



Gedney Church End and Lutton St Nicholas Federated Primary Schools

Safeguarding Children and Young People Policy

September 2016

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**GEDNEY CHURCH END AND LUTTON ST. NICHOLAS
FEDERATED PRIMARY SCHOOLS**

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

THE SCHOOL'S 'DESIGNATED SENIOR PERSON' (DSP) IS MR. LUKE WHITNEY WHO IS ALSO THE EXECUTIVE HEAD TEACHER

DSP Contact details are as follows:

- Luke.Whitney@churchend.lincs.sch.uk
- Luke.Whitney@lutton.lincs.sch.uk
- lwhitney_winschool@yahoo.com
- 01406 362383
- 01406 363392
- 07955 263175
- 0116 2401844

In the absence of the DSP, Miss Diane Jacobs (Senior Teacher, Lutton St. Nicholas), will fulfil the role. Contact details are as follows:

- Diane.Jacobs@lutton.lincs.sch.uk
- 01406 363392

The Designated Governor for Child Protection is Mrs. Rachael Ingram. Contact details are as follows:

- 07891 642302

This policy must be read in conjunction with the Lincolnshire Safeguarding Children Board Code of Practice – THE RED MANUAL. This document can be accessed via the LSCB website; www.lincolnshire.gov.uk/lscb

Other school policies also relate to safeguarding and these include the Positive Behaviour Management Policy with concomitant annexe in respect of bullying, Physical Intervention, Allegations Against School staff and Equal Opportunities policies. Copies of all relevant policies are available in each class, online and electronic versions can also be located on the G Drives at both sites.

Background information

All those working in children's services share an objective to safeguard children and young people. All schools and colleges have a pastoral responsibility towards their pupils. They can play a part in the prevention of abuse and neglect, through their own

policies and procedures for safeguarding children, and through the curriculum. All schools and colleges 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. Children can be helped to understand what is and is not acceptable behaviour towards them, and taught about staying safe from harm, and how to speak up if they have worries or concerns. The curriculum can also play a preventative role in preparing children and young people for their future responsibilities as adults, parents and citizens.

‘Through their day to day contact with pupils, and direct work with families, education staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect, at an early stage. They should refer those concerns to the appropriate organisation, normally LA children’s social care, contributing to the assessment of a child’s needs and, where appropriate, to ongoing action to meet those needs. When a child has special educational needs or is disabled, schools will have important information about the child’s level of understanding and the most effective means of communicating with the child. They will also be well placed to give a view on the impact of treatment or intervention on the child’s care or behaviour.’ (Working Together to Safeguard Children – 2006)

Section 175 of the Education Act (2002) states:

- (1) A local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.
- (2) The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

If there are welfare concerns for children or young people with additional needs that involve more than one other agency, the customer service centre (CSC) should be contacted to see if a SAF (Single Assessment Form) has already been submitted. The CSC team will advise on appropriate next steps. SAF is an early intervention tool. No child or young person should be subject to SAF and Child Protection or Child in Need processes at the same time. One must cease when the other takes over.

No one who is involved in any way with the care of children can escape responsibility for identifying the signs of child abuse and, having done so, for taking appropriate action as outlined below.

Accordingly, all staff should familiarise themselves with the procedure outlined in this policy as well as with the Code of Practice, which provides definitions of the types of child abuse and gives social and medical indicators of abuse/neglect. (See Appendix A)

The **Designated Senior Person** acts as the focal point for all matters concerning safeguarding children and young people. One of the primary tasks is to act as the contact between school, the family and other agencies.

Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to the **Designated Senior Person** immediately. In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry. To this end, 'Cause for Concern' forms have been posted onto the G Drives of both schools and the Designated Senior Person will detail actions to be taken and start a confidential Child Protection File to ensure that all relevant information is appropriately stored once an initial form has been received.

THE FOLLOWING PROCEDURES MUST BE ADHERED TO

The school will:

- ensure that it has a **Designated Senior Person** who has undertaken the LSCB's 4-Day Safeguarding Children and Young People Course and attends a refresher course every 2 years thereafter.
- ensure that every member of staff and every governor knows:
 - the name of the **Designated Senior Person** and her/his role.
 - that they have individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the Code of Practice.
 - where the LSCB Code of Practice is located and other supporting documents.
- ensure that members of staff and volunteers receive training on signs and symptoms of abuse every year and know how to respond appropriately to a pupil who may disclose abuse
- ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding children and young people and have access to the school's safeguarding children and young people policy. This will be done by providing a summary of our main responsibilities and associated procedures annually.
- ensure that safe recruitment practices are adopted which help to deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them. (Safeguarding Children and Safer Recruitment in Education 2006)

- ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and that such concerns are addressed sensitively and effectively.

The Governing Body will:

- ensure that the school reviews its safeguarding children and young people policy annually.
- ensure that any deficiencies or weaknesses in regard to safeguarding children and young people arrangements are brought to the attention of the governing body and are remedied without delay.
- ensure that a member of the governing body is nominated to be responsible for liaising with the Local Authority Designated Officer and/or partner agencies, as appropriate, in the event of allegations of abuse being made against the Head Teacher.

Keeping Children Safe in Education (July 2015)

All staff, including governors, will be expected to stay up to date with national guidance in respect of keeping children safe in education. In July 2015, the Department for Education published updated statutory guidance and copies have been made available to all staff both in paper-based and electronic format. It is the minimum expectation that all staff will have read at least the first section, entitled Safeguarding Information for all Staff (pages 6-15). On completion, staff will be asked to sign and date a record to confirm that the relevant section has been read, understood, and discussed with a member of the Senior Management Team if any matters or issues are left outstanding. These will be stored on an annual basis by the Designated Senior Person with older versions being shredded as and when the need should arise.

Child needing immediate medical treatment:

If a child comes to school in need of immediate medical treatment they should initially be taken to the school's designated first-aider, where appropriate action will be taken. This may involve:

- A call or delivery to the local health centre.
- Delivery to hospital.
- Call to emergency services.

If in the judgement of the **Designated Senior Person**, there are indications that the cause of the problem may be related to child abuse, the medical professionals must be informed. The **Designated Senior Person** must refer the case to Social Care (see procedures below). Provision of medical treatment should not be delayed by attempts

to contact the parent or guardian in advance and in some cases of suspected child abuse it would be inappropriate to alert parents (see below).

Child about whom there is a suspicion of possible abuse but no need for immediate medical treatment:

- If it is believed that a child may be suffering, or may be at risk of suffering significant harm, even in the absence of any physical evidence, this should be brought to the attention of the statutory child protection services immediately.
- The **Designated Senior Person** should make a referral to Social Care via the Children's Services Customer Service Centre on 01522 782111.
- It is good practice for professionals to discuss any concerns they have with the family and, where possible, to seek the family's agreement to making a referral to Social Care. Full details of any such conversation should be recorded. However there are exceptional circumstances where such discussion and agreement-seeking would place the child at increased risk of significant harm. In these circumstances it can be appropriate to refer without agreement from the family, although Social Care will subsequently disclose the source of the referral to the family. In cases where a professional is acting in good faith on third party information it may not be appropriate for Social Care to reveal the source of the referral. In either event Social Care will advise the professional of their decision on this point.
- Other factors relevant to the decision to refer without prior discussion with the family include:
 - Issues of staff safety.
 - The risk of destroying evidence.
 - The likelihood of children or other family members being intimidated.
 - The possibility of an increased risk of domestic violence.
 - The possibility of the family moving to avoid professional scrutiny.
- Teachers must not themselves take any further action although if a parent, guardian or other individual volunteers information this should be recorded and passed on.
- On referral to Social Care the **Designated Senior Person** needs to be clear about:

- The nature of the concerns.
- How and why they have arisen.
- What appear to be the needs of the child and family, including any special needs arising from cultural, physical, psychological, medical or other factors.
- If known, what other agencies and professionals are involved with the child and family.
- Her/his expectations of Social Care.
- The action to be taken by Social Care upon receipt of the referral.
- The action to be taken, and by whom, if any agreed plan is not carried out.

All verbal communications should be confirmed in writing, using the SAF (Single Assessment Form), within 24 hours.

Additional requirements:

- The **Designated Senior Person** should keep records of any signs of abuse, neglect or any other injury and of any action taken which are timed, dated and signed. She/he should record the circumstances which caused the concern and indicate any visible injuries by way of a description and rough sketch – no photograph should be taken except by the police and/or Social care if appropriate. Any explanation or comments made by the child or their carer should be recorded in their exact words if possible. It should also be recorded whether or not the family have been informed of the reasons for the concern and the actions taken by the **Designated Senior Person**.

It is not the responsibility of school staff to investigate suspicions of child abuse but to pass on all relevant information to Social Care via the Customer Service Centre (CSC). Any investigations conducted by the school are potentially detrimental to the formal investigative process and ultimately to the safety of the child in question.

- Where others, such as Education Welfare Officers, Youth Workers or Educational Psychologists are involved, the **Designated Senior Person** should check with them to see if they have any concerns. Their comments should be noted and passed on with the referral to Social Care. The designated teacher can also check whether the child is subject to a Child Protection Plan by contacting the Child Protection and reviewing Unit on 01522 554061. This action does not constitute a referral.

- Following a Child Protection Investigation where the concerns are substantiated and the child is judged to be at continuing risk of harm, Social Care may convene a Child Protection Conference. It is expected that the **Designated Senior Person** will attend and provide a written report. If they are unable to attend for unavoidable reasons, or send a representative, they should submit the written report in the format provided by the LA (contact the Child Protection team for details, contact information at the end of this chapter.) **The Designated Senior Person will represent the federation at conference, and any subsequent Core Group Meetings and they will actively participate in any Child Protection Plan for children on the federation roll.**

- If, following an Initial Investigation, concerns are substantiated but the child is not judged to be at continuing risk of significant harm, Social Care may decide that a plan for the child's future safety and welfare can be implemented without the need to convene a Child Protection Conference. If the **Designated Senior Person** still has serious concerns that a child may not otherwise be adequately safeguarded she/he can request that Social Care convene a Child Protection Conference. Any such request needs to seek the support of Education's Senior Liaison Officer (see below).

- Section C of the Code of Practice describes more fully Child Protection Conferences, Core Groups and Reviews.

- In the event of the **Designated Senior Person** being away from school, Miss Diane Jacobs will take on this role but the **DSP** will always be contactable on the emergency mobile number (07955 263175). In any event reporting suspicion of child abuse should not be delayed.
 - Where any member of staff becomes aware of an allegation of child abuse made against a colleague Child Protection Procedures **must** be followed. The Head Teacher must be notified or, where the allegation is against the Head Teacher, the Chair of Governors must be informed. **All allegations of alleged or suspected abuse must be reported to Sheridan Dodsworth, Safeguarding Manager and Local Authority Designated Officer (LADO).**

This applies even where the nature of the alleged assault would not normally meet the threshold applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by Police or Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- **The vulnerability of children away from home**
- **The higher standards of conduct demanded by law and regulation of those caring for other people's children**
- **The position of trust enjoyed by such people**

Full details of how to respond to an allegation made against a member of staff can be found in the Local Safeguarding Children Board (LSCB) Code of Practice and in ‘Safeguarding Children and Safer Recruitment in Education 2006’, published DCSF, formally DfES. The federation’s policy entitled ‘Managing Allegations Against School Staff’ should also be consulted. **It is not the responsibility of the school to investigate allegations made against staff. All allegations against members of staff or volunteers in school should be reported to the Local Authority Designated Officer (LADO) (see below).**

- Advice on any aspect of Child Protection can be sought from the Child Protection Team:
- Child Protection Officer - 01522 554687
- Ruth Fox, Assistant Child Protection Officer - 01522 554689
- Advice regarding allegations against staff and volunteers in school can be sought from Sheridan Dodsworth, Local Authority Designated Officer and Senior Liaison Officer, contact 01522 554674.

Children Missing From Education (CME)

The federation fully recognises that all children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. A child who is designated as missing from education may be at increased risk of neglect or abuse.

The federation has in place very stringent procedures in respect of attendance and it is recommended that this annexe is read in conjunction with the Attendance Policy that is updated on an annual basis in conjunction with the federation’s Education Welfare Officer (EWO). For the purposes of this annexe, a child will be considered as potentially being CME if they have missed 10 school days or more without permission.

Where there is agreement between the Head Teacher and the EWO that a child should be classified as CME, the following procedure will be utilised:

- Regular contact will be made with the family/parent of the pupil concerned and this can take many different forms. There is, however, no substitute for direct contact and this will be endeavoured, even under the most difficult circumstances.
- A vulnerability check will be carried out that relates to the pattern of non-attendance, familial history, health considerations, religious observance, child protection and any other matters that could help to build a clearer picture of the underlying reasons for the sustained period of non-attendance

- Where vulnerability is determined, then the Designated Senior Person will make a referral through the Customer Service Centre (CSC) in-line with local and regional guidance
- All possible routes back into school will be explored with the child and their parents but it is also recognised that this outcome cannot always be achieved within the short, medium or long-term
- Where a prolonged period of non-attendance is expected, the federation will look into the ways in which full-time educational provision can be made available to the child outside of the school environment through home education/tuition or through the provision of tutors who will work at a venue that is both convenient and appropriate for the child concerned.
- Full Risk Assessments will be carried out prior to the provision of any form of educational provision outside the school environment that carefully considers the needs of the child, the family and the provider of education
- The federation will work closely with the education provider to ensure that learning needs are met in-line with the National Curriculum requirements for England and Wales
- It is recognised that education out of the school environment is only ever a short-term solution and that the child's return to the school is preferable. To this end, designated staff will work towards this outcome in conjunction with the EWO and the Local Authority.

The Role of the Teacher with Responsibility for Looked After Children

Within our federation of schools, we recognise that Looked After Children (LAC) can be at increased risk of safeguarding concerns, educational underperformance and overall vulnerability. It is with this in mind that the Head Teacher has been appointed to the role of the Designated Teacher with Responsibility for Looked After Children. This important role carries the following core responsibilities:

- Contribute to the development and review of federation policies to ensure that they do not unintentionally put looked after children at a disadvantage
- Make sure, in partnership with other staff, that there are effective and well-understood procedures in place to support a looked after child's learning
- At the time of joining the school, the responsible teacher will take full account of the child's unique needs and the importance of promoting an ethos of high expectations about what can be achieved
- Promote a culture in which looked after children believe they can succeed and aspire to further and higher education

- Promote a culture in which looked after children are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning
- Be a source of advice for teachers at both schools about differentiated teaching strategies appropriate for individual pupils who are looked after
- Make sure that both schools make use of the Assessment Without Levels approach to improve the short and medium term progress of looked after children and help them and their teachers to accurately assess where they are in their learning, where they need to go next and how they are going to get there
- Make sure that looked after children are prioritised in any selection of pupils who would benefit from one-to-one tuition (or any other recognised form of intervention) and that they have access to academic focused study support that is carefully documented via an annual Provision Map
- Promote good home-school links through contact with the child's carer about how they can support progress by paying particular attention to effective communication with carers and any other external agencies involved
- Help carers to understand the potential value of one-to-one tuition and are equipped to engage with it at home
- Have lead responsibility for the development and implementation of the child's IEP within school and in partnership with others as necessary

Complaints Procedures

Our complaints procedures will be followed where a pupil or parent raises a concern about the implantation of the Child Protection Policy. On occasion, this may come as a result of the threshold not being met for the involvement of the DSP, Social Care, the Police or other external agencies. Poor practice will also be covered by the Federation's Complaints Procedures.

Managing Allegations against Children and Learners within School

It is recommended that this annexe is read in conjunction with the federation's policy on Managing Allegations against Federation Staff as well as the Positive Behaviour Management Policy, which is updated on an annual basis. Where an allegation raises safeguarding concerns, the federation's Child Protection Policy will be followed.

Given the very varied nature of the work that is carried out in schools, it is recognised that, on occasion, allegations can be made about children who are registered at either of our schools. Such allegations can be received from other children, parents, members of the local community, contractors or any other person who has contact with our schools and the services we provide. The Keeping Children Safe in Education statutory guidance published in April 2014 confirms that the governing body should have procedures in place to handle allegations against other children.

We believe that all children have a right to attend school and learn in a safe, supportive and stimulating environment. They should be free from harm by adults in the school and from other children.

We recognise that on occasion, children will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the federation's Positive Behaviour Management Policy.

Occasionally, allegations may be made against children by others in the school or those that have a direct connection with it, which are of a safeguarding nature. Issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a child, some of the following features will be evident:

The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or more vulnerable pupil
- Is of a serious nature that might include what would normally be considered criminal activity
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by the actions of the pupil against whom the allegation has been made
- Indicates that children and young people outside of school may be affected by the actions of the pupil against whom the allegations have been made

Examples may include:

Physical abuse:

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional abuse:

- Blackmail or extortion
- Threats and intimidation

Sexual abuse:

- Indecent exposure, indecent touching or serious assaults that are sexual in nature

- Forcing others to watch pornography or take part in sexting

Sexual exploitation:

- Encouraging other children to attend inappropriate parties or other social gatherings
- Photographing or filming other children performing indecent acts

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

When an allegation is made by a pupil against another pupil, staff should consider whether the allegation raises a safeguarding concern. If this is deemed to be the case, the Designated Senior Person (DSP) should be informed immediately. If in any doubt, it is recognised good practice to involve the DSP sooner rather than later.

A factual record should be made of the allegation but no attempt at this stage should be made to investigate the circumstances.

Where relevant, the DSP will consider referring the allegation to the Customer Service Centre (CSC). If previous concerns have been raised, the CSC will retain a record of the allegations, the involvement of any external agencies and the outcome. In consultation with the CSC, the DSP will implement any agreed actions whether this is at the level of Team Around the Child (TAC) or Child in Need (CiN). Furthermore, the DSP will make a record of the allegation, the discussions that have taken place and any outcome. A copy will be retained on both pupils' files.

If the allegation pertains to possible criminal activity, notwithstanding that the age for criminal responsibility in the United Kingdom is currently 10 years of age, the police should be contacted at the earliest possible opportunity and parents informed. It has always been best practice within the federation, underpinned by the Positive Behaviour Management Policy, to involve parents at the earliest stage possible. Where an allegation of such potential significance has been made, this becomes an even more pressing concern.

A number of possible outcomes may then result, including the use of a fixed-term or permanent exclusion, but these have all been detailed within the federation's Positive Behaviour Management Policy and should be referred to accordingly.

Where social services (through the CSC) or police do not follow through with the referral, a thorough investigation will be carried out by senior staff. This will usually be the responsibility of the Head Teacher/DSP and again, the federation's disciplinary procedures will be used in-line with current policy.

If part of the investigation’s conclusion is that an ongoing safeguarding risk is evident, a Risk Assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with all of the key stakeholders, especially parents.

Training Requirements

The federation recognises the importance of ensuring that all staff are appropriately trained to accept and effectively carry out their responsibilities in respect of safeguarding children and young people.

The following model has been adopted to ensure that these requirements are satisfied in full:

Staff Member	Training	Notes
Designated Senior Person Executive Head Teacher (Mr. L. Whitney)	Inter Agency Safeguarding Children and Young People (2 day, face-to-face)	Mandatory on appointment to the role of DSP
Designated Senior Person Executive Head Teacher (Mr. L. Whitney)	Safeguarding Children Refresher Course	Mandatory, every 2 years
Senior Teachers (Miss D. Jacobs, Mrs. S. Thurgood)	Inter Agency Safeguarding Children and Young People (2 day, face-to-face)	Non-mandatory but will allow Senior Teachers to deputise if the DSP is absent or off-site
Senior Teachers (Miss D. Jacobs, Mrs. S. Thurgood)	Safeguarding Children Refresher Course	Non-mandatory, every 2 years
Special Educational Needs Coordinator (Mrs. L. White)	Early Help Assessment and Team Around the Child (Lead Professional)	Non-mandatory
All staff	Annual update training in conjunction with CP Policy Review	Best practice
All new staff	Induction training	Mandatory
Volunteers	Induction training	Best practice
Designated teaching staff Designated governors	Safer recruitment training	Mandatory

Team Teach Training

In December 2015, all staff completed the intermediate Team Teach training. By successfully completing the training programme, staff are qualified and fully indemnified to deploy the Team Teach approaches when dealing with challenging behavioural situations. It is the responsibility of the Head Teacher to closely monitor the implementation of this approach and ensure that all record-keeping is maintained in-line with national guidance.

Volunteers in School

As a federation, we actively encourage ex-pupils, parents and members of the local community to consider volunteering in school. It is recognised that this can help to broaden the experience and employability of the volunteer but will also help our children to benefit from the additional adult attention they receive and also an opportunity to build close working relationships with a range of different adults in the workplace.

In the same way that the federation has obligations to the children in its care, it has similar obligations to those who choose to volunteer on our behalf. With this in mind, all of the following will be carried out prior to a volunteer taking up their position within either of our schools:

- An enhanced DBS check will be requested as well as confirmation that the volunteer is not on the barred list for working with children or young people
- An induction and training package will be provided, led by the Head Teacher or senior staff from the designated school
- Liaison with any appropriate body, where relevant, who has been tasked with supporting the volunteer during their working periods in school

Once the volunteer has taken up their position, the following will be carried out either by the Head Teacher or senior staff from the designated school:

- Supervisory responsibilities will be clearly articulated with the volunteer fully understanding how their work will be both supported and monitored throughout their period within the school
- Regular meetings, at least once per fortnight, to ensure that the volunteer receives supportive and developmental feedback about their work with a written record where volunteers are working in support of a recognised training qualification

Safer Recruitment

Our Federation ensures that a minimum of 3 governors, including staff governors, are trained in safer recruitment practices. At least one member of every appointments panel will have received such training and all shortlisted applications will be checked using contemporary guidance. Questions asked by the interviewing panel will be amended to ensure that any safer-recruitment issues are addressed in full prior to any offer of appointment.

In addition to these checks, all applicants for a post within our federation will be required to do the following:

- Complete an application form (LCC Standard Format)

- Provide 2 referees, including at least one who can comment on the applicant's suitability to work with children
- Provide evidence of identity and qualifications
- Be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role
- Be interviewed by a panel consisting of a minimum of 2 staff

Referrals in the event that a Member of Staff has been Dismissed or Removed due to Safeguarding Concerns

As a federation, we recognise that it is a criminal offence to withhold information from the Disclosure and Barring Service in the event that a member of staff is either dismissed or removed from their front-line employment working with children and young people. Where such a recommendation is made, the Head Teacher, in conjunction with the Governing Body and any independent representatives working on behalf of the member of staff, will communicate directly with the Disclosure and Barring Service, making clear the antecedents and subsequent outcome of any disciplinary procedures that have concluded. A record of this will also be added to the employee's personnel file.

The federation understands that procedures and forms have been established in this highly sensitive area and that these will be utilised to the letter. At all times, the DBS Referral Form will be used and that this will be completed in-line with published guidance.

Site Security

Visitors to either of our sites, including contractors, are asked to sign-in and are given a badge which confirms they have permission to be on the premises. Parents who are simply delivering and collecting their children do not need to sign in as they will be asked to wait in the respective reception areas. All visitors are expected to observe the Federation's safeguarding and Health and Safety regulations to ensure pupils are kept safe.

Extended School and Off-Site Arrangements

Where extended activities are provided by and managed by the federation's staff, our own policy and procedures apply. If other organisations provide services at either site, we will check to ensure they have appropriate procedures in place, including safer recruitment practices.

When pupils from the federation attend off-site activities, including residential provision in years 4 and 6, we will check to ensure that appropriate Child Protection arrangements are in place.

Photography and Images

It is recognised that the vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons.

Sadly, this is not the case for all, so we must ensure we have robust procedures in place.

To protect pupils, we will:

- Seek consent for photographs to be taken or published. A summary of permissions will be placed in the front of all registers for ease of access.
- If a name is required to be published alongside an image, only the child's Christian name will be used
- Ensure that pupils are appropriately dressed
- Encourage pupils to tell us if they are worried about any photographs that have been taken of them
- Issue annual guidance to parents about the publication of photographs within social media platforms which will be reiterated at the beginning of each school event
- Where transgressions have been recorded, the DSP will personally contact the parents and ensure that all such images are removed without delay

E-Safety

Our pupils increasingly use mobile phones, computers, tablets and online gaming devices on a daily basis. They are recognised as a source of fun, entertainment, communication and education. We also know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The Federation's E-Safety Policy is the first port of call which is available in each classroom, online and electronic versions can also be located on the G Drives at both sites. Any form of cyber-bullying will be dealt with in-line with the Anti Bullying Annex to the Federation's Positive Behaviour Management Policy.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these at school. Filtering software is used to ensure that such sites are blocked at source but any transgressions must immediately be reported back to the Head Teacher. Pupils receive training annually to equip them with the necessary skills to combat such dangers.

The Counter Terrorism and Security Act (2015)

The federation recognises and embraces its duty under the Counter Terrorism and Security Act (2015) to prevent children and young people from being drawn into any form of activity that could be deemed as incompatible with the rule of law, democratic processes or the Unique British Values that we seek to promote.

The Counter Terrorism and Security Act (2015) was published on the 12th March 2015. Section 26 places a duty on schools in England and Wales to prevent people from being drawn into terrorism. Statutory guidance was published on the 1st July 2015 that clearly highlights the responsibilities that school leaders and governors face, as follows:

- Staff, learners and the communities we serve must understand the risk of being drawn into extremism
- All staff understand the risk of extremism and are aware of strategies that will help children and learners to deal with it
- Communicate the importance of the duty
- Ensure that the duty is implemented effectively
- Partnership working is established at all levels including the LSCB, Lincolnshire Constabulary, healthcare professionals social services and other key workers that children regularly come into contact with
- Information is shared in-line with published federation procedures
- Records are kept in terms of training for staff, provision in the classroom and specialist work that has been carried out with children, learners, their families and any other stakeholder, professional or community group that has been involved in providing additional support
- Regular assessments of the level of local risk are carried out, in whatever form this may take
- Developing clear protocols for visitors into our schools, especially those that lead collective worship, daily assemblies or any form of curriculum provision
- Training will be provided to all staff and governors on an annual basis and staff will sign to confirm they have attended, that they are aware of the key issues and how the federation proposes to deal with them

The PREVENT Strategy

The PREVENT Strategy, reviewed in June 2011, is part of the UK's Contest Counter Terrorism Strategy. It includes 4 sections:

1. **Pursue:** To stop terrorist attacks
2. **Prevent:** To stop people becoming terrorists or supporting terrorism
3. **Protect:** To strengthen protection against a terrorist attack
4. **Prepare:** To mitigate the impact of a terrorist attack

There are three key elements to the strategy, as follows:

1. Challenging the ideology that supports terrorism and those who promote it
2. Protecting vulnerable people
3. Supporting sectors and institutions where there are risks of radicalisation

The federation will take ten actions in support of the Prevent Strategy and these will be subject to regular review by senior staff, governors, the Local Authority and OfSTED:

1. RE will be taught within the context of the Lincolnshire Agreed Syllabus
2. Community Cohesion initiatives will continue to be embedded in the curriculum and beyond
3. A broad and balanced curriculum will be delivered that actively promotes pupils' SMSC development
4. Staff will take a balanced and informed view when tackling political or controversial issues
5. Robust procedures for safeguarding and promoting the welfare of children will be maintained and subject to annual review
6. Collective Worship will be effective, integrated and balanced with clear links between the PSHE and Citizenship curricula
7. Effective joint working between partner agencies
8. The curriculum will be used to promote agreed core British Value with regular revisions to the Long Term Plan to ensure that this remains contemporary and relevant
9. All staff will receive annual training so that they know what to do if they see signs that a child is at risk of radicalisation
10. Deliver a robust programme to fully support children's safe access to and use of the internet

Female Genital Mutilation

Gedney Church End and Lutton St. Nicholas Federated Primary Schools have robust and rigorous safeguarding procedures and takes its responsibilities for child protection seriously.

Female Genital Mutilation is a form of child abuse and as such is dealt with under the federation's Child Protection Policy. The Head Teacher and Governors fully understand that Safeguarding is the responsibility of all staff and that policy is followed to the letter. The federation uses the World Health Organisation definition as written below.

Definition of FGM:

"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons." (World Health Organisation-1997)

Government Documents

The federation has taken information from several documents to write this Appendix. These include,

- the Government Home Office guidelines,

- the Ofsted guidelines for “Inspecting Safeguarding”.

The UK Government has written advice and guidance on FGM that states;

“FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.”

“Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.”

The Serious Crime Act (2015)

The Serious Crime Act (2015) has amended the Female Genital Mutilation Act (2003), as follows:

1. Creating a new offence of failing to protect a girl from FGM with a penalty of up to 7 years in prison or a fine or both. - A person is liable if they are “responsible” for a girl at the time when an offence is committed. This will cover someone who has “parental responsibility” for the girl and has “frequent contact” with her and any adult who has assumed responsibility for caring for the girl in the manner of a parent. This could be for example family members, with whom she was staying during the school holidays;

See Appendix 1: Advice for Regulated Professionals in Lincolnshire – FGM Mandatory Reporting and Appendix 2: URGENT SAFEGUARDING – FGM REPORT - CALLING POLICE ON 999.

2. Introduced Female Genital Mutilation Protection Orders (“FGMPO”) - breaching an order carries a penalty of up to five years in prison. The terms of the order can be flexible and the court can include whatever terms it considers necessary and appropriate to protect the girl or woman;
3. Allowing for the anonymity of victims of FGM – prohibiting the publication of any information that could lead to the identification of the victim. Publication covers all aspects of media including social media;
4. Extended the extra-territorial reach of Female Genital Mutilation (FGM) offences to include “habitual residents” of the UK.

The OfSTED Perspective

As from January 2013 Ofsted have included FGM in their “Inspecting Safeguarding” briefing for Inspectors. Annex 4 contains questions and information about FGM for inspectors. Below are excerpts from this document;

“Designated senior staff for child protection in schools should be aware of the guidance that is available in respect of FGM, and should be vigilant to the risk of it being practised. Inspectors should be also alert to this when considering a school’s safeguarding arrangements, and where appropriate ask questions of designated staff. Key questions could include:

- *Are designated senior staff for child protection aware of the issue and have ensured that staff in the school are aware of the potential risks?*
- *How alert are staff to the possible signs that a child has been subject to female genital mutilation or is at risk of being abused through it?*
- *Has the school taken timely and appropriate action in respect of concerns about particular children?”*

In light of this information our federation has decided to implement these policies and procedures. Whilst fully acknowledging the remote possibility of our children being at risk of FGM, it would be complacent to simply assume this is not or will never be the case. As a result, staff with responsibility for Child Protection, fully supported by the Governing Body, have decided to take proactive action to protect current and future pupils.

There are 4 strands to our approach, as follows:

1. A robust attendance policy that does not authorise holidays, extended or otherwise, except under the most exceptional circumstances
2. FGM training for Child Protection leads and disseminated training for all staff at the front line dealing with the children
3. FGM discussions by Child Protection lead with parents of children from practising communities who are at risk
4. Comprehensive PSHE and Relationship and Sex Education delivered to KS2 children with a discussion about FGM with Year 6 girls, where relevant

In order to protect our children it is important that key information is known by all members of the federation community.

The following is deemed to be highly relevant:

Indications that FGM has taken place:

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday
- Spending long periods of time away from the class during the day

- A child who has undergone FGM should be seen as a child protection issue. Medical assessment and therapeutic services to be considered at the Strategy Meeting.

Indications that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present
- In conversation a child may talk about FGM
- A child may express anxiety about a special ceremony
- The child may talk or have anxieties about forthcoming holidays to their country of origin
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations
- If a woman has already undergone FGM and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.

If we have concerns that children in our federation community are at risk or victims of Female Genital Mutilation then we refer to Lincolnshire Safeguarding Children's Board procedures (http://lincolnshirescb.proceduresonline.com/chapters/p_female.htm).

We may:

- Ask children to tell you about their holiday. Sensitively and informally ask the family about their planned extended holiday ask questions like.
- Who is going on the holiday with the child
- How long they plan to go for and is there a special celebration planned
- Where are they going
- Are they aware that the school cannot keep their child on roll if they are away for a long period
- Are they aware that FGM including Sunna (female circumcision) is illegal in the U.K even if performed abroad? If you suspect that a child is a victim of FGM you may ask the child.
- Your family is originally from a country where girls or women are circumcised – Do you think you have gone through this
- Has anything been done to you about which you are unhappy
- Do you want to talk to someone who will understand you better
- Would you like support in contacting other agencies for support, help or advice

These questions and advice are guidance and each case should be dealt with sensitively and considered individually and independently. Using this guidance is at the discretion of the Designated Senior Person. All interventions will be accurately recorded.

Additional Documentation

- Multi-Agency Practice Guidelines: Female Genital Mutilation (HM Government, 2011)
- Briefings and Information for Use During Inspections of Maintained Schools and Academies (Ofsted, updated December 2012)
- Working together to safeguard children, HM Government (2010), paragraphs 6.14 to 6.19.1
- Safeguarding children and safer recruitment in education, DfE (2006), Annex A, paragraphs 39 to 42.2
- The Department for Education website;
<http://www.education.gov.uk/schools/pupilsupport/pastoralcare/childprotection/a0072224/safeguarding-children-from-female-genital-mutilation>
- http://lincolnshirescb.proceduresonline.com/pdfs/advice_for_regulated_professionals.pdf
- http://lincolnshirescb.proceduresonline.com/pdfs/urgent_safeguarding_fgm_report.pdf

Private Fostering

Private Fostering Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote their welfare. A privately fostered child means a child or young person under the age of 16 (18 if they are registered disabled) who is cared for and provided with accommodation for more than 28 days by someone other than:

- A parent
- A person who is not a parent but has parental responsibility
- A close relative
- A Local Authority

The Children Act (1989) places a legal duty on all Local Authority Children's Services to safeguard the wellbeing of privately fostered children. This includes making sure they are:

- Safe and well looked after
- Healthy
- Receiving a proper education
- Being encouraged to reach their full potential

- Keeping in touch with the people who are important to them
- Living with someone who helps them value their culture and sense of identity
- Properly supported then they become independent

It is a statutory duty for schools to inform the local authority when they are made aware of a child or young person who may be subject to a private fostering arrangement. In our federation, it will be the responsibility of the Designated Senior Person to make this referral therefore all such information will be passed back accordingly.

Date of Policy:	April 2010
Policy Review:	September 2016 and termly thereafter
Policy received by staff and signed for:	01.09.16
Child Protection Update Training (all staff):	01.09.16
PREVENT Strategy Training (all staff):	01.09.15
Team Teach Training (all staff):	18.12.15
Keeping Children Safe in Education Part 1 (May 2016):	01.09.16
DSP Training:	May 2013
DSP Update Training:	September 2015
Governor and Staff Safer Recruitment Training:	

Appendix A

Signs of Abuse

The signs listed below may indicate that a child is being abused or suffering significant harm. It is important to remember that a sign may not be indicative of abuse but it points to the fact that something is wrong. If any of the signs listed below are observed, the actions set out in Appendix E must be followed by the DSP in the school.

Changes

- Any significant changes in the child's appearance, emotional state or behaviour

Behavioural Signs

- Sexual behaviour which seems too advanced for the child's age
- Play which acts out scenes of domestic violence with accompanying adult language
- Sudden knowledge of sexual behaviour or language
- Bedwetting, nightmares or panic attacks
- Sudden change in appetite (loss or increase)
- Reverting to immature behaviours or toys
- Becoming secretive, withdrawn or moody
- Being excessively clingy, not wanting to be touched or cuddled as usual
- Being watchful/wary of adults
- Not wanting to undress for swimming or PE
- Not being able to get on with other children
- Stealing, not telling the truth on a consistent basis and in comparison to previous behaviours
- Very low self-esteem and a conviction that nothing they do in class is quite right

Body Signs

- Obvious bruising or other injury, particularly when it occurs on both arms or both legs, black eyes, which you don't feel is adequately explained
- Swollen or injured private parts
- Stains or blood on underwear
- Lots of bad headaches/stomach aches
- Pale, thin, pinched face and body with a craving for food and excessively grasping behaviour when food is around

Appendix B

Categories of Abuse for Registration

Neglect

The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Physical Injury

Actual or likely physical injury to a child, or failure to prevent injury or suffering to a child including deliberate poisoning, suffocation and fabricated illness syndrome.

Sexual Abuse

Actual or likely exploitation of a child or adolescent. The child may be dependent and/or developmentally immature.

Emotional Abuse

Actual or likely severe adverse effect on the emotional and behavioural development of the child caused by persistent or severe emotional ill-treatment or rejection. All abuse involved some emotional ill-treatment. This category should be used where it is the main or sole form of abuse.

Appendix C

Why do Children Find it so Difficult to Tell?

In many cases of abuse, children may not know they are being abused. They may think it happens in all families. A small child does not have much chance to see what goes on in other families. They may simply not know that what was happening is not normal until they are old enough to compare other families e.g. friends etc.

If they do know what is happening, they may be too ashamed to tell. The feeling that frequently comes up with abused children is their sense of shame. They feel that they are to blame in some way. Often, the abuser will tell them the abuse happened because they were naughty or because of something they did. Children are brought up to believe what adults say.

They may not wish to admit that their families are different. This is linked to feelings of shame and self-responsibility. Children do not like to be different and to admit that their family is different in such a way is doubly shaming.

In many cases, the adult who is abusing them is known and trusted. The abuser might be loved and trusted by the child. There might be mixed feelings about the person who might be wonderful to be with most of the time. The child may not want to identify the abuser and might be worried about what will happen to them.

Children are often worried they might not be believed and this reinforces their reticence to tell.

Appendix D

Being a Good Friend

- Be attentive
- Be calm
- Be reassuring
- Be non-judgmental
- Express a willingness to believe the child
- Avoid condemning the alleged abuser
- Don't make promises you might not be able to keep
- Don't make assumptions about the child's feelings
- Tell the child they are brave and right to tell – it is not their fault
- Never promise to keep the abuse secret
- Tell the child it has happened to other children and that they are not alone
- Tell the child what will happen next
- Avoid 'closed' or 'leading' questions and don't ask anymore than you have to
- Explain that they will have to tell what has happened to someone else

Taken from Handout Booklet Designated Teacher Training, through Child Protection Service

Appendix E

What to do if Abuse is Suspected

If something has clearly already happened to cause harm to a child or you have strong concerns that it might have, always:

- **Immediately inform the Head Teacher (DSP) or the Senior Teacher in the event of absence**
- **Follow this as soon as possible with a written, factual note with date, time and signature (see Appendix G: Cause For Concern Form)**

If you have noted a sign but are not sure if the child is harmed, always:

- **Make a written, factual note (see Appendix G: Cause for Concern Form)**
- **Give a copy to the Head Teacher (DSP) before the end of the day**
- **Continue to note signs and report to the Head Teacher (DSP)**

If you just have a feeling, always:

- **Make a written, factual note (see Appendix G: Cause for Concern Form)**
- **Give a copy to the Head Teacher (DSP)**
- **Record all future observations and if you collect several notes, give a copy to the Head Teacher (DSP)**

If the DSP or Senior Teacher is not in school, the person in charge should always:

- **Keep any notes of concerns passed to you in the Child Protection File located in the confidential filing cabinet in the Head Teacher's office**
- **Follow procedures in the Red Manual (Agency Procedures) two copies of which can be found in the Head Teacher's office**
- **If judged necessary, refer by telephone to the Duty Social Worker at Spalding Social Services (01775 725751) and the Education Welfare Officer (01775 766151 or 07766 133179).**
- **Have all facts to hand and use the Cause for Concern Form as guidance**
- **Follow up any referral by a written report to the Spalding Team within 24 hours**
- **If in doubt, seek advice from**

Adviser	Contact Number
Child Protection Officer	01522 554687
Assistant Child Protection Officer	01522 554689
Allegations Made Against School Staff Team	01522 554674
NSPCC (Spalding)	01733 207620
Social Care	01522 782111

- **If you are going to refer a child, do not ask the child a lot of questions that will be asked again by Social Services**
- **If you consider you need to see any injury yourself before referring, ask the child if they will show you with another adult in attendance. Ask the child how it happened. This course of action can save a referral if the explanation is reasonable. Regardless of outcome, the incident needs to be logged in the manner previously described.**
- **If you refer the child, never tell the parents you have done so. This will be done by the investigating Social Worker.**
- **Refer as early as possible during the school day**
- **After the event, be prepared to quote to the parents the appropriate section on Child Protection from the School Prospectus**

Appendix F

Signs of Emotional and Sexual Abuse

Signs of Emotional Abuse

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour e.g. rocking, hair twisting and thumb-sucking
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging

Signs of Sexual Abuse

- What the pupil tells you
- Young children acting out precocious sexual behaviour with others in the playground or the classroom
- Repeated, open masturbation
- Young children, especially girls, behaving in a precocious, sexually provocative way
- Running away
- Unhappy, isolated
- Aggressive outbursts/tantrums, still occurring after the age of three
- Presence of a sexually transmitted disease (STD) on genitals or throat (**note:** STDs cannot be caught from sharing sheets with an infected adult)
- Child being kept away from school medicals
- Persistent problems with sleeping, bedwetting, nightmares
- Anorexia, bulimia, excessive comfort eating
- Reluctant to go home, especially at weekends

Appendix G

Gedney Church End and Lutton St. Nicholas Federated Primary Schools

Cause for Concern Form

Concern	Reported to:
	Action Taken:
	Signed: _____ Date: _____
Signed: _____ Date: _____ Name: _____	

