



HALES VALLEY TRUST

Child Protection & Safeguarding Policy

September 2020

See separate addendum to this policy in responses to COVID 19

Date	Review date	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor	LADO
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Rationale

Children and young people have a fundamental right to be protected from harm. They have a right to expect schools to provide a safe and secure environment. It is a guiding principle of the law and child protection procedures that the protection and welfare of a child must always be the first priority. Failure to provide an effective response can have serious consequences for the child.

Safeguarding 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.

Lapal Primary School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore 'to be alert to the possibility of abuse occurring, be aware of the procedures to be followed if you have suspicions and have the confidence to follow those procedures.' This policy applies to all staff, governors and volunteers working in the school. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

Lapal Primary School recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from "significant harm". The protection of our pupils from suffering or likely to suffer significant harm is the responsibility of all staff within our school, superseding any other considerations. The following documents, circulars and guidance for good practice govern child protection work at Lapal Primary School:

- Dealing with a disclosure school guidance (*See Appendix 1*)
- Children Act 1989
- Children Act 2004
- Childcare Act 2006 (as amended 2018)
- Keeping Children Safe in Education (DfE) September 2020
- Working together to safeguard children (DfE) July 2018
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (May 2019, addendum April 2020 for COVID)
- What do you do if you are worried a child is being abused March 2015 (*See Appendix 2*)
- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015)
- Information Sharing – Advice for Safeguarding Practitioners (DfE – updated 2018)
- Children Missing Education (September 2016)
- Child Sexual Exploitation (February 2017)
- Voyeurism (Offences) Act 2019
- Teaching Online Safety in School (DfE) June 2019

Aims

Lapal Primary School is committed to the safeguarding of all pupils in the school. Our aim is to ensure that all pupils are safe in school and that measures are put in place to support any child who is at risk of harm. At Lapal pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it. For example, if pupils experience an issue with a messaging platform they know that they can raise this with any member of staff who will provide them with the support they need. The Online Safety Policy clearly sets out how the school educates our pupils to be vigilant and stay safe.

Overall the policy provides information for all adults working with children to carry out their duty of care responsibly. Lapal Primary School will provide information and training for all staff and other adults to carry out this duty of care responsibly.

Prevention

The six main elements of the policy are:

- ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children;
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- supporting pupils who have been abused in accordance with his/her child protection plan;
- establishing a safe environment in which children can learn and develop;
- ensuring there are links with other safeguarding policies and practice, for example, physical intervention, anti-bullying, behaviour policy, attendance, medical conditions, first aid, intimate care, emergency evacuation, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism, the safeguarding response to children who go missing from education, and ensuring that the identity of the DSL and deputies are included within school systems to support safeguarding and are explained to all staff as part of their induction.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- ensure children know that there are adults in the school whom they can approach if they are worried
- or in difficulty;
- include in the curriculum, activities and opportunities which equip children with the skills they need to stay safe from harm.

Procedures

Lapal Primary School will ensure that all staff follow the procedures set out by the Dudley Safeguarding Children Board and take account of guidance issued by the Department for Education (DfE) to ensure we have a designated safeguarding lead for child protection who has received appropriate training and support for this role. The formal training will be updated every 2 years. The DSL will be updated on a regular basis (at least annually) to keep up with current safeguarding developments and priorities.

- **THE DESIGNATED SAFEGUARDING LEAD FOR LAPAL PRIMARY SCHOOL IS: Mrs J Turner**
- **THE DEPUTY LEADERS ARE: Miss E Tolley and Mrs L Atkinson**

Child Protection issues can be very difficult to spot. If in doubt it is always best to inform the relevant person, and allow them to make the decision about what further action is necessary. The DSL and their deputies are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on any safeguarding concerns. If the DSL is unavailable, the Deputy Leaders will be the next point of contact. **If in doubt, ask.**

- We have a nominated governor responsible for child protection. **The designated Governor for Child Protection is Angela Mander**
- Every member of staff (including temporary and supply staff and volunteers) and governing body members knows the name of the designated safeguarding lead responsible for child protection and their role;
- All staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection;
- Parents have an understanding of the responsibility placed on the school and staff for child protection. Parents are made aware of the policies and procedures; this policy is available on request and is available on the school website;
- We develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings;
- We develop links with other agencies that support the child, such as Child and Adolescent Mental Health Service, Education Investigation and Education Psychology Service;
- Keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to Social Services and other relevant agencies immediately;
- All records are kept securely, separate from the main pupil file, and in locked locations;
- When a child who has a child protection plan leaves, their information is transferred to the new school immediately and Social Care is informed;
- All staff are aware of what to do if there are concerns around a child. **Appendix 2 refers to 'What to do if you are concerned'**. A copy of the interagency referral form that must be completed when making a referral can be accessed from the Dudley Safeguarding Partnership website. The DSL should be consulted for completion of this form.

Role and Responsibilities of Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) is a senior member of staff from the leadership team and has responsibility, management oversight and accountability for child protection, along with the Head

Teacher. Deputy DSLs are trained to the same standards as the DSL and the role is explicit within their job description. DSL training is undertaken every 2 years and has been updated to allow the DSL to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident that they have the capability to support SEND pupils to stay safe online.

The Designated Safeguarding Lead is responsible for safeguarding and child protection at Lapal Primary school. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents; and
- ensure that child protection information is transferred to the pupil's new school
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Head Teacher.

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family.

Staff should only involve those who need to be involved when a child tells them that he/she is being abused or neglected. A written record will be made of what information has been shared with whom, and when.

Written records at Lapal Primary School are made using the CPOMS online database. Child protection records will be stored securely on the CPOMS database separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by the Designated Safeguarding Lead will be restricted.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with our home school policies and give due regard to which adults have parental responsibility. In keeping with best practice, the school will hold more than one emergency contact number for each pupil. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

We do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

If a pupil moves from our school, the DSL will consider whether it is appropriate to share any information with the new school in advance of the pupil leaving. Child protection records may be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line

with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools or in instances where advance information would allow the new school to continue supporting the victim of abuse and have the appropriate support in place for the pupil's arrival. We will record where and to whom the records have been passed and the date.

If sending by post pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in electronic format (on CPOMS where applicable). This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

When a Designated Safeguarding Leader resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

Staff support

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and seek further support as appropriate.

Roles and Responsibility of Trustees, Governors and Governing Boards

It is the responsibility of the Trust Board of Directors, Local Governing Committees and Educational Advisory Groups to ensure that they comply with their duties under legislation. The Trustees and governors appointed by Hales Valley Trust must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The statutory guidance, Keeping Children Safe in Education places statutory requirements on all governing boards and proprietors of multiple schools. Hales Valley Trust will ensure that each individual school within the Trust has policies and procedures in place which reflect their local circumstances and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter-agency procedures.

Safer Recruitment and Employment Practices

Lapal Primary School has created a culture of safe recruitment, and follow Hales Valley Trust's robust recruitment procedures, which adhere to safe working practices.

Lapal Primary School follows the Trust's 'Safer Recruitment' processes for all appointments, which will include the following;

- declaration of our statement of commitment and the intent to undertake a DBS check in the advertisement; Our statement of Commitment: *“Lapal Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, TRA Teacher Services, Qualification and ID Checks.”*
- ensuring that at least one member of the interview panel has attended Safer Recruitment training
- ensuring that references are gained before interview
- ensuring that a safeguarding question is included in the interview and that any gaps in employment are explored
- undertake a DBS check* at the relevant level to the position of staff and governors in line with the new DBS government workforce guide and Disqualification under the Child Care Act for staff who work in a child care capacity, whether paid, volunteer or in work placements (a change in the law means that Disqualification by Association now only applies in domestic settings, not schools). Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff is required to speak to the school.
- undertake a TRA Section 28 check in respect of governor/member recruitment
- ensuring that a prohibition check is carried out for anyone involved with ‘teaching work’, not just those with QTS
- a teaching role is defined as planning and preparing lessons and courses for pupils, delivering lessons to pupils, assessing and reporting on the development, progress and attainment of pupils, however, these activities are not classed as teaching work for the purposes of Keeping Children Safe in Education regulations if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Headteacher to provide such direction and supervision
- where the school places a pupil with an alternative provision provider, the school will ensure that there is appropriate safeguarding provision in place to meet the needs of the pupil and will ensure that written confirmation is obtained regarding safeguarding checks carried out on those working at the establishment

*An enhanced DBS check with barred list information will be appropriate for all staff as the majority of staff will be engaging in ‘regulated activity’. A supervised volunteer who regularly teaches or looks after children is not deemed to be in ‘regulated activity’. In case of staff or volunteers who provide personal care, this includes helping a child with eating and drinking and for reasons of illness, or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.

If the school has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison if a barred individual is convicted of attempting to engage in such work. All new appointments will have their identity verified from a current photographic ID and proof of address to obtain an enhanced DBS check with barred list information.

The school will always ask for written information about previous employment history and check that the information is complete. The school does not have the power to request DBS checks for visitors (for example children’s relatives visiting a sports day) on these occasions the Headteacher will use their professional judgment on how best to supervise these occasions.

Allegations of Abuse Made Against Other Children

At Lapal we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, online abuse, verbal abuse, threats or intimidation, blackmail or extortion, sexual abuse, gender-based violence, sexting, indecent exposure and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found:

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the school may be affected by this pupil

Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils may present a safeguarding risk to other pupils. These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When dealing with such incidents, they will usually, in the first instance, be investigated by the class teacher. If there is a safeguarding concern it will then be passed to the DSL/ senior leadership team; Headteacher and, in extreme cases, the Governors. At the Headteacher's discretion, the police may be informed, in certain circumstances and parents informed (of both the pupil being complained about and the alleged victim) at the earliest opportunity.

The DSL should contact social services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils' files.

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of peer on peer abuse the school has an ethos of promoting friendship and cooperation, which is underpinned through our school values.

Through assembly time, PSHE and other curriculum areas the children are taught tolerance, empathy and understanding. Each class is regularly monitored and the school employs staff who are specifically trained to support both victims and perpetrators.

Allegations against Staff and Volunteers

At Lapal we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff.

Lapal Primary school will follow the “Managing Allegations Against Staff or Volunteers’ (Dudley Safeguarding Partnership procedures) and have regard for the DfE ‘Harm Test’ guidance in respect of all cases in which it is alleged that a teacher or other member of staff, including volunteers, has:

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

The **Headteacher** will deal with allegations made against school staff. This is not the responsibility of the Designated Safeguarding Lead.

If any concerns or allegations are made against members of staff, in the first instance these should be discussed with the Designated Officer for Managing Allegations (DO) or Duty Independent Reviewing Officer. It is useful at this stage to also provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the Designated Officer (Managing Allegations) in accordance with the Working Together to Safeguard Children (2018) and the Dudley Safeguarding Partnership procedures. A Managing Allegations Referral form will need to be completed.

In the event of the allegation being made against the Headteacher, the **Chair of Governors** is to be notified. If an allegation is made against any governor, including the Chair of Governors, the Headteacher will contact the Designated Officer for Managing Allegations and HR.

Procedure:

- if any allegation is made a quick resolution should be a clear priority. If the nature of the allegation does not require formal disciplinary action, the school will endeavour to instigate appropriate action within three working days;

- in response to an allegation all other options should be considered before suspending a member of staff;
- allegations that are found to be malicious should be removed from the personnel records;
- reporting restrictions only apply to teachers in schools;
- pupils that are found to have made malicious allegations are likely to have breached school behaviour policies; the school will therefore consider the appropriate sanction;
- we as the employer have a duty of care to all staff; support for the individual is the key to fulfilling this duty;
- when an allegation is made it is extremely important that every effort is made to maintain confidentiality;
- after any allegations of abuse have been made, the outcome will be categorised as either; substantiated, malicious, false, unsubstantiated or unfounded
- where an allegation has been substantiated and the individual is dismissed or resigns, the school may consider referring the matter to the TRA for consideration for a prohibition order

In addition to this Lapal primary school have systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within Lapal will adhere to the Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings. This covers a wide range of issues around staff conduct.

If staff have concerns about a fellow colleague, they should follow the Trust's Whistle Blowing Procedures.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other channels are open to them such as the NSPCC Whistle Blowing helpline: **0800 028 0285**.

Referral to Disclosure and Barring Services (DBS)

Any employee who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual possesses to vulnerable groups including children.

The Single Central Record must be in place and include all the areas covered in Keeping Children Safe in Education. Further advice is sought from the Trust HR provider.

Information Sharing, Confidentiality and Record Keeping

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. Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only. Advice should be sought from the Social Care Team, who should approach the alleged abuser (or parents if the alleged abuser is a child). Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure). If a child who is subject to a child protection plan leaves, their information will be forwarded to the Designated Safeguarding Lead at the new school, in line with the government guidance on the transfer of such records. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

Involving Parents/Carers

In general, we will discuss any child protection concerns with parents/carers before approaching other agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about our Child Protection Policy through the school website.

Early Help

If staff have any concerns about a child's welfare they should act on them immediately and speak to the DSL. The DSL will take the lead role when early help is appropriate. The LA should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer/school know the outcome. Signs that early help may be required include:

- The child showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- The child is at risk of modern slavery, trafficking or exploitation
- The child is showing early signs of abuse and/or neglect
- The child is at risk of being radicalised or exploited
- The child is a privately fostered child

The Curriculum

Relationships education, relationships and sex education (RSE) and health education (DfE, 2019)

This new curriculum is now compulsory from September 2020 and needs to be in place by summer 2021.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-healtheducation>

Child Protection and wider child safety issues will be addressed as part of a broad and balanced curriculum as appropriate, especially in Personal, Social and Health Education (PSHE), Information and Communication Technology (ICT), Citizenship, Sex and Relationships Education and Online Safety. Children are taught how to recognise when they are at risk and how to get help when they need it.

Looked After Children

The designated teacher for looked after children at Lapal Primary School is: Miss E Tolley

The designated teacher is responsible for promoting the educational achievement of children who are looked after and/or who have left care through adoption, special guardianship, child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher has the skills, knowledge and understanding to keep previously looked after children safe. The designated teacher will

work closely with the Virtual School Head and all other agencies, to ensure that prompt action is taken in respect of any concerns and that pupil premium funding is best used to support the progress of the looked after child. In the case of care leavers, the LA retains an ongoing responsibility which includes keeping in touch with them, preparing assessments of their needs and appointing a personal advisor to develop a pathway plan. Where applicable, the DSL will liaise with their LA personal advisor as necessary.

Children with a Social Worker

At Lapal we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

Other areas of our work

All our policies which address issues of power and potential harm, for example bullying, equal opportunities, physical handling, positive behaviour, will be linked to ensure a whole school approach. At Lapal, we support staff in the use of appropriate physical contact in order to keep pupils safe using reasonable force. The use of reasonable force means using no more force than is needed and that the use of force may involve passive physical contact or active physical contact. The Government has published guidance on reducing the need for restraint and restrictive intervention. The guidance aims to help settings adopt a preventative approach to supporting children and young people whose behaviour challenges as a result of learning disabilities, autistic spectrum conditions or mental health difficulties. Reducing the need for restraint and restrictive intervention (HMGovt. June 2019)

<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

Our Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Training and Development

Lapal school will ensure that:

- all staff are kept up to date with Child Protection issues by formal training taking place regularly annually; online courses, external training and in-house training provided throughout the year
- clear reminders of all procedures will be given out to all staff in the INSET session at the start of every academic year, with frequent reminders at appropriate meetings/training events;
- the Designated Safeguarding Lead/s will take part in regular formal training sessions and advanced level training at least every two years);
- all policies and procedures will follow DFE guidance on Child Protection issues;
- governors will be kept informed about procedures through the Child Protection Link Governor;
- good monitoring takes place of pupils identified as at risk;
- the pastoral team works closely with outside agencies to share information and co-ordinate support for the pupil.

In line with 'Keeping Children Safe in Education', the Headteacher and all other staff, governors and volunteers who work with children will undertake training to equip them to carry out their responsibilities for Child Protection effectively. This will be kept up to date by refresher training at regular intervals. A training record is kept for all adults working in contact with children. This is managed by the Lead DSL.

Definitions and Indicators of Abuse

Abuse is 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. They may be abused by an adult or adults or another child or children. There are four types of child abuse. They are defined in the UK Government guidance Keeping Children Safe in Education as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

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.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation or exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

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

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: Provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Significant Harm

"Significant Harm is any Physical, Sexual or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development."

Signs of Abuse

Recognising child abuse is not easy. It is every staff member's responsibility to be alert to whether or not child abuse has taken place or if a child is at significant risk of harm from someone. The following information should help to recognise the signs of possible abuse.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body;
- multiple bruises - in clusters, often on the upper arm, outside of the thigh;
- cigarette burns;
- human bite marks;
- broken bones;
- scalds, with upward splash marks;
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation;
- aggressive behaviour or severe temper outbursts;
- flinching when approached or touched;
- reluctance to get changed, for example in hot weather;
- depression;
- withdrawn behaviour;
- running away from home.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking;
- being unable to play;
- fear of making mistakes;
- sudden speech disorders;
- self-harm;
- fear of parent being approached regarding their behaviour.

Domestic Abuse

The definition of domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour and violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but not limited to; psychological; physical; sexual; 'financial; and emotional.

This can encompass, but is not limited to, the types of abuse within the following guidance:

- NSPCCC:UK Domestic abuse signs, symptoms, effects
- Refuge: What is domestic violence/effects of domestic violence on children
- SafeLives: Young people and domestic abuse

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse can have a serious and long lasting emotional and psychological impact on children. In some cases a child may have had to leave the family home as a result.

Psychological, Physical, Sexual, Financial and Emotional

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Mental Health

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

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy.

Online Safety

The government has published a guidance document 'Teaching online safety in school (DfE, June 2019). It outlines to schools the importance of helping children and young people not only to use the internet safely, but also to give them opportunities to learn how to behave online. At Lapal, our staff are made aware of the importance of teaching that is always age and developmentally appropriate. Teaching online safety in school says that there are many areas in the curriculum where the topics could be taught, not least in the new compulsory Relationships (Sex Education) and Health Education in place from September 2020. In these curriculum areas, pupils will be taught what positive, healthy and respectful online relationships look like. The guidance includes the following underpinning knowledge and behaviours:

- How to evaluate what pupils see online
- How to recognise techniques used for persuasion
- Online behaviour
- How to identify online risks
- How and when to seek support

The school has an Online Safety Policy that is based on the Trust's policy and rooted in this guidance. Although the nature of online harms is discussed within the curriculum, it is not until we look through the comprehensive risk in this document that they together they reflect how harmful the internet might be. It is easy to see the potential harms, but it important that we communicate them in a safe and beneficial way, so that pupils remain respectfully cautious and not fearful. Potential harms covered in the guidance include:

- Age restrictions
- Content: How it can be used and shared
- Disinformation, misinformation and hoaxes
- Fake websites and scam emails
- Fraud (online)
- Password phishing
- Personal data
- Persuasive design which keeps 'users online for longer than they might have planned or desired'
- Privacy settings
- Targeting of online content
- Abuse (online)
- Challenges [to do something and post about it]
- Content which incites...hate, violence
- Fake profiles
- Grooming
- Live streaming
- Pornography
- Unsafe communication
- Impact on confidence (including body confidence)
- Impact on quality of life, physical and mental health and relationships □ Online vs. offline behaviours
- Reputational damage
- Suicide, self-harm and eating disorders

In an important section, the Teaching Online Safety in School guidance, reminds schools that when teaching about these safeguarding topics (and others), staff should be mindful that there may be a child or young person in the lesson who is or has been affected by these harms. During or after a lesson, a pupil may be prompted to disclose about something that may have happened online. The guidance says that it is good practice to consult the Designated Safeguarding Lead 'when considering and planning any safeguarding related lessons or activities (including online) as they will be best placed to reflect and advise on any known safeguarding cases, and how to support any pupils who may be especially impacted by a lesson'.

Teaching online safety in school should be read in conjunction with Education for a Connected World Framework (UKCIS, 2018) which offers ‘age specific advice about the online knowledge and skills that pupils should have the opportunity to develop at different stages of their lives.’

The Teaching online safety in school guidance emphasises the need for a whole school approach so that it is embedded in everything the school does including:

- Creating a culture that incorporates the principles of online safety across all elements of school life
- Proactively engaging staff, pupils and parents/carers
- Reviewing and maintaining the online safety principles
- Embedding the online safety principles
- Modelling the online safety principles consistently

The guidance ‘Teaching online safety in school’ can be downloaded here:

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

Education for a Connected World (UKCIS, 2018) can be downloaded here:

<https://www.gov.uk/government/publications/education-for-a-connected-world>

The school ensures that pupils are taught to stay safe online as part of our broad and balanced curriculum. The school makes use of a number of additional resources and tools to support online safety such as:

- Guidance from PSHE Association
- Be Internet Legends by Parent Zone and Google
- Half-termly lessons devoted to safety when online.
- Parental workshops to teach safe practices in the home.

Pupils are not allowed to have access to their own electronic devices during the school day. If a child needs a mobile phone to arrange transportation when leaving school, they can bring their mobile phone to school and hand it in for safe keeping in the school office.

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on its own website: www.nspcc.org.uk.

Schools can also access Dudley Safeguarding Partnership guidance on the issues listed below via the website:

<http://safeguarding.dudley.gov.uk/>

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/education-information/>

Dudley Safeguarding Partnership Procedures

<https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/safeguarding-children-procedures/>

Early Help Strategy - Dudley

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/dudley-early-help-strategy/>

Referrals – How to make

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/multi-agency-safeguarding-hub/>

Local Guidance

- [Dudley's Thresholds Framework](#)
- [Guidance for Safer Working Practice for those working with children and young people In Education Settings \(May 2019\)](#)
- [E-Safety and the use of images](#)
- [A practical guide for schools when dealing with a death \(student or adult\)](#)

National Guidance

- [Ofsted – Inspecting safeguarding in early years , education and skills settings](#)
- [Working Together to Safeguard Children 2018](#)
- [Keeping Children Safe in Education \(Statutory Guidance for Schools and Colleges\) September 2020.](#)
- [What to do if you are worried about a child](#)
- [The Prevent Duty 2015](#)
- [Home Office Guidance on Mandatory Reporting of FGM – Procedural Information](#)

Record Keeping

- [Body Map](#)
- [Chronology](#)
- [Form for recording and reporting concerns to your DSL about a child](#)
- [Front file sheet](#)

Allegations against adults/staff

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/management-of-allegations/>

Anti-Bullying

www.bullying.co.uk

<https://www.samaritans.org/> www.antibullyingalliance.org www.parentlineplus.org.uk

Child Sexual Exploitation

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/child-sexual-exploitation-cse/>

<http://www.seeme-hearme.org.uk/>

[Child Exploitation and Online Protection Centre](#)

Female Genital Mutilation (FGM)

www.afruca.org www.fgm.org.uk www.feminist.org www.youngminds.org.uk

Forced Marriage

www.fco.gov.uk/forcedmarriage

Forced Marriage

www.fco.gov.uk/forcedmarriage

Legislation

www.dfes.gov.uk or www.everychildmatters.gov.uk www.safeguardingchildren.org.uk

Mental Health

www.youngminds.org.uk www.parentlineplus.org.uk www.nhsdirect.nhs.uk

Neglect Strategy

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/neglect-strategy/>

Stay Safe

www.staysafe.org <http://www.saysaygirls.com/safety>

Study and Prevention of Child Abuse and Neglect

<https://www.childprotectionprofessionals.org.uk/>

Teenage Pregnancy

www.teenagepregnancy.org

Use of images/ e-safety

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/e-safety-and-use-of-images/>

Further information

Honour Based Abuse (HBA)

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. All forms of HBA are abuse (regardless of motivation) and should be handled and escalated as such. If a member of staff has any doubt or concern, it should be reported immediately to the designated safeguarding lead.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Teachers and members of staff with teaching responsibilities have a specific legal duty to act with regards to concerns about female genital mutilation must personally report to the police a disclosure that FGM has been carried out, in addition to liaising with the DSL. All staff should speak to the DSL where there are concerns.

Child Sexual Exploitation (CSE)

Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. It occurs where an individual or groups 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
- 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. It does not always involve physical contact; it can also occur through the use of technology. Victims are likely to be in need of welfare services and - in many cases - protection under the Children Act 1989. This group may include children who are sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. A child may also be sexually exploited for the financial advantage or increased status of the perpetrator or facilitator. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups within an increasingly widespread form of harm that is a typical feature of county lines criminal activity.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

- in exchange for something the victim needs or wants and/or
- for the financial or other advantage of the perpetrator or facilitator and/or
- through violence or the threat of violence.

County lines is term used to describe the gangs and organised criminal networks involved in exporting illegal drugs into one or more importing area, using dedicated mobile phones lines or other forms of 'deal line's. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence and weapons to ensure compliance of victims.

Children can easily become trapped by this exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims and their families if they attempt to leave the county lines network.

Child criminal exploitation includes drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas, seaside and market towns. The key to identifying potential involvement in county lines is 'missing episodes', where the victim may have been trafficked for the purpose of transporting drugs. In such cases, the school may consider a referral to the National Referral Mechanism.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology including cyberbullying, 'sexting' and grooming. However, it also important to recognise that some young people who are being sexually exploited or criminally exploited do not exhibit any external signs of abuse.

Peer on Peer Abuse, including incidents of Sexting, and Opportunities to teach Safeguarding

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

On occasion, some pupils may present a safeguarding risk to other pupils. These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When dealing with such incidents, they will usually, in the first instance, be investigated by the class teacher. If there is a safeguarding concern it will then be passed to the DSL/ senior leadership team; Head teacher and, in extreme cases, the Governing Board. At the Head teacher’s discretion, the police may be informed, in certain circumstances and parents informed (of both the pupil being complained about and the alleged victim) at the earliest opportunity.

The DSL should contact social services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils’ files.

It may be appropriate to exclude the pupil being complained about for a period of time according to the school’s behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school’s usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of peer on peer abuse the school has an ethos of promoting friendship and cooperation. Through assembly time, life skills lessons (including PSHE) and other curriculum areas the children are taught tolerance, empathy and understanding. Each class is regularly monitored and the school employs staff that are specifically trained to support both victims and perpetrators. At Lapal Primary School, we believe that all children have a right to attend school and learn in a safe environment.

Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found:

The allegation

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At Lapal Primary School, we will support the victims of peer on peer abuse by providing an adult advocate to discuss concerns with and provide support on a daily basis.

Further information can be found in the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2016)

Private Fostering

A private fostering arrangement is one that is made privately (with involvement of the 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. (A 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) Given the 'hidden' nature of much private fostering, local authorities have a duty to raise awareness and needs to notify the local Children's Care department. Each party involved in a private fostering arrangement has a legal duty to inform the local authority 6 weeks before the arrangement is due to start. Not to do so is a criminal offence. It is important to note that although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, the school will be clear on who has parental responsibility.

Up skirting

At Lapal, we have ensured that staff are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'up skirting'. The Crown Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."

Contextual Safeguarding

All staff, but especially the Designated Safeguarding Lead (or deputy) will consider the context within which safeguarding 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. Contextual Safeguarding helps focus on the fact that young people experience harm beyond their families and recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent/child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems, beyond focusing on families in recognition that young people are vulnerable to abuse in a range of social contexts. This allows any assessment to consider all of the available evidence and the full context of any abuse.

Children Missing Education (CME)

Children missing education are children of compulsory school age who are:

- Not on a school roll.
- Not being educated other than at school.
- Identified as having been out of any educational provision for a substantial period of time (4 weeks).

Children go missing from education for a number of reasons including:

- They don't start school at the appropriate time and so they do not enter the educational system.
- They are removed by their parents.
- Behaviour and/or attendance difficulties.
- They cease to attend, due to exclusion, illness or bullying.
- They fail to find a suitable school place after moving to a new area.
- The family move home regularly.
- Problems at home.

Where children have poor attendance or are regularly missing then the school works in close liaison with the Local Authority CME officer and admissions team.

Further information can be found can be found in 'Children missing education: statutory guidance for local authorities – September 2016

<https://www.gov.uk/government/publications/children-missing-education>

Children with Special Educational Needs and Disabilities

Lapal Primary School is committed to working with children with special educational needs (SEN) and disabilities who often face additional safeguarding challenges. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outward showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

At Lapal Primary School we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- Whole school SEND INSET for all staff annually and regular reminders throughout the year in terms of monitoring the welfare of such pupils with extra vigilance.
- All staff to have SEND pupils marked upon their teaching lists, for easy reference.
- Regular review meetings between DSL and SENCO, where safeguarding is a standard item on the agenda.
- Headteachers/SLT members meet with teachers regularly and monitor the behaviour and welfare of all pupils, with an additional emphasis upon SEND.

Prevent Strategy (Radicalisation and Extremism)

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others
- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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. 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.

Lapal Primary School is actively involved in the Prevent strategy. The school has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the school and British values. Therefore, our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities. Our school strategy for preventing extremism has five key objectives:

1. To promote and reinforce school and British values; to create space for free and open debate; listen and support the learner voice and enable pupils to develop their self-knowledge, self-esteem and self- confidence.

2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society.
3. To ensure pupil safety and that the school is free from bullying, harassment and discrimination.
4. To provide support for pupils who may be at risk and offer appropriate sources of advice and guidance
5. To ensure that pupils and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

The SPOC for Lapal Primary School is Mrs Joanna Turner.

Preventing Violent Extremism - Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC is responsible for:

- Ensuring that staff of the school are aware of who is the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing 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 of the school in relation to protecting pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from/ in relation to referrals of vulnerable pupils into the Channel** process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel** Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

** Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it 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.

Implementation, Review and Monitoring

Implementation will take place by ensuring this policy is discussed at the full governing body meeting and ensuring all staff are made aware of its existence.

This policy will be monitored and reviewed on an annual basis and whenever significant changes to legislation, guidance or changes to local procedures require it. The cover page of this policy states the dates of review ratification by the Governing Body.

Supporting Documents

- DSCB Safeguarding Children Procedures <http://safeguarding.dudley.gov.uk/>
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2020)
- Safer Working Practice Guidance (October 2015)

Useful Numbers

(Relevant contact details are displayed on posters around the school)

Dudley Single Point of Access:	0300 555 0050
Emergency Duty Team	0300 555 8574
Local Authority Designated Officer:	01384 813110
Police Child Abuse Investigation Unit Live Chat:	0121 6265000
Halesowen Police Station:	101 Extension 79026071 or 79026072
Local Authority Prevent Officer	01384 814736

APPENDIX 1

Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believe
- Tell the child that it is not her/his fault
- Encourage the child to talk but do not ask "leading questions" or press for information
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad
- It is inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- Use CPOMs to record where possible.

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

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead or the Headteacher.

Complete a CPOMS entry and inform the appropriate person. **Do not** leave it in their pigeon hole or on their desk for them to 'find'. It may be urgent and require an immediate response.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Headteacher.

APPENDIX 2

What to do if you are concerned: (concerns outside the immediate environment (e.g. a parent or carer))

- Report your concerns to the Designated Safeguarding Lead who should contact Social Care Team or the Police as soon as possible.
- If the Designated Safeguarding Lead or one of the Deputy Leads is not available, then the Headteacher or the person currently responsible for the school should be informed. (This is to ensure there is no delay in seeking advice or making a referral).
- Social Care Team and the Designated Safeguarding Lead will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child'.
- Maintain confidentiality on a need to know basis only.

Information for social care or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The reasons for your concern
- Full name and date of birth of the child
- Names and dates of birth of the child's family/household members
- Other agencies/professionals involved with the family
- The child's first language and any special needs
- The child's developmental needs, family and environmental factors and parenting capacity
- Any work you may have already undertaken with the child and family

All incidents will be reported on an Inter-Agency Referral form, by the Designated Safeguarding Lead.

Responding to allegations or suspicions (about someone working with children or young people)

It is not the responsibility of anyone working within Lapal Primary School in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

Lapal Primary School will ensure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, has:

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

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual
- (s16-19 Sexual Offences Act 2003);
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 Sexual Offences Act 2003);
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/email messages or images, gifts, socializing etc);
- Possession of sexual images of children/pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, supply and agency staff, volunteers and carers (including foster and adoptive carers). It includes everyone who works XXX Primary School including administrative and other support staff.

Action if there are concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice; the Headteacher will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated Safeguarding Lead, or if the matter has been handled inadequately and concerns remain, it should be reported to the Headteacher/Chair of Governors who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Head Teacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Headteacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children must be passed onto the DO (Designated Officer for Managing Allegations).
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Headteacher. If the Headteacher is the subject of the concern/allegation, the concern must be shared with the Chair of Governors. The Chair of Governors will liaise with the Designated Officer for Managing Allegations and HR.

Internal Enquiries and Suspension

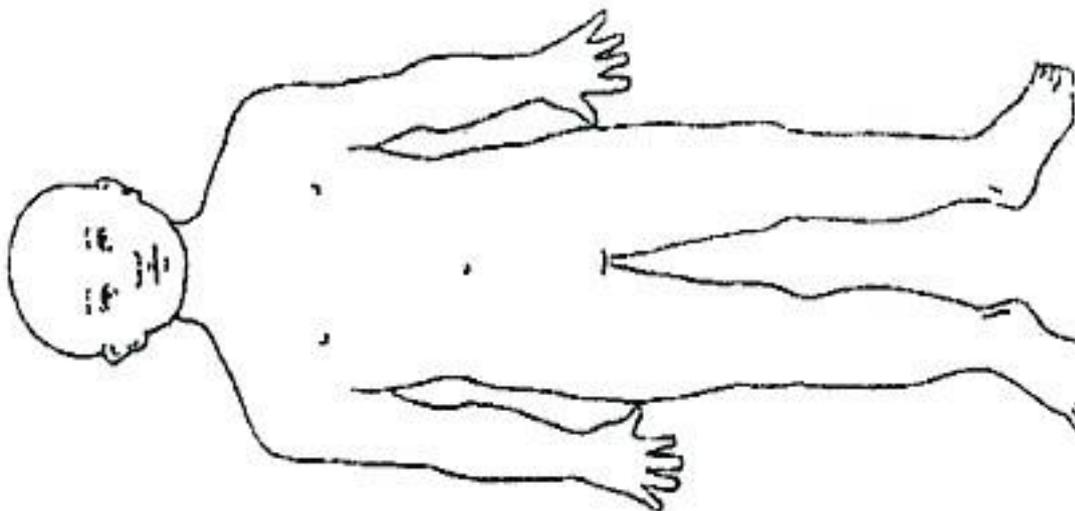
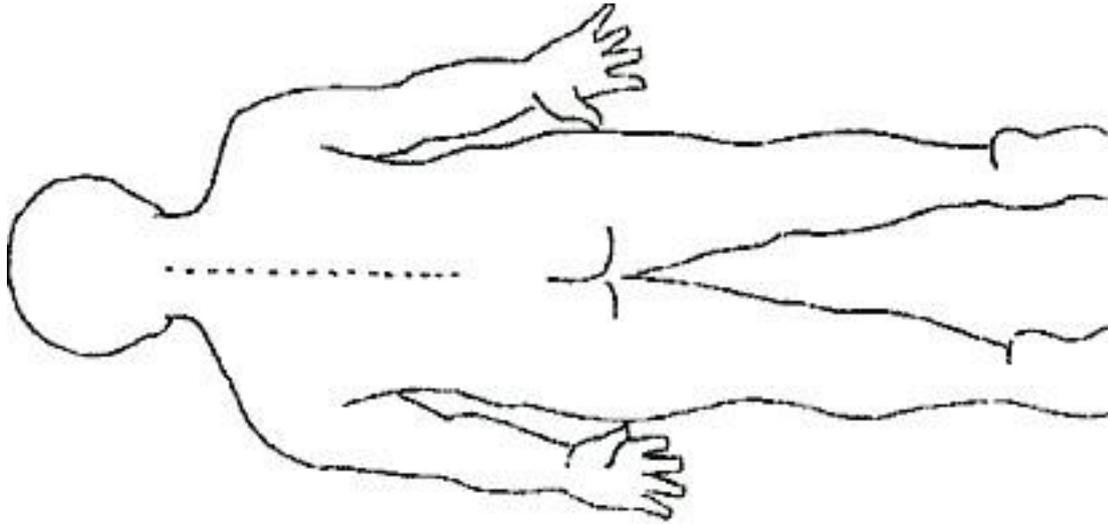
- The Headteacher and Chair of Governors will make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the CEO, Central Team and the DO (Designated Officer for Managing Allegations).
- Irrespective of the findings of the Social Care Team or Police inquiries the Headteacher/Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Headteacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

APPENDIX 3 - Form for recording and reporting concerns about a child (double sided with body map)

<u>Form for recording and reporting concerns about a child</u>	
Full name of child:	Class:
Year:	
Date of birth (if known):	
Your name:	Position:
Date and time of incident/disclosure/concern:	
Please provide details of the incident/disclosure/concern, including times, dates, description of injuries (body map included yes/no), and, if applicable, exact words spoken by the child (please continue on additional numbered pages if needed):	
Signed:	Time and date of reporting:
Name of staff member reported to:	Further action taken by staff member:
Signed:	Date:

Any other information helpful for referral (**to be completed and discussed with pastoral team/ designated safeguarding lead**). Include academic progress, attendance, behaviour, presentation, peer relationships and parental knowledge:

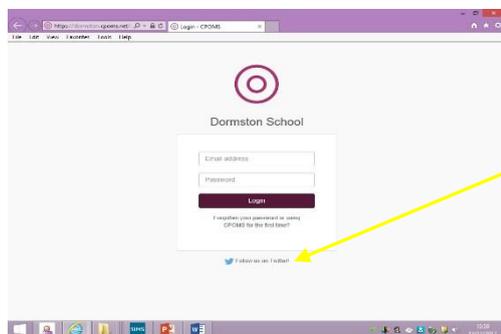
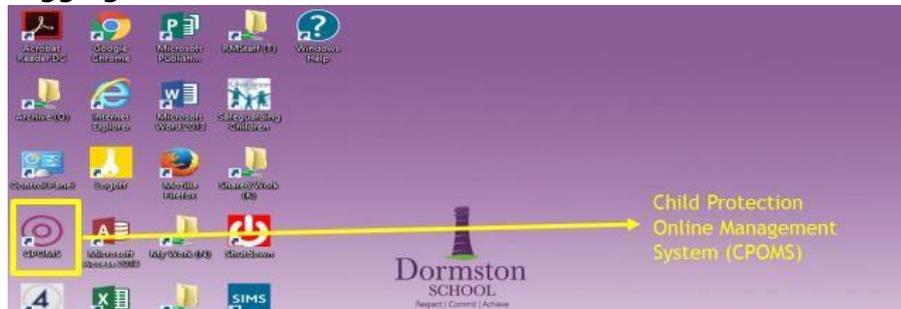
Body Map



APPENDIX 4

Logging onto Child Protection Management System (CPOMS)

Logging onto the CPOMS for the first time



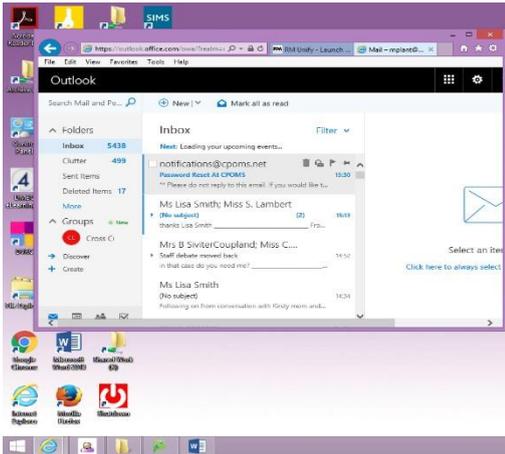
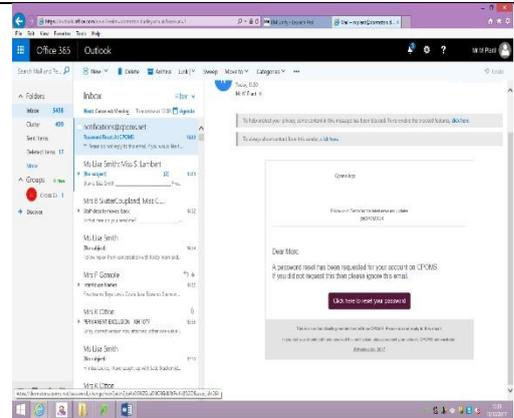
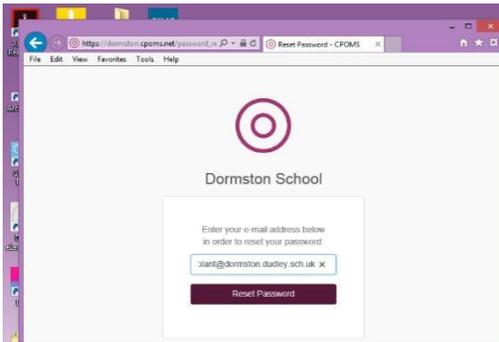
1. Select forgotten password or using CPOMS for the first time.

2. Enter email address. CPOMS will send a link to your mailbox.

3. Select the link on your email and set your password.

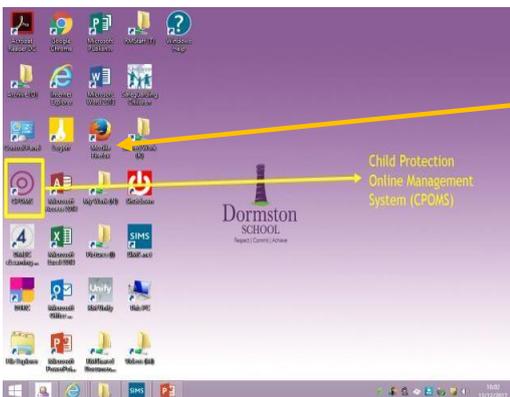
You should now be able to log into

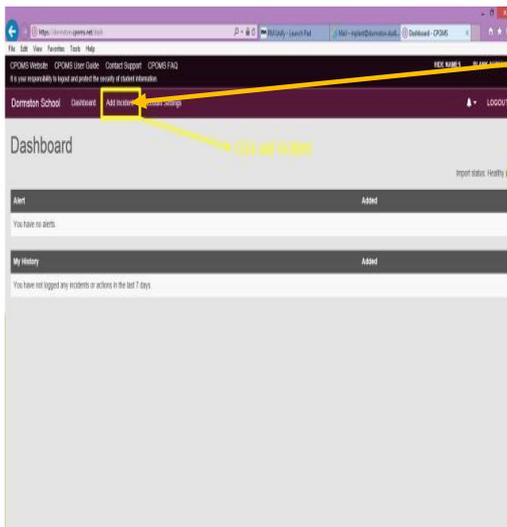
CPOMS to create a referral.



Adding an incident

1. Select CPOMS icon on desktop.





2. Select add incident.

3. Add incident.

The screenshot shows the 'Add Incident' form. A yellow box highlights the following text: "Complete this form in as much detail as possible. Dates and times will be added automatically. Don't forget to alert staff - S.Dixon, J.Elliott, L.Smith. If the referral is Child Protection please also speak immediately to one of the Designated Safeguarding Leads". Below this, the form includes fields for 'Student', 'Incident', 'Categories' (with checkboxes for Attendance, Behaviour, Behaviour Plan, Bullying, Child Protection, CLA, Home issues, Medical issues, Safeguarding, SEN), 'Linked student(s)', 'Body map', 'Date/Time' (set to Wed 13 December 2017, 3:35PM), 'Alert Staff Members' (with a yellow box around the label), and 'Files'.

Covid 19

Lapal Primary School have an addendum to this policy, written in response to the latest guidance from the DfE regarding safeguarding:



This guidance states the following:

Keeping children safe in schools and colleges

[Keeping Children Safe in Education](#) (KCSIE) is statutory safeguarding guidance that schools and colleges should continue to have regard to as required by legislation and/or their funding agreements.

Whilst acknowledging the pressure that schools and colleges are under, it remains essential that they continue to be safe places for children. As more children are welcomed back to school and college, this guidance:

- supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads (DSLs) so they can continue to have appropriate regard to KCSIE and keep their children safe
- suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual

The way schools and colleges are operating in response to coronavirus continues to be different to business as usual. However, as more children return, a number of important safeguarding principles remain the same:

- the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online