



LOUGHBOROUGH
PRIMARY SCHOOL

Loughborough Primary School & Children's Centre

Child Protection & Safeguarding Policy 2020- 2021

Laura McPhee
Headteacher

Sarah Haines
Chair of Governors

The senior Designated Safeguarding Lead is:

Name: Laura McPhee (Headteacher)

In his/her absence the **Deputy Designated Safeguarding Lead/s** is/are:

Name (1): **Marcella Madden (Deputy Headteacher)**

Name: (2): **Marie Sinclair (Family Liaison Officer)**

Name: (3): **Angela Gaisie (Assistant Headteacher)**

The **Chair of Governors** is: Sarah Haines

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The **governor for safeguarding children** is: Rafi Stone

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Introduction

Loughborough Primary School is committed to provide an environment where children feel safe and are kept safe and all staff contribute to the culture of vigilance which is embedded in our school. All staff form part of the wider safeguarding system for children.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children, their families and carers have a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff should make sure their approach is child centred. This means that they should consider, what is in the best interests of the child, at all times. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

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

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

'Child protection' refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

'Staff' refers to, all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

'Child' includes everyone under the age of 18.

There are three elements to our policy to safeguard children

Prevention

Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties. Raising awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. Ensuring that all adults within our school who have access to children have been rigorously checked as to their suitability using safe recruitment procedures.

Protection

Through the establishment of a systematic means of monitoring children, known or thought to be at risk of harm. Through the establishment of structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse. All staff receive regular training and up-dates through the development of effective working relationships with all other agencies, involved in safeguarding children.

Support

Ensuring that key concepts of child protection are integrated within the curriculum and pupils are educated about risks associated with new digital technologies. Ensuring that children are listened to and their concerns taken seriously and acted upon. Working with others to support pupils who may have been abused to access the curriculum and take part in school life.

Key documents that inform this policy are:

- **Keeping children safe in education, DfE, Sept 2020**
The statutory guidance is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children
- **Working Together to Safeguard Children, Home Office, July 2018**
The statutory guidance 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 Local Safeguarding Children Partnerships to monitor the effectiveness of local services, including safeguarding arrangements in schools
- **Statutory framework for the early years foundation stage, DfE, March 2017**
This framework is mandatory for all early years providers in England (from 3 April 2017): maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register; and all providers registered with an early years childminder agency.
- **Covid-19 Safeguarding in schools, colleges and other providers, DfE, May 2020**
This guidance is relevant to all schools, whether maintained, non-maintained or independent (including academies, academy trusts, free schools and alternative provision academies), maintained nursery schools and pupil referral units.
- **Guidance for full opening: schools, DfE, July 2020**
This guidance is intended to support schools, both mainstream and alternative provision. It applies to primary, secondary (including sixth forms), infant, junior, middle, upper, school-based nurseries and boarding schools. We expect independent schools to follow the control measures set out in this document in the same way as state-funded schools. The guidance also covers expectations for children with special educational needs and disability (SEND), including those with education, health and care plans, in mainstream schools.
- **Guidance for full opening: special schools and other specialist settings, DfE, July 2020**

This guidance is intended to support special schools, special post-16 institutions (SPIs) and other specialist education settings, such as hospital schools. [Delete, if it is not relevant]

- **What to do if you worried a child is being abused, Home Office, March 2015**

Advice for practitioners is non-statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action

The Teachers' Standards 2012 state that teachers, including headteachers, must have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; and maintain public trust in the teaching profession as part of their professional duties

1. Role and responsibilities

1.1. The role of the Governing board

The governing board will ensure that [school] [college] meets its statutory duties with regard to safeguarding and protecting children in line with the provisions set out in the statutory guidance '*Keeping Children Safe in Education*' (2020)

The governing board will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy every year and may amend and adopt it in accordance with any new legislation or guidance.

The governing board will ensure that the following are in place:

- Safeguarding and child protection policies and procedures that are consistent with Lambeth Safeguarding Children Partnership (LSCP) procedures.
- A staff behaviour policy (code of conduct) policy including policies covering acceptable use of technologies, staff/pupil relationships and communication and staff use of social media.
- Appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions to help identify the risk of abuse and neglect and exploitation. The school will hold more than emergency contact number for each pupil.
- There are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children.
- A senior member of staff is appointed as the Designated Safeguarding Lead (DSL) with responsibilities for carrying out the statutory duties as set out in this policy.
- A designated teacher for Looked After and Post Looked After Children

The school has a designated governor responsible for advocating child protection and safeguarding issues within the school. This governor will liaise with the head teacher and the DSL and report to the governing board on safeguarding matters.

1.2. The role of the Head Teacher

The (Head Teacher) (Principal) will ensure that policies and procedures adopted by the governing board / proprietor are followed by all staff.

1.3. The role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead will be appointed from the senior leadership team and will take the lead responsibility for safeguarding and child protection (including online safety). This is explicit in the role holder's job description.

Annex B of the DfE Guidance; *Keeping Children safe in Education (2020)*, describes the broad areas of responsibility and activities related to this role.

Deputy Safeguarding Lead(s) have also been appointed to take on the responsibility in the absence of the Designated Safeguarding Lead. The ultimate responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this lead responsibility will not be delegated.

The Designated Safeguarding Lead also co-ordinates the school's representation at child protection conferences/core groups and the submission of written reports for such meetings.

The Designated Safeguarding Lead will have oversight of the delivery of school recommendations within child protection plans and will disseminate information to relevant staff members as appropriate.

The Designated Safeguarding Lead will ensure that there are adequate and appropriate cover arrangements for any out of hours/out of term activities.

The safeguarding lead and any deputies will liaise with the three safeguarding partners (local authority, clinical commissioning group and the chief police officer of the area) and work with other agencies in line with 'Working Together to safeguard Children and NPCC – 'When to call the police'.

(If the school has an attached children's centre, and open during school holidays, ensure that the staff are aware of reporting procedures and who the Designated Safeguarding Leads are for the service)

1.4. The role of the school staff

School staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. If staff members have any concerns about a child's welfare they should report the matter to the Designated Safeguarding Lead (DSL) or any of the deputies using the School form, Appendix C.

If a child is in immediate danger or is at risk of harm, the Safeguarding Designated Lead will refer to children's social care and/or the police immediately.

Although the responsibility to refer to children's social care lies with the Designated Safeguarding Lead, anyone can make a referral. Where referrals are not made by a member of staff, the DSL should be informed as soon as possible.

All staff will have the following explained to them during their induction and copies of the policies and a copy of Part one of 'Keeping Children Safe in Education, 2020 will be provided to them.

- child protection policy;
- behaviour policy;
- staff behaviour policy (sometimes called a code of conduct)
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

2. Working with parents and carers

The {school} {college} recognises the importance of working together in partnership with parents and carers to ensure the welfare and safety of pupils and will:

- make parents aware of the school's statutory role in safeguarding and promoting the welfare of children, including the duty to refer pupils when necessary.
- make policies available on the website and on request.
- involve parents and carers in the development of (school) (college) policies to ensure their views are taken into account.

The (school) (college) will ensure a robust complaints procedure is in place to deal with issues raised by parents and carers and will be made available on the school web site.

3. Early Help

The {school} {college} recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. All school staff are trained to notice any concerns about children which may help to identify that they would benefit from early help.

Children and families may need support from a wide range of local agencies. Where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, Police), the school/college will use of an early help assessment and identify what help the child and family require to prevent their needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The school/college is committed to working in partnership with children, parents and other agencies to:

- identify situations in which children and/or their families would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

All staff should consider the following factors which may initiate the requirement for Early Help. The young person:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is showing signs of engaging in anti-social or criminal behaviour
- is in a family whose circumstances present challenges for the child, such as substance abuse, adult mental ill health, domestic abuse
- is showing early signs of abuse and/or neglect
- is particularly vulnerable in any of the ways identified in paragraph 6 above

Staff should discuss their concerns with the designated safeguarding leads.

If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help assessment being initiated, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral to Children's Social Care may be necessary.

4. Multi-agency working

{governing body}/{proprietor} will ensure that the {school} {college} contributes to multi-agency working in line with statutory guidance 'Working Together to Safeguard Children'

The three safeguarding partners will make arrangements to work together by setting out relevant named agencies to safeguard and promote the welfare of children and responding to needs.

The safeguarding partners are the local authority, clinical commissioning group and the chief police officer of the area.

The three partners will make arrangements to allow all schools (including those in multi-academy trusts) and colleges to be fully engaged, involved and included in safeguarding arrangements. Schools and colleges are under a statutory duty to co-operate with the published arrangements if named as a relevant agency.

5. Information sharing and Confidentiality

{school} {college} will ensure that there are arrangements in place setting out processes for sharing information with the three safeguarding partners, other organisations, agencies and practitioners.

{school} {college} will ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection act 2018 and the GDPR. This includes allowing relevant staff to share information without consent where there is good reason to do so and the sharing of information will enhance the safeguarding of a child in a timely manner, or to gain consent would place the child at risk.

{school} {college} will withhold providing information where the serious harm test is met. For example in a situation where a child is in a refuge or another form of emergency accommodation.

If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and over are able to give their own consent.

6. Training

{school} {college} will ensure that all staff members complete safeguarding and child protection training at induction. The training will be regularly updated and is in line with advice from the three Safeguarding Partners.

The Designated Safeguarding Lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years.

The Designated Safeguarding Leads along with other appropriate staff will undertake Prevent awareness training.

All staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Opportunities will be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

7. Definitions and Indicators of abuse

For definitions and indicators of abuse, refer to Appendix A

For guidance on responding to a disclosure of abuse, refer to Appendix B

8. Referral to Lambeth children's social care

Referral to Lambeth Integrated Referral Hub will be made using a multi-agency referral form (MARF)

Telephone: 020 7926 3100

Out of hours telephone: 0207 926 1000

Email: Helpandprotect@lambeth.gov.uk

9. Teaching children about safeguarding

Our{school} {college} will ensure children are taught about keeping themselves safe, including online safety as part of providing a broad and balanced curriculum.

This may include covering relevant issues through Relationship education (RE) and Relational and Sex Education.

Relationship Education, for all primary schools and Relationships and Sex Education, for all secondary schools and Health Education, for all state funded schools, is mandatory from September 2020. However, due to Covid 19, the DfE has allowed school flexibility to how to decide they discharge their duties effectively during the first year of compulsory teaching and to take a phased approach when introducing these subjects.

10. Record keeping

The Designated Safeguarding Lead will ensure that all child protection records, and safeguarding concerns are kept separately from pupil records. The records will be stored securely, by encryption and/or password protecting electronic files. Paper records will be secured in a locked cabinet with restricted access. Information from the records may be shared with (school) (college) staff on a need to know basis.

When a pupil transfers to a new school we will ensure that the child protection records are addressed to the Designated Safeguarding Lead and sent separately and securely from the general records to the new school and a confirmation of receipt will be obtained. The Designated Safeguarding Lead will contact the school to share information before the end of term if it will support the transition for that child.

File description	Retention Period	Action at end of administrative life of record
Child protection files	Date of birth + 25 years	Secure disposal
Allegation of child protection nature against a member of staff, including where the allegation is unfounded	Until the person's normal retirement age, or 10 years from the date of the allegation whichever is the longer	Secure disposal

In relation to primary school CP records should be kept if there is no known destination. The school should also ensure they have notified the CME Lead for their LA / lost pupils so that if the pupil is located the records can be linked up.

N.B. - CP files now need to be kept for an extended period as it was requested by the National Enquiry into sexual abuse. All schools had a letter asking them to retain these records.

11. Safer recruitment

{school} {college} will adopt safer recruitment procedures that help deter, identify and reject people who might abuse children. We adhere to the statutory guidance *Keeping Children Safe in Education 2020 part 3*, to ensure that all staff working in our school are subject to the appropriate checks.

The School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training.

Staff working in the school, engaged in regulated activity, will require an **enhanced DBS certificate**, which includes **barred list check**.

Staff and contractors who have the opportunity for regular contact with children who are not involved in regulated activity, the enhanced DBS certificate will be required without the barred list check.

(Regulated activity is satisfied if the person caring out the activity does so at any time on more than three days in any 30 days period, done at any time between 2am and 6am and it gives the person the opportunity to have face to face contact with children).

Where an individual starts work in regulated activity before the DBS certificate is available the school will also ensure that:

- a risk assessment is in place with appropriate measure to ensure the pupils are safe
- the individual is appropriately supervised at all times
- Carry out a separate barred list check

We will ensure that **two most recent references** have been obtained and scrutinised, prior to the start of employment, for all paid staff, volunteers and agency staff.

Teacher prohibition orders prevent a person from carrying out teaching work in (schools), (sixth form colleges), (16 to 19 academies). A person who is prohibited from teaching will not be appointed to work as a teacher in this setting.

We will make arrangements to ensure that we do not knowingly employ any person in our Early Years Foundation Stage (0-5 year) or our After-School activities (0-8) who have been disqualified from such work under the Childcare Act 2006 as set out in the Childcare (Disqualification) Regulations 2018.

A section 128 direction – Maintained Schools

The section 128 direction disqualifies a person from holding or continuing to hold office as a governor of a maintained school.

Governors in **maintained schools** are required to have an enhanced DBS certificate. Governance is not a regulated activity and governors do not need a barred list check they are also involved in regulated activity.

11.1 Single Central Record

School will keep a single central record, covering the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the (school) (college): in colleges, this means those providing education to pupils; and

The following information will be recorded for all staff including teacher trainees on salaried routes. The SCR is verification that the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- identity check (copy of documents should be kept for the personal file)
- barred list check
- enhanced DBS check/certificate
- prohibition from teaching check
- section 128 check
- checks on people who have lived or worked outside the UK
- checks for European Economic Area teacher sanctions and restrictions
- check of professional qualifications; where required and
- check to establish the person's right to work in the United Kingdom.
- Childcare disqualification

We will ensure that DBS checks are renewed every three years for all staff. Staff may subscribe to the DBS Update Service allowing a status check to be carried out without applying for another DBS.

We will ensure that all staff in regulated activity are checked against the DBS' Children's Barred List, prior to their appointment as part of the vetting process. A separate barred list check will be carried out if application for the checks has not been completed by the start date.

School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child or if we have a reason to believe the member of staff has committed one of a number of listed offences and as a result we have removed them from working in regulated activity. Such referrals to the DBS apply to paid or unpaid staff where we are the employer and applies where we would have removed that person from regulated activity had that person not resigned from our employment.

11.2 Volunteers

The school will undertake a risk assessment and use their professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer not involved in regulated activity.

We will ensure that under no circumstances a volunteer is allowed to work with children unsupervised. A volunteer, not involved in regulated activity, the DBS certificate will not include a barred list check. Checks carried out on volunteers, will be recorded on the single central record.

Volunteers will work under the direct management of a staff member, who is in regulated activity and vetted accordingly, and all volunteers will be subject to the same code of conduct as paid employees of our school. They will have a 'job description' pertaining to the volunteering role provided with appropriate induction.

11.3 Agency staff and third-party staff

The school will obtain written confirmation from any agency, or third party organisation that they adhere the safer recruitment procedures outlined in 'Keeping children safe in education, 2019'.

The agency will supply the school details of the DBS checks carried out, details of any disclosures on the DBS certificate and references they have obtained from previous employers.

Checks will also be made to ensure the person presenting themselves for work is the same person on whom the checks were carried out.

12. Allegation of abuse made against teachers and other staff

The governing body will ensure that there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children.

Complaints against the action of the school and/or its employees will be dealt with in line with our Complaints Procedures. This can be found on our school website.

Where it is alleged that a member of staff (including volunteers) in the school/college 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; or
- behaved towards a child or children in a way that indicates he or she 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

The allegation will be dealt in line with the procedures set out in Part Four of *Keeping Children Safe in Education, 2020*

Where the school is not the employer of an individual, the school has the responsibility to deal with allegations. We will take the lead role in any investigations and liaise with the supply agency.

Allegations against staff must be brought immediately to the attention of the head teacher, not the Designated Safeguarding Lead (unless that is the same person). The head teacher will only carry out initial enquiries (**not an investigation**) and discuss with the Local Authority Designated Officer (LADO).

Any allegation relating to the Head Teacher **must** be brought to the attention of the Chair of Governors who will consult the LADO.

Outcomes of all investigations into allegations made against staff will be notified to schools, colleges and early years safeguarding leads (Sarwan Singh Jandu) on completion.

Allegations against a teacher who is no longer teaching or allegations that are historical will be referred to the police.

There are procedures in place to make a referral to the disclosure and barring service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

13. Children who have a Child in Need or a Child Protection Plan

A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. These children may require a social worker due to safeguarding and welfare needs.

The designated safeguarding lead will hold information of pupils who have a plan so that decision can be made in the best interest of the child's safety, welfare and educational outcomes.

14. Children requiring mental health support

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. The school will require all staff to receive training that being rolled out by the government to develop a whole school approach to mental health.

{school} {college} have clear systems and processes in place for unifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where the school has children of critical workers and vulnerable children on site, and/or more children returning to school from 1 June onwards, the school will ensure appropriate support is in place for them

If a member of staff has a mental health concern about a pupil, he/she will speak to the designated safeguarding lead or a deputy.

15. Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our (Governing board) (proprietor) will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. Previously looked after children remains vulnerable, therefore the school will ensure that it works together with other agencies to keep them safe.

Our designated teacher for looked after children is: Sarah Jenner (SENDCo)

The designated teacher has responsibility for promoting the education achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

We will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Virtual school head receive pupil premium plus additional funding based on the latest published numbers of children looked after in the authority. The designated teacher for looked after children will work with the virtual school head to discuss how that funding can be best used to support the progress of looked after children and meet the needs identified in the child's personal education

16. Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Awareness of these additional barriers is reflected in the training and support for staff.

17. The use of 'reasonable force'

There are circumstances when it is appropriate for staff to use reasonable force to safeguard students. The term reasonable covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

The decision on whether or not to use reasonable force or restraint a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with Sen or disabilities or with medical conditions, the {school} {college} recognise the additional vulnerabilities of these groups. The {school} {college} will plan proactive behaviour support by drawing up individual behaviour plans for more vulnerable pupils and agree them with parent/carer.

Our Use of Reasonable Force procedures is incorporated in the pupil behaviour policy and in line with DfE Guidance on the '*Use of Reasonable Force (2013)*'.

18. Peer on peer abuse

We recognise that children can abuse other children (referred to as peer abuse). We will ensure that this type of abuse is not tolerated, passed off as "banter" or "part of growing up".

Different forms of peer on peer abuse are most likely to include:

- Bullying, including cyberbullying
- Physical abuse
- Sexual violence
- Sexual harassment
- Up skirting - which 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 (see policy for more information)
- Initiation/hazing type violence and rituals

School staff have a responsibility to report all forms abuse to a senior member of staff as well as the designated safeguarding lead. We will ensure that allegations are recorded, investigated and dealt with ensuring appropriate support for those affected by the abuse.

We recognise that children who harm others are likely to have considerable needs themselves and may have witnessed violence in the family or have been exposed to physical or sexual harm or may have committed

other offences. Appropriate cases will be considered for referral to children social care for assessments of needs.

Sexting is sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.

If any devices need to be seized and passed onto the police, then the device(s) should be confiscated, and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it.

19. On-line safety

The use of technology and social media has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. It is essential that children are safeguarded from potentially harmful and inappropriate online material. The governing board will ensure appropriate filters and appropriate monitoring systems are in place. The approach to online safety is to protect and educate the whole school/college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. Please see the school's on-line safety policy.

Pupils will be taught to recognise risk and build resilience in order to manage risk themselves where appropriate to their age. Pupils will be encouraged to use the internal systems for example the learning mentor, trusted staff, to whistle blow or raise any issue of safety in confidence.

The school will ensure the safety of its pupils by implementing the following policies:

- acceptable use of technologies,
- staff pupil relationships and communication including the use of social media.

20. Bullying

Refer to the Loughborough Primary's anti bullying policy

21. Child on child sexual violence and sexual harassment

The school follows the advice in *Sexual violence and sexual harassment between children in schools and colleges, (2018)*

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis.

The risk and needs assessment will consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;

Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school/college risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform the (schools) approach to supporting and protecting their pupils and students and updating our own risk assessment.

22. Young Carers

Parents with care and support needs are those that have mental health problems, problem dependency on substances, a learning disability, a physical disability. Many parents with care needs are also economically deprived, which will have a negative impact on an individual's ability to parent successfully.

Children's needs are usually met by supporting their parents to look after them. Professionals need to recognize that parents may have limited insight into understanding their own needs and therefore be unable to recognize the impact this is having on their ability to parent.

The designated safeguarding lead will consider the concerns for either an 'Early Help' intervention or a referral to Lambeth Social Care if appropriate.

23. Children missing from education

A child going missing from education is a potential indicator of a range of safeguarding possibilities which will need early intervention. This may include abuse and neglect which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or forced marriage

We will follow the school procedures for unauthorised absence, particularly on repeat occasions, to help identify the risk and to help prevent the risks of going missing in future.

The school will inform their Local Authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period;
- has been permanently excluded.

The local authority will be notified when a pupil is removed from the register for any of the five reasons above. The school will 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 and follow up any child who might be in danger of not receiving an education and who might be at risk.

The local authority will be notified of any pupil who fails to attend school regularly or has been absent without permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

The Local Authority will be notified of any additions to our roll that was not an initial primary entry or secondary transfer.

The school will ask parents/carers to provide at least two emergency contact numbers to enable contact to be made with a responsible adult when a child missing education also identified as having a welfare and/or safeguarding concern.

24. Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. 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 may be, one off, series of incidents over time and range from opportunist to complex organised abuse. It can involve force and/or enticement-based methods of compliance.

Victims can be exploited even when activity appears consensual and can be facilitated and/or take place online.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Child criminal exploitation can include being forced into moving drugs or money across the country (county lines).

Some of the following signs may be indicators of 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
- Staff will report any concerns to the designated safeguarding lead.

24.1 County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one of more importing areas, using dedicated mobile lines or other forms of “deal line”.

Exploitation is an integral part of the county lines offending model. Offenders will often use coercion, intimidation, violence and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further education, pupil referral units, children’s homes and care homes.

One of the ways of identifying potential involvement in county lines are missing episodes (home and school), when the victim may have been trafficked for the purpose of transporting drugs.

These may include increased absence from school, a change in friendship 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.

25. Domestic violence (DV)

The definition of Domestic Violence includes, any pattern of controlling or coercive or threatening behavior, (psychological, physical, sexual, financial or emotional) between those aged 16 or over who are or who have been intimate partners or family members regardless of gender or sexuality.

The definition of harm as amended the Adoption & Children Act 2002:

Impairment suffered from seeing or hearing the ill treatment of another’ particularly in the home, even though they themselves have not been directly assaulted or abused

Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, the child may blame themselves for the abuse. The harm suffered will vary according to the child’s resilience or otherwise to his or her particular circumstances. We recognise that the victim’s capacity to protect their child/ren is diminished through anxiety about their own circumstances.

We will allow an opportunity for the abused partner to disclose the harm. We will ensure that all information is dealt with securely and sensitively and refer the matter to Lambeth children’s social care where there is a

child/ren at risk of significant harm and/or neglect. Lambeth has commissioned the Gaia Centre to offer support for victim of domestic abuse.

<http://www.refuge.org.uk/our-work/our-services/one-stop-shop-services/the-gaia-centre/>

Operation Encompass – ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform usually the designated safeguarding lead in the school before the child arrives at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable support to be given to the child according to their needs.

26. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead and deputy will be aware of the contact details and referral routes into the Local Housing Authority to raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behavior as well as the family being asked to leave the property.

27. Honor based abuse (HBA) including Female Genital Mutilation & Forced Marriage

‘Honour-based’ abuse encompasses incidents of 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 action to take.

All forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such. The designated safeguarding lead will activate local safeguarding procedures, using national and local protocols for multi-agency liaison with police and the children’s social care.

28. Female genital mutilation (FGM)

FGM is considered child abuse and a grave violation of the human rights of girls and women. It comprises procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal to subject any child to FGM in the UK and to take a child abroad to undergo FGM.

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 in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

It will be rare for teachers to see visual evidence, and they should not be examining pupils. Any member of staff who has an FGM concern should discuss with the designated safeguarding lead who will involve children’s social care as appropriate.

Typical identifiers / triggers may be:

- Family comes from a community known to practice FGM
- Family / child may ask to be excused from PE / swimming on return from abroad
- Family / child may confide that she is going to a ‘special ceremony’ when on holiday
- Female child is known to have a sister that has already undergone FGM
- Family withdraws female child from PSHE / SRE

Lambeth FGM guidance is available on the LSCB website: [Lambeth FGM Guidance](#)

29. Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered without the full and free 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 a marriage. Threats can be physical or emotional and psychological. A lack of

full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use perceived cultural practices to coerce a person into marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk

If any member of staff receives a disclosure or is aware that a Forced Marriage is about to happen this must be disclosed to the designated safeguarding lead without delay for appropriate action to be taken. Where there is a risk that a child may be or has been taken out of the country, the school will contact the Forced Marriage Unit as well as Local Authority Social Care.

30. Extremism and radicalisation

Refer to our policy on 'Preventing extremism and radicalisation'

From (1 July 2015, schools) (18 September 2015, colleges) are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 of the need to prevent from people from being drawn into terrorism. This duty is known as the Prevent duty.

Protecting children from the risk of radicalisation is seen as part of school's/college's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. The internet and the use of social media has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation.

Extremism refers to the vocal or active opposition to our fundamental values, including rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.

Our staff have undertaken Prevent awareness training to equip them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

31. Private fostering

Where school becomes aware that a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the designated safeguarding lead. The school/college will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 and under the Safeguarding Vulnerable Groups Act 2006 if they privately foster a child.

32. Raising concerns about safeguarding practice within the school

Initially concerns will be raised with the line manager. The concern should be escalated to the head teacher if it has not been addressed to the satisfaction of the person raising the concern. Where staff feel unable to raise an issue or feel that their concern is not being addressed, follow the whistle blowing procedures.

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 the school / college, the NSPCC dedicated helpline is available as an alternative route.

Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

33. Information sharing

As a rule, personal information that is held, is subject to a duty of confidentiality and cannot be shared with third parties. When requesting information third parties need to clear about the reasons why they need the information. The exception to this rule is as follows:

- The person has consented to disclosure.
- Disclosure is in the public interest, which includes preventing a crime.
- Disclosure is required under a court order or a legal obligation.
- Disclosure is necessary to safeguard a child's welfare.
- An adult 16 or over is assessed as not having the capacity to decide about disclosing the information and a decision is made that it is in the best interest to disclose the information.

Children under 16 can only give consent if it is thought that fully understand the issues and are able to make an informed decision. If not, the decision must be made by the person who hold parental responsibility.

A person aged 16 and over is assumed to have capacity to give consent. When a person over 16 is assessed as lacking to give consent the Mental Capacity Act guidance on making a best interest decision on this matter should be followed.

Disclosure without consent with regards to a child

Where consent has not been given, or it is thought that seeking consent from a parent or carer may place the child at further risk, professional should consider whether it is lawful for them to disclose the information without consent.

It would be lawful to disclose information in order to safeguard a child's welfare, but professions must consider the proportionality of disclosure against non-disclosure: is the duty of confidentiality overridden by the need to safeguard the child?

Where information is disclosed it should only be relevant information and only disclosed to those professionals who need to know.

(for further guidance on information sharing see: Working together 2018, LCPP)

Policy Adoption, Monitoring and Review

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of children as set out in the DfE guidance 'Keeping Children Safe in Education, September 2018'

Appendix A – Types of abuse and their symptoms

I. Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> • Unexplained injuries – bruises / abrasions / lacerations • The account of the accident may be vague or may vary from one telling to another. • Unexplained burns • Regular occurrence of unexplained injuries • Most accidental injuries occur on parts of the board where the skin passes over a bony protrusion. 	<ul style="list-style-type: none"> • Withdrawn or aggressive behavioural extremes • Uncomfortable with physical contact • Seems afraid to go home • Complains of soreness or moves uncomfortably • Wears clothing inappropriate for the weather, in order to cover board. • The interaction between the child and its carer

II. Neglect

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may involve a parent failing to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> • Unattended medical need • Underweight or obesity • Recurrent infection • Unkempt dirty appearance • Smelly • Inadequate / unwashed clothes • Consistent lack of supervision • Consistent hunger • Inappropriately dressed 	<ul style="list-style-type: none"> • Poor social relationships • Indiscriminate friendliness • Poor concentration • Low self-esteem • Regularly displays fatigue or lethargic Frequently falls asleep in class • Frequent unexplained absences

III. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child’s emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another;
- Serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Emotional abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> • Poor attachment relationship • Unresponsive / neglectful behaviour towards the child’s emotional needs • Persistent negative comments about the child. • Inappropriate or inconsistent expectations • Self-harm 	<ul style="list-style-type: none"> • Low self-esteem • Unhappiness, anxiety • Withdrawn, insecure • Attention seeking • Passive or aggressive behavioural extremes

IV. Sexual abuse

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

Sexual abuse indicators	
Physical indicators	Behavioural indicators
<ul style="list-style-type: none"> • Sign of blood / discharge on the child’s underclothing. • Awkwardness in walking / sitting • Pain or itching – genital area • Bruising, scratching, bites on the inner thighs / external genitalia. • Self-harm • Eating disorders • Enuresis / encopresis • Sudden weight loss or gain 	<ul style="list-style-type: none"> • Sexually proactive behaviour or knowledge that is incompatible with the child’s age & understanding. • Drawings & or written work that is sexually explicit • Self-harm / Suicide attempts • Running away • Substance abuse • Significant devaluing of self • Loss of concentration

Appendix B – Responding to a disclosures of abuse

- Always stop & listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock & disbelief.
- Take the child seriously. Always assume that he/she is telling the truth.
- Do not promise confidentiality; you have a duty to refer to the designated senior person for child protection concerns.
- Do reassure and alleviate guilt.

For example you could say; “you are not to blame.”
“You have done the right thing to tell someone.”

- Do not ask leading questions.

For example, “What did she do next?” (this assumes that she did), or “did he touch your private part”.

- In cases where criminal proceedings occur, such questioning can cause evidence to become invalid.
- Do not ask the child to repeat the incident for another member of staff.

The child may well have to tell the story again, and to do so repeatedly will cause undue stress.

- End by summarising what has been said and what action has been agreed.
- Be clear about what you intend to do next.
- Discuss your concern/disclosure with the designated child protection person at the school.
- Record carefully what has been said and what actions have been agreed.

Appendix C – Safeguarding / Child Protection reporting form

Log in to C- POMS using your school email and C- POMS password.

Step 3:
Add pupil's name.

Step 5:
Click 'Linked students to add names of any other pupils' involved.

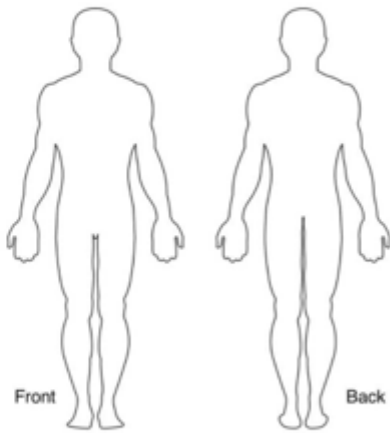
Step 5:

The screenshot shows a web form for reporting an incident. It includes fields for 'Student', 'Linked students', 'Category', 'Linked activities', 'Body map', 'Date', 'Time', 'Location', 'File', and 'User staff member'. A blue arrow points to the 'Linked students' field, and another blue arrow points to the 'Description' field.

Step 4:
Add brief factual description of incident.

Step 5:
Click 'Linked students to add names of any other pupils' involved.

Body map



Step 6:
If necessary click 'body map' to record any physical marks on pupil.

The screenshot shows a web form with the following fields and buttons:

- Date/Time: Fri 11 September 2020, 5:15AM
- Status: Active
- Assign to: (text input)
- Files: (text input with "Click to browse or drag a file to upload" button)
- Alert Staff Members: (text input)
- Agency Involved: (text input)
- Add to planner: (checkbox)
- Add Incident: (button)

Annotations:

- Step 7:** Click 'Alert DSL' group. (Yellow box with arrow pointing to the 'Alert DSL group' button)
- Step 8:** Click 'Add Incident'. A notification will be sent immediately to all DSLs. (Yellow box with arrow pointing to the 'Add Incident' button)

If you have a serious/urgent safeguarding concern please speak to a DSL immediately and log your C-POMs concern afterwards.

Audience	All Staff, Governors, Parents
Date for renewal/updates/review	Annually
Named person responsible for monitoring	Governors & Headteacher
Ratified by Governors	14 th October 2020