



Paston Ridings Primary School

Safeguarding Policy

Status	Statutory
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1. Key Contacts

Key Contact list for Safeguarding in Paston Ridings Primary School

	Name	Telephone contact	email
Designated Safeguarding Lead	Nicola Harradine	01733 762742	nicola.harradine@pastonridings.peterborough.sch.uk
Deputy Designated Safeguarding Lead	Gina Hayes	01733 762742	g.hayes@pastonridings.peterborough.sch.uk
Other Designated Safeguarding staff	Clare Barham	01733 762742	c.barham@pastonridings.peterborough.sch.uk
Other Designated Safeguarding staff	Jo Cook	01733 762742	j.cook@pastonridings.peterborough.sch.uk
Safeguarding Governor	Lorraine Mann	Care of PRPS	admin@pastonridings.peterborough.sch.uk

Key local contacts

<http://peterborough.proceduresonline.com/index.htm>

	Name	Telephone contact	Email
Contact Centre		(01733) 864170	
Out of hours		(01733) 234724	
Police Child Abuse Investigation Unit		(01480) 847743 or 101/999 (in an emergency)	Mash.cp@cambs.pnn.police.uk
Early Help		(01733) 863649	helpwithcaf@peterborough.gov.uk
Designated Officer (LADO)	Alison Curtis	(01733) 864038	Alison.curtis@peterborough.gov.uk

2. INTRODUCTION

- 2.1. Paston Ridings Primary School fully recognises its responsibility to protect and safeguard the welfare of children and young people in its care.
- 2.2. Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school (Working Together 2015).
- 2.3. All school and college staff play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm, and by educating children about managing risks and improving their resilience through the curriculum. 'All schools and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns'.
- 2.4. Paston Ridings Primary School School recognises that safeguarding incidents can happen anywhere and all staff should be alert to possible concerns being raised. Staff are also aware that safeguarding issues can manifest themselves via sexting on peer abuse. This includes though is not limited to, bullying.
- 2.5. This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. The policy reflects the Peterborough Safeguarding Children Board child protection procedures and *Keeping Children Safe in Education 2016*, which sets out the arrangements that Education services and schools must make.
- 2.6. There are four main elements to our policy:
- PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos
 - PROTECTION** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
 - SUPPORT TO PUPILS** who may have been abused.
 - SAFER RECRUITMENT** processes are followed to ensure that those who are unsuitable to work with children are not employed.
- 2.7. Our policy applies to all staff and volunteers working in the school including community education staff and governors. Teaching assistants, mid-day supervisors, administrators as well as teachers can be the first

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point of disclosure for a child. Concerned parents may also contact the school or any of the school governors.

- 2.8. The school recognises it is responsible for making referrals and not for making enquiries and investigating. Any referrals will normally be made by the school's Designated Safeguarding Lead, as this aids consistency and careful monitoring. However, in an emergency or a genuine concern that appropriate action has not been taken, other staff members can speak directly to Children's Social Care.

This policy is available to parents on request and is on the school website.

3. SCHOOL POLICY

- 3.1. We recognise that for our pupils, high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to prevent abuse.

3.2. This school will therefore:

3.2.1. establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;

3.2.2. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;

3.2.3. engage fully in the Early Help process to maximise the opportunity for timely intervention;

3.2.4. include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;

3.2.5. include, in the curriculum, material which will:

- help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills;
- reinforce essential skills for every child to include self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements;
- embed e-safety at every relevant opportunity;

3.2.6. ensure that wherever possible every effort will be made to establish effective working relationships with parents and carers and with colleagues from partner agencies.

4. THE DESIGNATED SAFEGUARDING LEAD

- 4.1. The school fully recognises the importance of the role of the Designated Safeguarding Lead. The DSL is a member of the Senior Leadership Team and the role is explicitly defined in their job description, with time and

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training to undertake her/his duties. Nicola Harradine, Deputy Head Teacher, is DSL, she is trained every 2 years, according to Statutory duty, and attends update training termly (CPIN, SPOC updates).

- 4.2. The lead responsibility for safeguarding and child protection will not be delegated, though specific activities may be delegated to appropriately trained deputies.
- 4.3. Contingency arrangements are in place should the Designated Safeguarding lead not be available.
- 4.4. The DSL and or a deputy will always be available during school or college hours. Out of school hours (evenings, weekends and holidays) the DSL and or a deputy will be contactable by email and will attend meetings if they are able.
- 4.5. It is the responsibility of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the school.

The Designated Safeguarding Lead will therefore:

- ensure that he/she receives formal refresher training at two yearly intervals to keep his/her knowledge up to date;
- refresh their knowledge and skills at regular intervals, and at least annually (for example via e-bulletins, meeting other DSLs or reading safeguarding developments).
- ensure they he/she has undertaken Prevent awareness training;
- ensure that all staff who work with children undertake the appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by sharing pertinent information in a timely manner, at regular intervals throughout the year;
- ensure that all new staff receive a safeguarding children induction and that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children;
- ensure that the school operates within the legislative framework and recommended guidance;
- ensure the school safeguarding policy is reviewed annually and provide an annual report for the governing body detailing any changes to the policy and procedures;
- ensure that the Headteacher is kept fully informed of any concerns;
- develop effective working relationships with other agencies and services;

- with reference to the PSCB Threshold Document, decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an Early Help Assessment or refer to Children's Social Care;
- liaise and work with specialist services over suspected cases of child abuse;
- ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision;
- submit reports to and ensure the school's attendance at child protection conferences, and contribute to decision making and delivery of actions planned to safeguard the child;
- ensure that the school effectively monitors children about whom there are concerns, including notifying Children's Services when there is an unexplained absence for a child who is the subject of a child protection plan, a child is missing from education, a child is being 'privately fostered' or if it should have to exclude a pupil who is the subject of a Child Protection Plan (whether fixed term or permanently);
- provide guidance to parents, children and staff about obtaining suitable support;
- discuss with new parents the role of the DSL and the role of safeguarding in the school, make parents aware of the safeguarding procedures used and how to access the child protection and safeguarding policy.

5. THE GOVERNING BODY

5.1. The Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.

The Governing Body will therefore:

- designate a governor for child protection and safeguarding who will oversee the schools policy and practice and champion safeguarding issues;
- nominate a member of the governing body (usually the Chair) to be responsible in the event of an allegation of abuse being made against the Headteacher;

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- review safeguarding policies and procedures annually and provide information to the local authority about them and about how statutory duties have been discharged;
- liaise closely with the Designated Safeguarding Lead to monitor procedures and practice, and ensure compliance with LSCB guidelines;
- ensure safe recruitment procedures;
- ensure safe management of allegations;
- ensure deficiencies or weaknesses in safeguarding arrangements are remedied without delay;
- ensure children are taught about safeguarding, including online;
- ensure that appropriate filters and monitoring systems are in place, whilst taking care to avoid imposing unreasonable restrictions;
- understand that information on individual child protection cases or situations is confidential and will not be discussed.

6. SCHOOL PROCEDURES – STAFF RESPONSIBILITIES

- 6.1. Paston Ridings Primary School School will follow the procedures set out in Interagency Procedures produced by the Local Safeguarding Children's Board and the Local Authority Education Safeguarding Procedures.
- 6.2. Staff are kept informed about child protection responsibilities and procedures through induction, briefings and ongoing awareness training. Where there are other adults in school, rarely working unsupervised (e.g. contractors) the Headteacher will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead.
- 6.3. Any member of staff, volunteer or visitor to the school who is concerned about a child or receives a disclosure of abuse, an allegation or suspects that abuse may have occurred **MUST** report it immediately to the Designated Safeguarding Lead. In the absence of the DSL, the deputy designated safeguarding lead should be notified or, in the absence of both, the matter should be brought to the attention of the most senior member of staff.
- 6.4. Information regarding concerns will be recorded on the same day and will include a clear, precise, factual account of observations or events. Concerns will be handed to a designated person.
- 6.5. The Designated Safeguarding Lead will decide upon the most appropriate course of action to safeguard the child. If the decision to make a referral

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to Children's Social Care is made, this will be discussed with parents, unless to do so would place the child at further risk of harm. Should this be the case, the school will record clearly the reason for not discussing with parents and inform Children's Social Care.

- 6.6. Details and outcomes of parental discussions will be recorded on and kept within the child's CP file.
- 6.7. Where there is a child protection concern, allegation or disclosure a phone call will immediately be made to Children's Social Care to alert them to the situation. The Multi Agency Referral form will then be completed and forwarded within 24 hours.
- 6.8. The school will work to develop effective links with relevant agencies to promote the safety and welfare of children and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences.
- 6.9. Safeguarding concerns about adults in the school should be made to the Headteacher, who will make appropriate, timely referrals to the Designated Officer within the local authority (when cases involve staff), to the Disclosure and Barring Service (where a person is dismissed or left due to risk/harm to a child) and to the police (in cases where a crime may have been committed). If the Headteacher is the subject of the concern, the Chair of Governors should be informed. **The school will not attempt to investigate an allegation without prior consultation with the Designated Officer for the LA.**

7. TRAINING AND SUPPORT

- 7.1. The Headteacher and all other staff, including those employed temporarily, who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively.
- 7.2. The training will be facilitated through regular 'refreshers' and information updates. All staff, governors and volunteers will read Part 1 of Keeping Children Safe in Education (2016) and any other recommended documents to ensure they are familiar with the signs and symptoms of abuse. A record will be kept to demonstrate compliance.
- 7.3. The Designated Safeguarding Lead and any nominated deputies will complete the local authority Designated Person training and this will be refreshed every two years.
- 7.4. All staff training will be recorded on staff training records and monitored by the Designated Safeguarding Lead. The safeguarding governor will have oversight of training records to ensure that this is taking place in a timely manner.

7.5. Where there are concerns and queries about child protection, support will be available for all school staff from the Designated Safeguarding Lead and their deputies. The DSL will seek support from the Headteacher and/or appropriate local authority staff where required.

8. RECORD KEEPING

8.1. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed to other agencies.

8.2. Any member of staff, or volunteer receiving a disclosure of abuse or noticing signs of abuse must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records will be dated and signed and will include the action taken.

8.3. All records should to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

8.4. Making a record should never delay referrals being made to the Designated Safeguarding Lead or appropriate authority.

8.5. **All** notes will be kept in a confidential file and stored securely, including those of any pupil who is being monitored for child protection reasons, even when there is no need to refer the matter to Children's Social Care immediately.

8.6. All verbal conversations will be promptly recorded.

9. CONFIDENTIALITY AND INFORMATION SHARING

9.1. Staff and volunteers will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, they should seek advice from a senior manager or outside agency as required.

9.2. Whilst consent to share information will generally be sought, sharing without consent will take place should the safety of a child be at risk. Any decision not to share will be recorded.

9.3. The Head teacher or Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only. Parental consent may be required.

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

9.5. All staff must be aware that they cannot promise a child to keep secrets.

10. COMMUNICATION WITH PARENTS

10.1. Paston Ridings Primary School will undertake appropriate discussion with parents prior to involvement of another agency unless specific circumstances preclude this. **Parents/carers should generally be consulted before a referral is made about them to another agency but there are certain circumstances when this is not the case.** Staff are advised to seek guidance if they are unclear as to whether they should discuss a concern with parents.

10.2. We will ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure/on the school website.

11. SUPPORTING THE PUPIL AT RISK

11.1. At Paston Ridings Primary School we recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

11.2. The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

11.3. We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

11.4. The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

11.5. The school will endeavour to support the pupil through:

- the content of the curriculum to encourage self-esteem and self-motivation;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- liaison with other agencies which support the pupil such as Children's Social Care, Child and Adolescent Mental Health Services, the

Educational Psychology Service, Behaviour Support Services and the Attendance Service;

- a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so;
- recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse are vulnerable and in need of support and protection;
- vigilantly monitoring children's welfare, keeping records and notifying Children's Social Care **as soon as there is a recurrence of a concern.**

11.6. Sending or posting sexually suggesting images (sexting)

11.6.1 Pupils should be aware that making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18.

11.6.2 All members of staff (including non-teaching) will be made aware of how to recognise and refer any disclosures of incidents involving 'youth produced sexual imagery'.

11.6.3 The school will follow UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2016) to assess the risk and to determine the most appropriate course of action. This may include police and/or CSC involvement.

11.7. When a pupil who is the subject of a Child Protection Plan leaves, information will be transferred to the new school immediately. If information on the new school is not available Children's Social Care and the Attendance Service will also be informed.

11.8. Children who are looked after may be particularly vulnerable. The school has a designated teacher to promote the educational achievement and welfare of children who are looked after and to liaise closely with the virtual school head in the local authority.

11.9. A child going missing from an education setting is a potential indicator of abuse and neglect. The school will carefully monitor any such incidents to help identify and prevent further risks, and act according to Local Authority and PSCB guidance.

11.10. **Children with Special Educational Needs and Disabilities**

In our School and wider Service we recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's additional needs without further exploration;

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- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming those issues

Staff across the school community will remain vigilant and observant to these additional challenges.

11.11. Drug Use and Child Protection

11.11.1. The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others particularly adults;
- where the misuse is suspected of being prompted by serious parent/ carer drug misuse.

11.12. Children of Drug Using Parents

11.12.1. Further enquiries and or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- the parental misuse is regarded as problematic (i.e. multiple drug use including injection);
- a chaotic and unpredictable home environment which can be attributed to drug or alcohol misuse;
- children are not being provided with acceptable or consistent levels of social and health care;
- children are exposed to criminal behaviour.

11.13. Domestic Abuse

11.13.1. Domestic abuse is a widespread and damaging issue and an important indicator of other kinds of abuse. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi Agency Risk Assessment Conference work plan as required.

11.13.2. Domestic abuse notifications and any information disclosed following a MARAC will be retained with other child protection records.

11.14. Sexual Exploitation

- 11.14.1. Sexual exploitation of children and young people has been identified throughout the UK. It is a form of sexual abuse and can have a serious impact on every aspect of the lives of those involved.
- 11.14.2. Staff at Paston Ridings Primary School are aware that any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances. Potential indicators of sexual exploitation will be addressed within staff training.
- 11.14.3. Any concern that a child may be at risk of sexual exploitation will be passed immediately to Children's Social Care or to the police through a 101 call.

11.15. Female Genital Mutilation (FGM)

- 11.15.1. Female genital mutilation (FGM) is a form of child abuse and is illegal in the UK. The fear of being branded racist or discriminatory must not weaken the protection required by those who are vulnerable.
- 11.15.2. Possible signs that a girl may be at risk of or already having suffered FGM will be addressed through staff safeguarding training and staff will follow the school's agreed safeguarding procedures when concerned.
- 11.15.3. Staff must be aware that enquiries related to FGM should be undertaken by police officers with assistance from social workers. If a girl has been absent from school for a long period and there is a need to make informal enquiries, the fact that enquiries are related to FGM **will not** be revealed as this may increase risk.
- 11.15.4. In accordance with the 2015 'Duty', all **known** cases of FGM in girls under the age of 18 will be reported to the police.

11.14 Radicalisation and Extremism

- 11.14.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. Nationally, there have been occasions where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

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- 11.14.2 Whilst Paston Ridings Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values, we also recognise that free speech is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 11.14.3 Paston Ridings Primary School seeks to protect children and young people against the messages of all violent extremism and will view any attempt to manipulate the vulnerable in this way as a matter of safeguarding.
- 11.14.4 The School fully recognises its statutory duty to identify and support pupils at risk, and to follow the referral process when appropriate.
- 11.14.5 The school governors, the Head Teacher/Principal and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, anti-bullying policy, e-safety and other issues specific to the school's profile, community and philosophy.
- 11.14.6 All staff have received training to support their understanding of the Prevent strategy.
- 11.14.7 The School's SPOC (Single Point of Contact) is Nicola Harradine. She will be the lead for safeguarding in relation to protecting individuals from radicalisation, sharing relevant information in a timely manner with the appropriate agency, including Channel. Gina Hayes is the Deputy SPOC and will lead on Prevent if the SPOC is absent.

11.15 E-Safety

- 11.15.1 Paston Ridings Primary School believes that the use of information and communication technologies bring great benefits. We recognise that there are e-safety issues that need to be planned for accordingly that will help to ensure appropriate, effective and safer use of electronic communications.
- 11.15.2 The school has a separate e-safety and Acceptable Use policy for staff and students which should be considered in line with this policy.
- 11.15.3 Chat rooms and social networking sites are increasingly the source of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school.

11.16 Mobile technology

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- 11.16.1 Cameras and mobile phones are prohibited in all toilet and changing areas.
- 11.16.2 **No** photographs may be taken on personal mobiles/tablets or for an adult's own records.
- 11.16.3 All staff are aware of safeguarding issues around the use of mobile technologies and their associated risks and will rigorously follow protocols set out in the Acceptable Use Policy (*and the Mobile Technology policy in settings with Early Years provision*)

12 SAFER WORKING PRACTICE

- 12.14 The school has a separate safe recruitment policy which is compliant with local and national requirements and regularly reviewed to reflect DFE guidance.
- 12.15 The school will operate safe recruitment practices including ensuring pre-employment checks, and appropriate DBS and reference checks are undertaken according to "Keeping Children Safe in Education". (DfE 2015)
- 12.16 All governors and volunteers will have enhanced DBS check.
- 12.17 The governing body will ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- 12.18 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 12.19 Any allegation against a member of staff or volunteer must be reported to the Headteacher without delay unless the Headteacher is the subject of the allegation when the chair of governors must be informed.
- 12.20 The school will consult with the Designated Officer from the local authority (formerly known as LADO) in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in the Local Safeguarding Children's Board Procedures and the school's Staff Handbook and agree any further action including information sharing.
- 12.21 The school will not investigate an allegation, advise the member of staff or interview children until consultation has taken place with the DO as doing so may compromise any police investigation.
- 12.22 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the

member of staff is no longer employed at the school. Paston Ridings Primary School recognises **it has a legal duty to refer to the DBS and any other relevant professional bodies anyone who has harmed, or poses a risk of harm, to a child.**

- 12.23 Under no circumstances will volunteers of whom no checks have been obtained be left unsupervised with children or allowed to work in regulated activity.
- 12.24 The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.
- 12.25 All staff have been given a copy of *Guidance for safer working practice for those working with children and young people in education settings 2015* as part of their induction and have signed as an undertaking that they will comply with this guidance.
- 12.26 All staff are aware of their whistle blowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and/or unsuitable behaviour. This includes the requirement to self-disclose any personal issues which may impact on their suitability to work in an education setting.
- 12.27 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful, and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).
- 12.28 Staff will also be aware of the need to report inappropriate sexualised behaviour to Children's Social Care.
- 12.29 In accordance with regulations, Paston Ridings Primary School will ensure that staff are aware of legislation which may cause them to be disqualified including, where relevant, 'by association'.

13 OTHER RELATED POLICIES

13.14 Whistle-blowing

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, including the attitude or actions of colleagues. Any concerns should be reported following the school's Whistle-blowing policy

13.15 Physical Intervention

Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

13.16 Bullying

Our policy on bullying is set out in a separate document and is reviewed annually by the governing body. This policy will include reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

13.17 Prejudice Related Incidents

Our policy on prejudiced related incidents is set out in a separate document and is reviewed annually by the governing body. We acknowledge that repeated prejudice related incidents or a single serious incident may lead to consideration under child protection procedures.

13.18 Health and Safety

Our Health and Safety policy, set out in a separate document, and is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

13.19 Children with Education health Care Plans

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse especially those with communication difficulties. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems are particularly sensitive to signs of abuse.

13.20 E-Safety and Acceptable Use Policy

Our policy is set out in a separate document and is reviewed annually. E safety is included in the curriculum at all levels and information will be provided to parents.

13.21 Extended Schools and Before and After School Activities

If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.

13.21.1 Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

13.21.2 This policy also links to our policies on:

Behaviour
Staff Behaviour/Code of Conduct
Whistleblowing
Allegations against staff
Parental concerns
Attendance
Curriculum
PSHE, including drug education and sex education
Teaching and Learning
Administration of medicines
Risk assessment
Recruitment and selection
Intimate Care

14 MONITORING and EVALUATION

Our Safeguarding and Child Protection policy and procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Monitoring of logs of behaviour and prejudice related incidents
- Review of parental concerns

This policy was ratified by the governing body on September 2017

and will be reviewed in September 2018

Signed by the Headteacher

Appendix 1

Additional Guidance

<http://www.nspcc.org.uk/>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf **(Sexual Exploitation)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf **(Preventing and Tackling Bullying)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/292505/supporting_bullied_children_advice.pdf **(Supporting Children and Young People who are bullied)**

<https://www.gov.uk/domestic-violence-and-abuse> **(Domestic Abuse)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf **(Drugs)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/safeguarding_children_in_whom_illness_is_fabricated_or_induced.pdf **(Fabricated Illness)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/200099/DFE-00095-2012_Action_Plan_-_Abuse_linked_to_Faith_or_Belief_-_Summary.pdf **(Faith/Belief)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf **(Female Genital Mutilation)**

<https://www.gov.uk/forced-marriage> **(Forced Marriage)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf **(Gangs)**

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk> **(Violence against women/girls)**

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england> **(Mental Health)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf **(Private Fostering)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf **(Radicalisation)**

<https://www.gov.uk/government/collections/this-is-abuse-campaign> **(Teenage relationship abuse)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf **(Trafficking)**

Appendix 2

Standards for Effective Child Protection Practice in Schools

The following standards may assist schools in evaluating their practice

In best practice, schools:

- 1 have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- 2 provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- 3 work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- 4 are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- 5 monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
- 6 provide and support child protection training regularly to school staff every three years and in particular to designated staff every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
- 7 contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- 8 use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account of the guidance for Governors on sex and relationship education in circular 5/94;
- 9 provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;

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- 10 have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the schools position on this issue and who they can contact for support;
- 11 take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;
- 12 have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set down in Keeping Children Safe in Education 2014
- 13 have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards;
- 14 the school will ensure that specified information is passed on in a timely manner to the LA for monitoring purposes.

Appendix 3: Signs and Symptoms of Abuse

Keeping Children Safe in Education 2016 (KCSiE 2016)

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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 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 of 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 cyberbullying), 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, although 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 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.

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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.