP). We liaise with the provider and obtain written confirmation from the APP that appropriate safeguarding checks have been carried out on individuals working for them.

Abuse of Position of Trust - Sexual Offences Act 2003

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident.

In addition, staff should understand that it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Communication with children (including the use of technology) - Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies, which detail how new and emerging technologies may be used. The effectiveness of school filters and monitoring systems will be reviewed regularly.

Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand-held devices. (Given the ever-changing world of technology, it should be noted that this list gives examples only and is not exhaustive.)

This means adults should:

- not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work
- not give out their personal details
- use only equipment and Internet services provided by the school or setting
- follow their school / setting's Acceptable Use policy
- ensure that their use of technologies could not bring their employer into disrepute

4. Role and responsibilities:

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the LA who have specific responsibilities under child protection procedures. It is the role of the senior designated person - Kay Murray - to ensure the area child protection procedures are followed within the school, and to make relevant referrals to the named agencies according to the guidance given. The DSL will liaise with other services such as Social Care to ensure safeguarding duties are carried out effectively. The role of the Headteacher is to:

- Ensures that the child protection policy and code of conduct are implemented and followed by all staff
- Communicate this policy to parents via the website
- Allocate sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings

- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- Ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- Ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

The Designated Safeguarding Lead (DSL) is responsible for:

- 4.1 Referring a child if there are safeguarding concerns to the local authority children's social care and acting as a focal point for staff to discuss concerns. Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- 4.2 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
- 4.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- 4.4 A copy of the CP file will be retained by the school until such time that the new school acknowledges receipt of the original file. The copy can then be shredded.
- 4.5 Liaising with other agencies and professionals. Ensuring that they attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- 4.6 Ensuring that any pupil with a child protection plan who is absent without explanation is referred to their key worker's Social Care Team.
- 4.7 Organising child protection training for all school staff.
- 4.8 Liaise with the Headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- 4.9 The Designated Officer for all cases which concern a staff member will be the Headteacher. Allegations against staff will be referred to the Designated Officer at the Local Authority (01325 406450/406451).
- 4.10 Have a particular focus on children with social workers, understand these students' academic attainment and progress and maintain a high culture of high aspirations for this cohort.
- 4.11 Ensure that staff are aware who these children are and share information about welfare, safeguarding and CP issues with teachers and leaders.
- 4.12 Support teaching staff to identify challenge they may face when teaching children who have a social worker and the academic support and adjustments that could be made.

Raising Awareness

- The DSL should ensure the school policies are known and used appropriately:
- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- 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 in this.
- Link with the local DSP 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. Transfer form in Appendix 6.

The deputy DSL(s) is appropriately trained and, in the absence of the designated lead, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated lead, the deputy will assume all of the functions above.

It is the role and responsibility of the governors to ensure that the school has an effective policy, that area safeguarding procedures are complied with, and to support the school in this aspect. It is important that

governors are not given details relating to specific child protection situations to ensure confidentiality is not breached.

Training and support

All members of staff and volunteers are provided with child protection awareness information at induction, this includes Whistle-blowing procedures, the school's safeguarding system and their responsibilities and that staff are able to identify possible signs of abuse and neglect.

Our school will ensure that the senior designated people attend training relevant to their role. All staff will undertake awareness raising training under their induction into the school and periodically to refresh and update their knowledge and understanding. Support will be available for staff from the senior designated person in the first instance, and from other members of the school's management team where there concerns or queries about safeguarding.

The DSL should attend appropriate training carried out every two years and:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- 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.
- Ensure each member of staff has access to and understands the school'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 carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- 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.

If you have concerns about a colleague or safeguarding practice - Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation. All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school to the Headteacher. The school's **whistleblowing procedure** enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the chair of governors. Staff may also report their concerns directly to Children's Initial Advice Team (01325 406222) or the Police if they believe direct reporting is necessary to secure action. Details for the NSPCC Whistleblowing Helpline can be found in staff work areas and is an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 from 0800 until 2000 Monday to Friday.

Allegations against staff - When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency and a consultation with the DSP Designated Officer will happen if staff have;

- Behaved in a way which has harmed, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child or
- Behaved towards a child or children in a way that indicates they would pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

An uncomfortable fact is that some professionals do pose a serious risk to pupils and we must act on every allegation. However, staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and

alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Staff will be advised to contact their trade union and will also be given access to a named representative.

Allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the Chair of Governors. Staff may also report their concerns directly to police or Designated Officer if they believe direct reporting is necessary to secure action.

Procedures

We will follow the procedures set out in the document produced by Darlington Safeguarding Partnership and additionally the Education Guidance regarding Child Protection. We will also have very comprehensive in school procedures ensuring that all staff know exactly what to do should a disclosure take place or should they have any concern for a pupil.

Staff are aware that children may not feel ready or know how to tell someone that they are being abused.

- Staff are kept informed about safeguarding procedures, through inductions, briefing and awareness training.
- Other adults in the school rarely work unsupervised. However, should there be a need for this (e.g. visiting peripatetic teachers), the Head Teacher / deputy head will ensure they are aware of the school's policy and the named person to whom they should raise concerns.
- A statement in the school brochure will inform parents and carers about our school's duties and responsibilities under safeguarding procedures.

Designated Officers at the Local Authority are available on 01325 406451

www.darlingtonsafeguardingpartnership.co.uk

Child protection procedures and record keeping

All concerns should be reported to the DSL who will follow the correct procedures to ensure they are dealt with in a timely manner. Staff should record the incident on CPOMS as soon as possible; this will provide a comprehensive record to be shared with Social Care.

The DSL keeps an advice log from when advice is sought from the Children's Front Door. An entry is also made on CPOMS.

5. Confidentiality

We fully acknowledge that all matters relating to child protection are confidential. Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. We will always undertake to share our intention to refer a child to Social Care with their parents /carers 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 Initial Advice Team.

- 5.1 The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only. Any information shared with a member of staff in this way must be held confidentially to themselves.
- 5.2 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.4 Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners and managers' DCSF-00807-2008
- 5.5 The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purpose of keeping children safe.

6. Equality legislation

Schools must not unlawfully discriminate against pupils because of their protected characteristics and must consider how they can support pupils with these characteristics. Schools must take positive action, where proportionate, to deal with the disadvantages these pupils face. Reasonable adjustments will be made for disabled pupils and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment. Children who have protected characteristics may be more at risk of harm.

7. Safer Recruitment

We are committed to the safer recruitment practices outlined in Keeping Children Safe in Education (KCSIE). Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in KCSIE (2022) together with DSP and the school's individual procedures. Recruitment, selection and pre-employment vetting is carried out in accordance with Safe in Education 2019, including:

- Verifying identity
- Enhanced DBS (disclosure and barring service) check for those in regulated activity
- Verification on mental and physical fitness
- Right to work in UK
- Professional qualifications.
- On-line checks take place prior to interview.
- Gaps in employment are checked.
- References will be sought before interview so any concerns can be explored.

We ensure that all appointments in our school are made by a panel which comprises of at least one person who has completed the safer recruitment training. A copy of the certificates of everyone who has been trained is retained by school. The following have undertaken the safer Recruitment training:

- Mrs S. Welsh - Head Teacher / Designated person
- Mrs C. Hall - Deputy Head Teacher / Designated Safeguarding Lead
- Mrs. T. Bittlestone - School Manager

Our safer recruitment practices are outlined in detail in our Safer Recruitment Policy. The school pays full regard to the DFE guidance on KCSIE and The Single Central Record is maintained in accordance with guidelines.

8. Children missing out on Education

Schools also have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences. We follow guidance from KCSIE 2022 and Children missing Education 2016. All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. The law requires all schools to have an admission register and an attendance register. All pupils are placed on both registers. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

We put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

We inform their local authority of any pupil who is going to be deleted from the admission register where they have been taken out of school by their parents and are being educated outside the school system e.g. home education. Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered or have been permanently excluded.

The local authority is notified when we delete a pupil from its register under the above circumstances. This is done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that we comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

9. Elective Home Education

When a parent has expressed their intention to remove their child from school with a view to educating a home, the DSL must be notified and the EHE Policy followed.

10. Supporting pupils at risk

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only secure, stable and predictable element in the lives of children at risk. We accept that research shows that the behaviour of a child in these circumstances may differ from that which is perceived as normal. Whilst at school, their behaviour may still be challenging. This school will endeavour to support pupils through:

- a. The curriculum to encourage self-esteem and self-motivation.
- b. The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c. A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- d. Regular liaison with other professionals and agencies who support the pupils and their families.
- e. A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.

The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

Talking to and listening to children

If a child chooses to disclose to you, you should:

- listen and reassure - believe them
- be accessible and receptive
- listen carefully and uncritically at the child's pace
- ask open questions such as Tell me, Explain, Describe to me. Do not ask leading questions.
- tell the child that you must pass this information on to the DSL
- make a careful record of what was said in the child's words, Stick to the facts.
- Record on CPOMS immediately after notifying the DSL

For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. School staff should recognise the fact that this vulnerable group have additional barriers when identifying abuse and neglect in this group of children. These can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and communication barriers and difficulties.

Staff should be aware of these vulnerabilities and have an increased awareness when dealing with concerns with children from this vulnerable group.

Self-harm and Eating Disorders

If a member of staff has any concerns about a child who they suspect is self-harming or suffering from an eating disorder they need to report their concerns to the Designated Safeguarding Lead.

Records and Monitoring

Cause for concerns should be recorded immediately on CPOMS. All concerns will be recorded on CPOMS to give a clear chronology of events and timescales. All records will provide a factual and evidence based account and there will be accurate recording of any actions. All entries are recorded and will be dated and, where appropriate, witnessed. It may be appropriate for the DSL to open a secure safeguarding file and start a chronology page. This will help in building patterns and decision-making. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely.

A body map will be used to record any injuries. The record sheet is to be used for to staff record strange marks or bruises that may be noticed, whilst changing for PE Games or Dance, on child's body. Mark the approximate shape, size and position of the bruise/mark on the body outline along with the date and any relevant comments or descriptions. *(NB this information must be treated as highly confidential and just shared with the DSL) - see Appendix 5*

We will feedback to the staff member any actions, however this will be on a need to know basis. It may not be appropriate for staff members to know every detail of the child's life. CPOMS is monitored by all of the Designated Leads.

11. Physical Intervention

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. All incidents of this are reviewed, recorded and monitored; the statement should be signed by a witness and then entered into the bound book held in the DLS's office. Reasonable force will be used in accordance with government guidance and means that 'using no more force than is needed'. When considering the use of reasonable force with children with SEND or medical conditions, the risks should be carefully considered. Individual behaviour plans should be used to reduce the need of reasonable force. A number of staff across the school are trained in Team Teach.

12. Specific safeguarding issues

Keeping children safe from risks is a safeguarding matter and should be approached in the same way as safeguarding children from any other risks. If you have any concerns, however trivial they may seem, speak to the DSL. A summary of procedures is in Appendix 1.

Mental Health - staff are well placed to identify behaviour that suggests children may be experiencing mental health problems or those at risk of developing one. Mental health problems can be, in some cases, an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. When a child has suffered abuse, neglect, trauma or an adverse experience it can have an impact on the child's mental health, attendance, behaviour and educational attainment. Mental health concerns should be discussed with the DSL and appropriate actions taken.

11.1 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE).

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.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Criminal Exploitation (CCE)

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.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

11.2 Child sexual exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse and can be a one-off occurrence or might happen over time. 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 in exchange for something the victim needs or wants, and/or 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. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology or a combination of both. Like all forms of child sex abuse, child sexual exploitation:

- 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;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- 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);
- 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; and

- is typified by some form of power imbalance in favour of those perpetrating the abuse. 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.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- 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.

11.3 Serious violence

All staff should be aware of the indicators, which may signal 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 a 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 and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

11.4 Children Missing from Education

Children going missing is a vital warning sign of a range of safeguarding possibilities. This may include abuse, neglect, sexual abuse or exploitation. It may also indicate mental health problems, risk of substance misuse, child criminal exploitation including involvement in county lines, risk of female genital mutilation or risk of forced marriage. Staff should report absence and concerns to the DSL and be aware of the procedures for children missing from education and unauthorized absence.

11.5 Grooming

Grooming is when someone builds a relationship with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional. Groomer may be female or male. They can be any age. Many children and young people don't understand that they have been groomed; or that what has happened is abuse.

Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 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.

Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

11.6 County Lines

A term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of the victim. Children are often recruited to move drugs and money between locations.

Ofsted definition of 'County Lines': 'situations where children may be trafficked within England for the purpose of criminal exploitation by urban gangs that supply drugs to suburban areas, market or coastal towns and/ or other urban areas.

11.7 Child Trafficking

It is everyone's responsibility to be vigilant regarding children leaving and joining our school. A common transfer form is completed for all children upon admission and contact will be made with previous schools to ensure appropriate information sharing. When pupils leave our school we make every effort to make contact with receiving schools in order to make sure this chain of information remains unbroken.

11.8 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Private fostering arrangements can be a positive response from within the community to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility. It is the duty of the school and the local authority to ensure that the welfare of children who are privately fostered is being, or will be, satisfactorily safeguarded and promoted. The DSL will work closely with other agencies as appropriate to ensure this occurs. The local authority will be notified if school becomes aware that a child is being privately fostered to allow the local authority to check the arrangements are safe.

11.9 So-called 'honor based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses 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 so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If HBV is suspected, staff should immediately speak to the designated safeguarding lead. 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 HBV, or already having suffered HBV.

Breast Ironing - Traditional West African Practice involves the pounding of developing breasts of young girls with hot objects, most commonly stones, spoons and hammers. The practice is carried out by the girl's mother or close female family member. It is carried out to remove outward signs of puberty and to prevent young girls from becoming sexually attractive to men.

Forced Marriage (FM) - This is an entirely separate issue from arranged marriage; forcing a person into a marriage is a crime. A forced marriage is one entered into without the full consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into marriage. Some communities use religion and culture as a way to coerce a person into marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk

in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

Female Genital Mutilation FGM –Female Genital Mutilation (FGM) is a practice carried out in some cultures. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. School staff, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If we are concerned that an extended holiday may be used for this practice, we will speak to the Education Safeguarding Officer from the LA to identify the next steps to be taken. There is a legal duty for teachers to report FGM to the Police.

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 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.

What staff should do if they are worried about a child:

- If a member of staff suspects a child is at risk of, has already undergone, or receives a disclosure about FGM, they must be careful to respond in an appropriate and sensitive manner. Efforts should be made to establish the full facts from the child before any action is taken.
- The member of staff should discuss it with the school's DSL, following the procedures set out in the settings child protection. The staff member must report the matter to the Police and Social Care with support of the designated safeguarding lead
- School staff should not attempt to investigate the case themselves or attempt to speak to the child's parents as this may place the child at an increased risk of harm.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay and call the Contact centre. The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:

- the right to anonymity for victims
- the offence of failing to protect a girl aged under 16 from the risk of FGM
- the provision of Female Genital Mutilation Protection Orders (FGMPO); and
- the duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.

NB For school staff this will occur from a disclosure and not a physical examination

11.10 Gender Based Violence (GBV)

We believe that all our pupils have the right to be treated fairly and equally regardless of their faith, ethnic heritage or gender. Gender-based violence (GBV) is violence that is directed against a person on the basis of gender. It constitutes a breach of the fundamental right to life, liberty, security, and dignity, equality between women and men, non-discrimination and physical and mental integrity. GBV reflects and reinforces inequalities between men and women. It includes behaviour designed to control, oppress or demean women or girls.

Gender-based violence and violence against women and girls are often used interchangeably as research shows that most gender-based violence is inflicted by men on women and girls.

The Council of Europe defines violence against women as:

'all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.'

At our school we are continuously alert to abuse and oppression of this nature. Any act of threatened or actual violence or abuse will be strongly challenged and appropriate child protection measures implemented to protect the rights and welfare of our pupils.

11.11 Domestic Abuse/Violence (DV)

We believe that all our pupils have the right to be safe at school and also in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence. The experience of domestic violence can have a damaging effect on health, educational attainment and emotional wellbeing and development of children and young people. The DfES Consultation Document: Safeguarding Children (Jan, 2004) states that; "The effect of domestic violence on children is such that it must be considered as abuse. Either witnessing it or being subjected to it is not only traumatic in itself but likely to adversely impact on a child's behaviour and performance at school".

Domestic abuse is a safeguarding issue which all staff should be aware of. Domestic abuse:

- Can be psychological, physical, sexual, financial or emotional
- Can impact on children through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own relationships.

Impact upon children living in households with abusers

- In households where domestic violence occurs 50% of children are also being directly abused by the same person.
- In families with children where domestic violence occurs 90% of children are in the same or next room during an incident.
- 75% of children on the 'at risk' register live in households where domestic violence occurs.
- Domestic abuse can be perpetrated by wider family members through forced marriage, female genital mutilation and honour-based violence.
- There is a direct correlation between domestic abuse and child abuse, which means that professionals should always consider the possibility of the co-existence of both types of abuse if one is identified.

At our school we aim to offer a safe and supportive environment to anyone affected by domestic abuse or violence. We will work closely with any other agency as appropriate to ensure the welfare and safety of all pupils and family members. Anyone wishing to speak confidentially with a member of staff should contact the school and ask to speak to one of the DSL's identified in this document.

Incidents of domestic abuse which are attended by the Police will be recorded and reported through Operation Encompass. Operation Encompass ensures that when the Police are called to an incident of domestic violence, where there are children in the household who have experienced the incident, that Social Services are notified. The DSL is informed through an Operation Encompass alert. The DSL will log reports and speak to the child concerned.

11.12 Child on child abuse

All staff should be aware that children can abuse other children. It is essential that any inappropriate behaviour between children and young people is challenged promptly. Inappropriate behaviours and comments should not be downplayed as 'banter' or indeed 'boys being boys'. At Whinfield we expect staff to implement a zero-tolerance approach to any form of abuse. Concerns, including low level concerns are to be recorded on CPOMS.

Child on child abuse is most likely to include but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- up skirting, 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;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Supporting victims of abuse

All staff should be able to reassure victims of abuse that they are being taken seriously, will be supported and kept safe; ensuring that children/ young people are never made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Allegations should be reported immediately to the DSL who will respond appropriately, seeking advice from the Local Authority Safeguarding Officer. The victim will be supported in school and any appropriate referrals to other agencies will be made.

Children can talk to any staff member with whom they feel comfortable. Advice can be sought from the DSL.

11.13 Sexual Violence and sexual harassment

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 harassing a single child or group. These behaviours are never acceptable and it is essential that all victims are taken seriously and offered appropriate support and counselling. Support should also be considered for siblings where appropriate. Staff should be aware that some groups are potentially more at risk. Evidence shows that girls, children with SEND and LGBT children are at greater risk.

Staff should be clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Sexual violence or sexual harassment is not banter, part of growing up, just having a laugh or boys being boys. Staff should challenge behaviours (potentially criminal in nature), such as

grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Staff should not dismiss or tolerate such behaviours; they should not normalise them.

The initial response from staff if a child reports an incident is important. It is essential that victims are reassured that they are taken seriously and that they will be supported and kept safe through the school's pastoral care structure, taking account of their views and feelings. Any allegation of such abuse will be promptly investigated and treated in accordance to its gravity, which may include a referral to children's social care or the police. If staff are in doubt what to do, they should consult the DSL. The DSL will ensure discussions with statutory safeguarding partners take place and advice taken when necessary.

Children will be made aware that the law is in place to protect them rather than criminalise them.

11.14 Sexting

Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs via mobile devices or over the internet. Sexting is a child protection issue. Even if explicit material is sent or elicited without, malicious intent the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also a criminal offence for those under 18. Pupils will be taught about sexting as part of their e-safety education. The school takes any incident of sexting extremely seriously and will deal with them in accordance with child protection procedures including reporting to the Police.

11.15 Upskirting

Upskirting is now a criminal offence and typically involves taking a picture under a person's clothing without them knowing, with the intent of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

12 Radicalisation and Extremism

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. Children are vulnerable to extremist ideology and radicalisation. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils. At our school we are committed to contributing to community cohesion and reducing the likelihood that our children may become radicalised. Further information on Vulnerability factors can be found in Appendix 3.

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 Prevent Single Point of Contact (SPOC). The SPOC will be the lead within the School for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC is **Kay Murray**. The responsibilities of the SPOC are described in Appendix 4.

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.

13 Preventing Radicalisation

This is part of our wider safeguarding duty. We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment. As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately. We will work with other partners including the Channel Panel. The DSL is appropriately trained and be able to offer advice, support and information to other staff. We will ensure safe internet filters are in place and ensure our pupils are educated in online safety.

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

Extremism is defined 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.

Terrorism is an action that endangers or causes serious violence to a person/people, causes serious damage to the 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.

14 The Prevent Strategy

The Prevent Strategy forms one of four strands of the UK Government's counter-terrorism strategy. The UK faces a continuing threat from both international and domestic terrorism. The Prevent Strategy aims to disrupt extremist organisations from operating within our communities.

Violent extremism can emerge from any community and can be inspired by a wide range of causes. Whilst Al-Qaeda inspired Islamist extremism still undoubtedly poses a threat to the UK, Prevent also seeks to combat extremism motivated by the extreme right wing, as well motivated by single issues such as animal rights. Accordingly, Prevent does not stigmatise any community.

Similar to strategies in child protection and combating racism, Prevent is driven by a multitude of groups with influence at the local level. In Woking, the Prevent Steering Group comprises of representatives from Woking Borough Council, Surrey County Council, Surrey Police, Youth Justice, Probation Service, Crown Prosecution Service, Independent Advisory Group to the Police, community groups and voluntary sector. Each of these groups has an instrumental role to play in monitoring the resilience of our local communities to the threat posed by extremism, as do members of the public.

Potential extremist activity can take many forms. The following list provides some possible examples. This list is not exhaustive and is intended for illustrative purposes only:

- Distributing leaflets or displaying posters that carry a violent extremist message.
- Accessing violent extremist forums or websites in internet cafes.
- Extremist groups meeting at community centres.
- Viewing terrorist/violent extremist promotional videos.

Since 2010, when the Government published the Prevent Strategy, 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.

14.1 We value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students 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.

14.2 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 views

may also make children and young people vulnerable to future manipulation and exploitation. We are clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

14.3 Whinfield Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

14.4 The school governors, the Head Teacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Response

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 Headteacher and/ or to the DSL. They should then follow normal safeguarding procedures. The Department of Education has set up a dedicated telephone helpline for staff and Governors to raise concerns around Prevent (020 7340 7264). 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.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

To report potentially immediate threats, such as a suspicious vehicle or package, always call 999.

Complaints Procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, belittling a pupil or discriminating against them in some way. Senior staff, the Headteacher and governors manage complaints. Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures. The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2022)*.

Staff, parents and governors are reminded that law prohibits publication of material that may lead to the identification of a teacher who is the subject of an allegation. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

Low level concerns

A low-level concern is any concern that an adult has acted in a way that is inconsistent with the staff code of conduct, including inappropriate contact outside of work; does not meet the allegations threshold; or is not considered serious enough to refer to the local authority designated officer (LADO).

Examples of low-level concerns could include:

- Being over friendly with children,
- having favourites
- Using a personal device to take photos of children
- Using inappropriate sexualised, intimidating or offensive language

As part of our whole school approach to safeguarding, an open and transparent culture should be promoted. Concerns should be dealt with swiftly by the Headteacher. The Headteacher will be informed of all low-level concerns raised with other members of the SLT and will make the final decision on how to respond. Advice from Marion Garland (LADO) can be requested.

Challenge and Escalation

We recognised that professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard children. As part of our responsibility for safeguarding children, we acknowledge that we must be prepared to challenge each other if we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the child and promoting their welfare. We are aware of the DSP escalation procedures for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of children.

Monitoring and Evaluation

Our Safeguarding Children policy and procedures will be monitored and evaluated by:

- Working with the named Governor for Safeguarding;
- Discussions with children and staff;
- Scrutiny of the school's single central record of recruitment checks;
- Monitoring of logs of CPOMS;
- Supervision of staff involved in child protection

Appendix 1

Child Protection Procedures

Designated Leads: Shirley Welsh (Head teacher)

Carol Hall (Deputy Head teacher)

Kay Murray (Assistant Head teacher, SENCo)

Julia Murphy (Assistant Head teacher)

Trish Brittlestone (School Manager)

- Kay is first point of contact for ANY concern relating to a child or adult. If Kay is unavailable, it is one of the deputy safeguarding leads.
- If Social Services request to speak to you regarding a child in your class or attend a meeting, please pass it to Kay - in this way we have 1 person dealing with all vulnerable pupils. She will ensure you have all the information you require to protect that child.

Remember CPOMS is NOT for Child Protection concerns as these MUST be reported IMMEDIATELY to the DSL and then recorded on CPOMS.

Important - If you have a concern regarding a child/disclosure

- Share information with DSL then record in writing
- Do not delay in passing ANY information on - it must be done IMMEDIATELY

Guidelines for Child Protection - There are four 'categories' of abuse:

- Physical
- Emotional
- Neglect
- Sexual

Lists of signs and symptoms cannot provide a definite 'diagnosis' of abuse and it is worth remembering that many children (if not all) at some time in their life may exhibit one or more of them. However, such signs and symptoms may suggest abuse if a child exhibits either several of them, perhaps within a short space of time, or an extreme form of a particular sign or symptom, or if a pattern of signs and symptoms emerges.

It is important that ALL STAFF are aware of the signs and symptoms and, whilst they may be indicative of some other problem or issue, the possibility that the child is being abused should not be discounted. Please refer to the signs and symptoms of abuse.

You have noticed something unusual about a child in your class or another child in your care, which you feel is not 'normal' - please record it on CPOMS. It is important that this be done IMMEDIATELY. It is also important that we have a written record at an early stage so that details are correctly shared, or if symptoms persist or become more acute, there is an accurate date to the start of the assessment.

The designated teacher will inform you as to the next stage in the process, eg. To assume a watching brief and note any other symptoms which need passing on, or any other action regarding the query.

A disclosure -

If the child discloses any information about an unusual incident-

Listen carefully to what is said. If you are shocked by what you are told, try not to show it. Stay calm and reassure the child they have done the right thing in talking to you.

Gather the facts, Ask only open questions such as -

- Tell me what has happened?
- Explain what has happened? Describe what has happened?
- When and who was there?
- Anything else you wish to tell me?

Let the child talk as much as he/she wishes. However -

- Do not ask any questions which may be considered as suggesting what might have happened, or who has perpetrated the abuse.
- Do not force the child/person to repeat what he/she has said in front of another person.
- Do not promise to keep the information secret, breaking a child's' confidence would be inappropriate, therefore, it is better to say that you might have to tell someone if what is said is very important.
- Tell Shirley, Carol, Kay, Julia or Trisha immediately.
- Note briefly the details using the child's words where possible. Date, time and sign your record.
- Support the child as much as possible.

A referral -

A referral should be made the same working day as a disclosure is made and should be made as early as possible in the day to allow further checks to be made.

A telephone call must be made to the CIAT Team - 01325 406252 to inform them of the disclosure. As much information must be given as is possible regarding the child and the circumstances. Follow the advice given to you by the social worker on the phone.

The relevant paperwork will be completed by the designated staff.

Do not contact the parents.

Under no circumstances should information not be shared. There are five people in school who are qualified to make decisions regarding Child Protection - Shirley Welsh, Carol Hall, Kay Murray, Julia Murphy and Trisha Bittlestone.

Please ensure that you communicate any information, no matter how trivial you feel it is, with the designated teacher or the seconds.

If any agency contacts you regarding a child, please tell the designated teacher as soon as possible.

The designated teacher will keep you informed as to any concerns there are regarding pupils in your class, and may ask you to record symptoms/incidents informally.

If any of the Designated Teachers are unavailable or not contactable do not just leave the disclosure until the next day - telephone CIAT yourself and ask for advice or make the referral explaining why you are doing so - do not delay

VERY IMPORTANT - ALL STAFF! What should be written ON CPOMS!

- Patterns of late
- Patterns of no P.E. kit
- Unusually upset but no reason
- Looking unkempt/smelling
- Changes in behaviour
- Things said which are unusual but NOT child protection
- Setting up a behaviour book
- Setting up a home/school book
- Bereavement

In essence CPOMS is a safety net so that minor events are recorded and not left to a teacher's memory if we require any evidence about a child's history.

This is not an exhaustive list but use your professional judgement!

Child Protection:

- You know the vulnerable pupils in your class - everything unusual about them **MUST** be reported
- If any child says anything which you think is unusual or shows you any marks which are not every day or they can't explain or the explanation doesn't fit or sound plausible report it!!
- If you are uncomfortable with what a child says, then it needs passing on!

- If you feel something is not right about any child's presentation, behaviour, etc. pass it on!

Everyone in school is responsible for the safety of all of our children – remember it's always best to ASK!

Mrs S Welsh, Headteacher, Mrs C Hall, Deputy Head teacher, Mrs. J Murphy, Assistant Head teacher, Mrs K Murray SENCo and Mrs. T. Bittlestone School Manager are the Designated Teachers for child protection. All concerns about pupils must be recorded on CPOMS so concerns can be followed up. This must be done as soon as possible, not at the end of the day.

In addition to those concerns requiring immediate attention, every member of staff has access to CPOMS to note ongoing concerns/ monitoring e.g child continually late etc.

It is the responsibility of all staff to ensure the safety of our pupils at all times. This includes ensuring that all doors and gates are shut and locked at all times, that staff badges are worn and that all visitors sign in at the main school entrance. This also includes the awareness of the schools Whistle Blowing Policy which enables staff to report something that may make them feel uncomfortable about a colleague's behaviour.

ALL visitors are required to sign in at the school office and are issued with a red or green lanyard depending on whether they hold a DBS or not. Any person with a red lanyard should not be left unsupervised by staff. If a stranger is seen on site, the School Office must be informed immediately.

Ensure you talk to the children about the many forms bullying which can take place including texting and internet (esafety policy available). Pupils need to be made aware of this and know who they can talk to in school.

Non-Accidental Injury/Child protection

Staff must always be vigilant for any injuries to children which are not satisfactorily explained, and suspicions must be reported to the Designated Teacher for Child Protection. Accurate factual written records of the injuries and the children's explanations or lack of them should be kept and duly dated and signed. Staff should become familiar with the Child Protection procedures by looking in staff training notes from staff meetings and P D training.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Children's Initial Advice Team (CIAT).

Early Help

Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from the College or other services such as health or community services. Providing help early is more effective in promoting the welfare of children than reacting later.

Any child may benefit from early help, but all members of staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behavior, including gang involvement and association with organized crime groups;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalized or exploited;

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

Links for guidance on signs and indicators of abuse

What to do if you're worried a child is being abused

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

Continuum of Need document - on office walls for information

Definitions/Categories of Abuse

Appendix 2

Safeguarding: Safeguarding and promoting the welfare of children is defined as: -

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical 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

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

Definitions of abuse and neglect (Working Together to Safeguard Children 2018)

What is abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). **Abuse can take place wholly online, or technology may be used to facilitate offline abuse.**

Abuse may be committed by adult men or women and by other children and young people.

Definition: Abuse may take the form of:

- Physical
- Emotional
- Sexual
- Failure to thrive / neglect
- Domestic Violence

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.

Recognised by unusual marks or bruises on the body (see body outline sheets) and regular occurrence of such marks and injuries; explanations from parents that do not tally; over keenness on the part of parents/guardians to explain injuries on children.

Bruising: Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a non-mobile baby, pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks: Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over three cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds: It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures: Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Emotional abuse: The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far 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. It may feature age or developmentally inappropriate expectations being imposed on a child. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger or the exploitation or corruption of children.

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" - difficulty relating to others

Sexual abuse: This involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may include 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. It may also involve non-contact activities, such as involving the child at 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 can take place online, and technology can be used to facilitate offline abuse.

Adult males do not solely perpetrate sexual abuse Sexual abuse can be committed by adult males, woman and other children.

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is

believed. There may be no physical signs and indications are likely to be emotional/behavioural. Some behavioural indicators associated with this form of abuse are:

- Changes in behaviour
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder) and self-mutilation
- An anxious unwillingness to remove clothes e.g. for sports events (this may be cultural norms or physical difficulties)
- Wetting and soiling
- Unusual patterns of language and play.
- Unusual pictures or unusual references to home in written work or conversation.
- Incidental information given to teacher in general conversation.

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, Physical damage, etc. it may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

Neglect: This is the persistent failure to meet a child's basic physical and /or psychological needs, likely to result in the serious impairment of child's health or development. It may involve a parent or carer failing to provide: adequate food, shelter and clothing; failing to protect a child from physical and emotional harm or danger; failing to ensure adequate supervision (including the use of adequate care givers); or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Mental health, Self-harm and wellbeing

All instance or concerns for wellbeing or self-harm should be referred to the DSL who will assess the situation, complete a risk assessment and liaise with relevant professionals and parents.

Link to guidance

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

Appendix 3

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. Terrorism is defined by Government as "*The use of violence in order to accomplish political, religious or social objectives*". Terrorism is a criminal act that influences an audience beyond the immediate victim. Effectiveness is not the act itself but the impact on Government and the public.
6. 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.
7. Indicators of vulnerability include:

Identity Crisis - the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

Personal Crisis - the student / 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 student / 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 student / 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;

Individual Needs - students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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;
- 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.

Appendix 4

ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Whinfield Primary School is Kay Murray, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel*; and
- Sharing any relevant additional information in a timely manner.

***The Police Prevent Team** will carry out an initial assessment to ascertain whether the child or young person may be at risk of radicalisation, and where relevant, will refer them to the Local Authority Channel Panel.

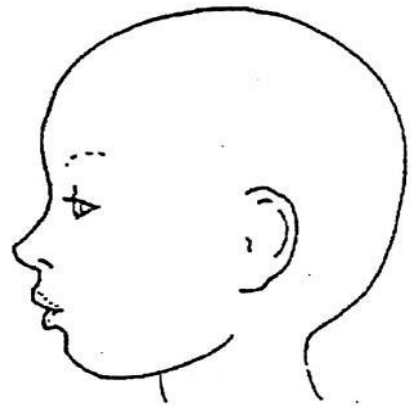
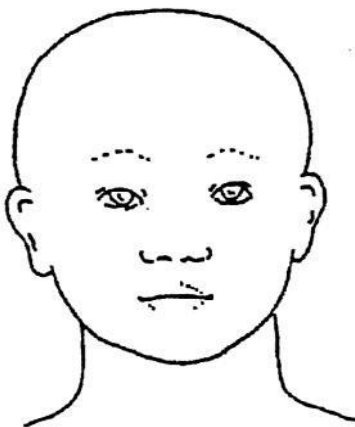
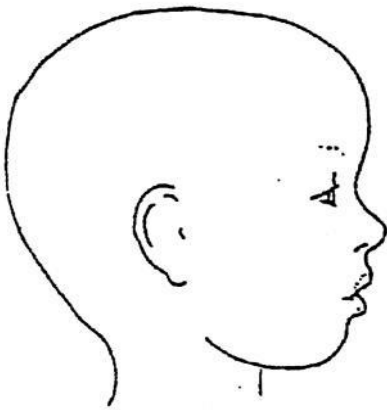
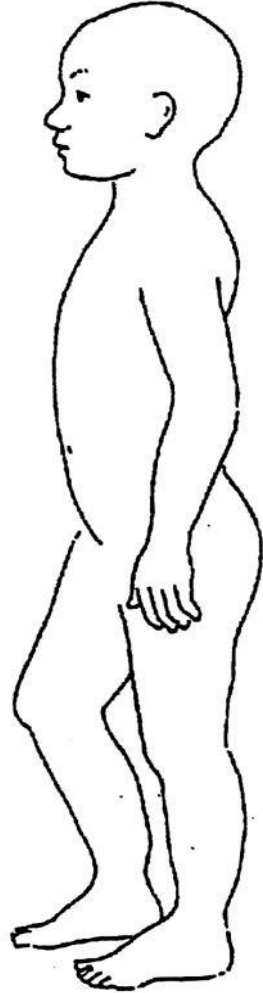
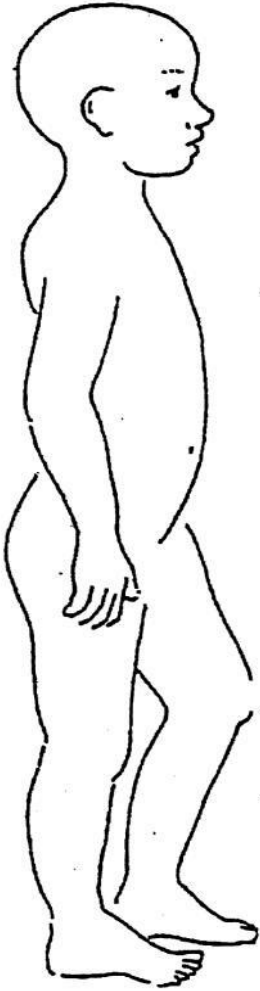
* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. Channel aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix 5

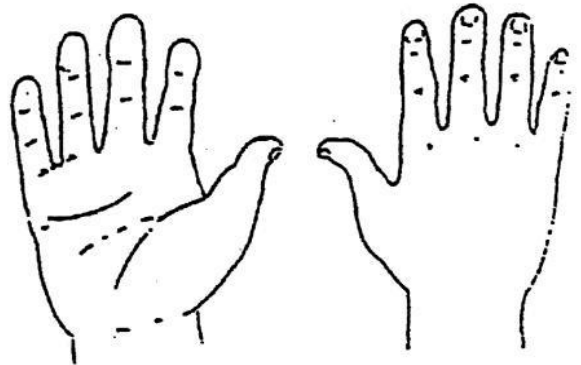
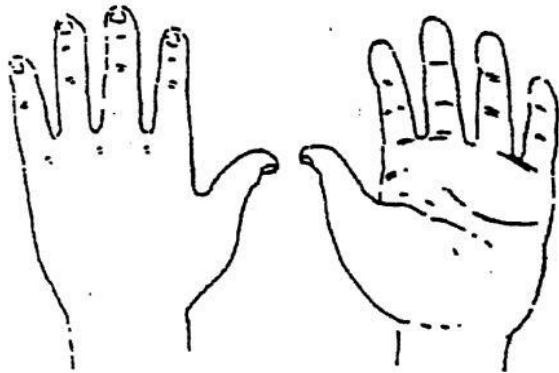
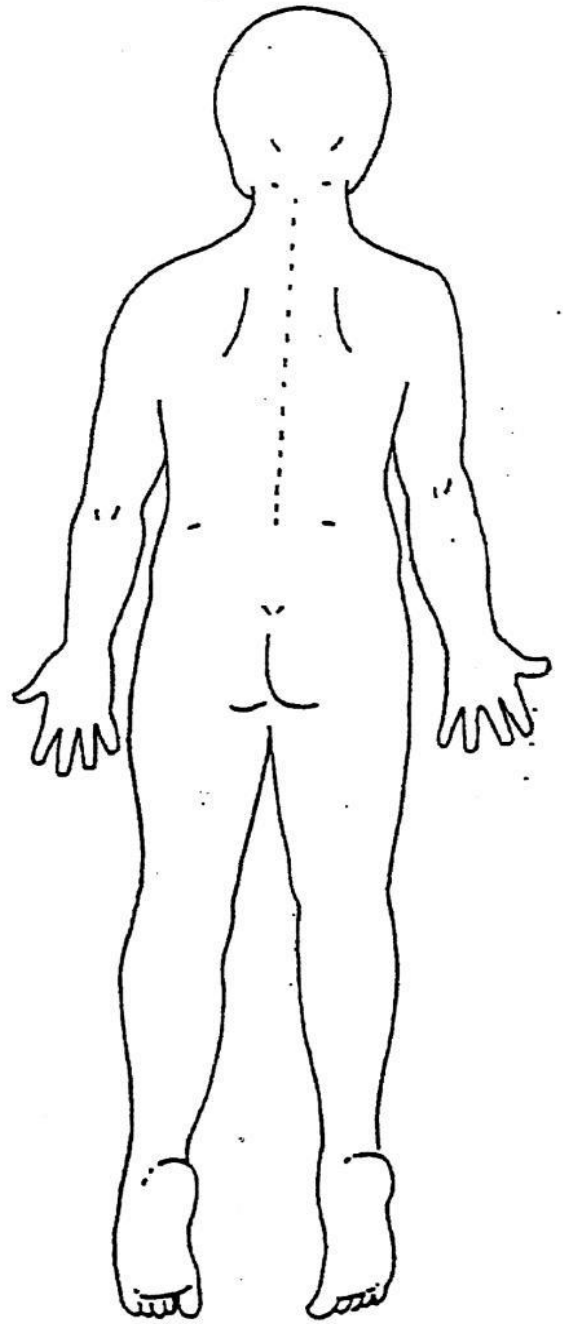
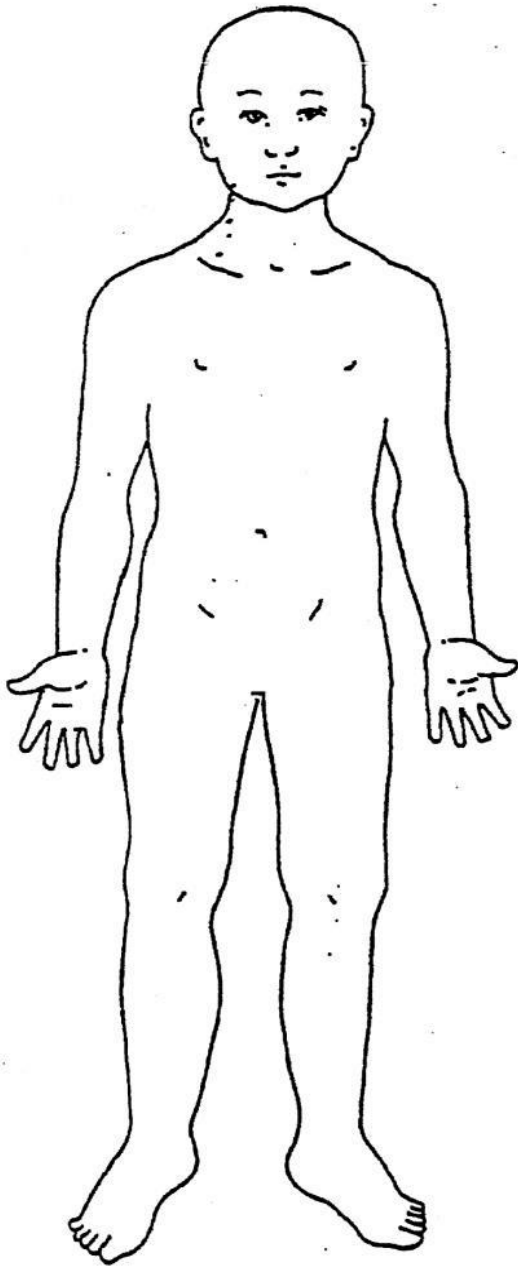
SKIN MAPS

Name: DoB:



Signature: date:

Name: DoB:



Signature: date:

Appendix 6

Child Protection File Transfer Form

In line with Keeping Children Safe in Education, 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.

Acknowledgement of Child Protection Files Transfer from Whinfield Primary School:

Designated Safeguard Lead at Whinfield Primary School is Kay Murray, contact number 01325 240499 opt 2

Name of Child:

Name of new DSL:

School:

Signature:

Date:

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- [abuse](#) (DfE advice for practitioners)
- [bullying including cyberbullying](#) (DfE advice for headteachers, staff and governing bodies)
- [criminal exploitation of children and vulnerable adults county lines](#) (Home office guidance) and Annex A
- [children missing education](#) (DfE advice for schools) and Annex A
- [child missing from home or care](#) (DfE statutory guidance)
- [child sexual exploitation advice for practitioners](#) (DfE advice for practitioners) and Annex A
- [domestic abuse](#) (Home Office advice) and Annex A
- [drugs](#) (DfE and ACPO advice for schools)
- [fabricated or induced illness](#) (DfE, Department for Health and Home Office statutory guidance)
- [faith based abuse](#) (national action plan)
- [female genital mutilation](#) (multi agency statutory guidance) and Annex A
- [female genital mutilation](#) (Home Office advice)
- [forced marriage](#) (Foreign and Commonwealth Office and Home Office advice) and Annex A
- [gangs and youth violence](#) (Home Office advice)
- [gender based violence/violence against women and girls](#) (Home Office strategy)
- [gender-based violence/violence against women and girls](#) (Home Office information)
- [hate](#) (educate against hate website)
- [mental health](#) (DfE advice for schools)
- [missing children and adults](#) (Home Office strategy)
- [private fostering](#) (28 days or more- Children Act 1989- statutory guidance for local authorities)
- [preventing radicalisation](#) (Home Office Statutory Prevent guidance) and Annex A
- [protecting children from radicalisation](#) (DfE Prevent advice for schools)

- [relationship abuse](#) (disrespect nobody website)
- [sexual violence and sexual harassment between children in schools and colleges](#) (DfE advice for schools and colleges)
- [sexting](#) (UK Council for Child Internet Safety advice for schools and colleges)
- [trafficking and modern slavery](#) (DfE and Home Office guidance)