

Safeguarding Policy

East Ravensdale Church of England Primary Academy



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Whole school safeguarding policy purpose and aims

The purpose of this safeguarding policy is to provide a secure framework in safeguarding and promoting the welfare of those pupils who attend. The policy aims to ensure that:

- All pupils are safe and protected from harm.
- Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices;
- Staff, pupils, governors, visitors, volunteers and parents/carers are aware of the expected behaviours' and the establishment's legal responsibilities in relation to its pupils.

Ethos

Safeguarding is considered everyone's responsibility and as such all schools establishments aim to create the safest environment within which every pupil has the opportunity to be safe and achieve their full potential.

At East Ravensdale CofE Primary School we recognise the contribution we can make in ensuring that all pupils registered or who use the establishment, feel that they will be listened to and have appropriate action taken to any concerns they may raise. East Ravensdale CofE Primary School will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents/carers to develop and provide activities and opportunities throughout our curriculum that will help to equip all children and young people with the skills they need. This will include materials and learning experiences that will encourage all children and young people to develop essential life skills and protective behaviours.

Responsibilities and expectation.

East Ravensdale CofE Primary School has a governing body whose legal responsibility it is to ensure that the school has an effective safeguarding policy and procedures in place and to monitor that the school/establishment complies with them. The governing body should also ensure that the policy is made available to parents/carers if requested. It is also the responsibility of the governing body to ensure that all staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend the school and that the school has procedures for handling allegations of abuse made against members of staff (including the principal/head teacher and volunteer helpers). The governing body will ensure that there is a named governor and a designated safeguarding lead that has lead responsibility for dealing with all safeguarding issues in school.

It is the responsibility of the school's designated safeguarding person to ensure that all safeguarding issues raised are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in the school and that this training takes place at least every three years.

The school's designated safeguarding person can deliver safeguarding within schools provided they are linked in to the support and quality assurance process offered by North East Lincolnshire Council. This includes mandatory attendance at an annual 'Training for Trainers' programme and receiving monitoring visits from the professional advisor or local authority delegated staff. The school's designated safeguarding person is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate: all conferences, core groups or meetings where it concerns a child person at the school and to contribute to multi-agency discussions to safeguard and promote the child person's welfare.

The school's designated safeguarding person is also required to complete a self-assessment audit report annually which demonstrates that the safeguarding arrangements in the school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in the action plan which will be signed off and monitored by the named governor for safeguarding to ensure these improvements are implemented. The self-review assessment is to be shared annually with the local authority, which will have an auditing role in ensuring the school setting is meeting its safeguarding requirements under sec 175/157 of the Education Act 2002 for both maintained and independent schools.

All child protection concerns need to be acted on immediately. If school staff are concerned that a child person may be at risk or is actually suffering abuse, they should tell the school's designated safeguarding person immediately. They should also follow the procedure set out in the local authority's child protection procedure document.

All adults have a duty to refer all known or suspected cases of abuse to NEL children's services or the police. Where a disclosure is made to a visiting staff member from a different agency, e.g. school nurse, education welfare officer, it is the responsibility of that agency staff to formally report the referral to the designated child protection lead in the first instance. Where the disclosure is made by a child/young person attending a Pupil Referral Unit (PRU) or alternative provision, the referral should be recorded and referred to the on-site senior designated person and a formal notification made to the host school's designated child protection lead where the child person is on roll for information or to agree the appropriate action to be taken. Any records made should be kept securely on the child person's main child protection file. A referral should not be delayed if it is felt/identified that a child person is at immediate risk.

Recognising concerns, signs and indicators of abuse.

Safeguarding is not just about protecting children people from deliberate harm. It includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child person subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child person.

Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children people may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

The following indicators listed under the categories of abuse are not an exhaustive list:

Physical abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating or otherwise causing physical harm to a child/young person. It can also result when a parent/carer deliberately causes the ill health of a child/young person in order to seek attention through fabricated or induced illness. This was previously known as Munchhausen's Syndrome by Proxy.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children 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/young person 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/young people. These may include interactions that are beyond the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person 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/young person frequently to feel frightened or in danger, or the exploitation or corruption of children/young person.

- Some level of emotional abuse is involved in all types of maltreatment of a child/young person, though it may occur alone. Symptoms that indicate emotional abuse include:
Excessively clingy or attention seeking.
- Very low self-esteem or excessive self-criticism.
- Withdrawn behaviour or fearfulness.
- Lack of appropriate boundaries with strangers; too eager to please.
- Eating disorders or self-harm

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child/young person 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/young people to behave in sexually inappropriate ways, or grooming a child/young person 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/young people.

Neglect

Neglect is the persistent failure to meet a child/young person's basic physical and/or psychological needs, likely to result in the serious impairment of the child/young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child/young person is born, neglect may involve a parent/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/young person's basic emotional needs.

What to do if you are concerned. If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- ✓ Do stay calm and listen carefully.
- ✓ Do reassure them that they have done the right thing in telling you.
- ✓ Do not investigate or ask leading questions.
- ✓ Do let them know that you will need to tell someone else.
- ✓ Do not promise to keep what they have told you a secret.
- ✓ Do inform your Designated Safeguarding Lead as soon as possible.
- ✓ Do make a written record of the allegation, disclosure or incident which you must sign, date and record your position.
- ✓ Do not include your opinion without stating it is your opinion.
- ✓ Do refer without delay.

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the principal/head teacher. Where those concerns relate to the principal/head teacher however, this should be reported to the Chair of Governors using the school/establishments' whistle-blowing policy.

Managing allegations

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the designated safeguarding lead who will advise the principal/head teacher. In the case of the allegation being made against the principal/head teacher this will be brought to the immediate

attention of the chair of governors and the area education manager. The head teacher/chair of governors must discuss with the local authority's designated officer (LADO) the nature of the allegations in order for the appropriate action to be taken.

Dependant on the allegation being made, principals/head teachers will need to:

- Refer to the LADO immediately and follow up in writing within 48 hours. Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
- Contact the parents or carers of the child person if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- Act on any decision made in any strategy meeting or evaluation meeting.
- Advise the Independent Safeguarding Authority (ISA) where a member of staff has been disciplined or dismissed as a result of the allegations being founded.

Training

All members of staff and volunteers will have access to whole schools safeguarding training at least every three years. Schools will also, as part of induction, issue information in relation to safeguarding policy and any policy related to safeguarding and promoting children people's welfare to all newly appointed staff and volunteers.

Designated safeguarding lead and alternate will undertake further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the designated safeguarding lead/alternate to be able to better undertake their role and support the school in ensuring safeguarding arrangements are robust and achieve better outcomes for the pupils in the school. This includes taking part in multi-agency training in addition to safeguarding training.

Governing bodies will have access to safeguarding training and a school's named governor for safeguarding will also undertake additional training at least every two years to support their employers' role in handling allegations against adults who work with children and young people, including our staff and volunteers.

Safeguarding arrangements will be reported on a termly basis to the governing body and the school safeguarding policy reviewed annually, in order to keep it updated in line with local and national guidance/legislation. A summary of the safeguarding policy will be available to parents/carers in school websites and hard copies of the policy to be available throughout the school. Upon request arrangements will be made for the policy to be made available to parents/carers whose first language is not English.

Current safeguarding issues

(The following safeguarding concerns actual or suspected should be referred immediately to NEL children's services. The concerns featured below are linked to guidance and local procedures which can be found on the NEL Safeguarding Children Board website at: <http://www.nelsafeguardingchildrenboard.co.uk>.)

Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England NELC does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

Forced marriage

Schools/establishments do not support the idea of forcing someone to marry without their consent and will follow LSCB procedures to refer any child and young person immediately to NEL children's services.

Honour based violence

Honour based violence is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from school/establishment and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk from honour based violence all schools/establishments will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

Trafficked children/young people

Child/young person trafficking involves moving children/young people across or within national or international borders for the purposes of exploitation. Exploitation includes children/young people being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud.

Where schools/establishments are made aware of a child/young person being suspected of or actually being trafficked and / or exploited, schools/establishments shall report those concerns to the appropriate agency.

Female genital mutilation

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child/young person to go abroad with the intention of having her circumcised. If any of the above areas of concern are brought to the attention of staff in the school these concerns will be reported to the appropriate agency in order to prevent this form of abuse taking place.

Abuse linked to faith and beliefs

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of

the possessing spirit. This is abusive and will result in a criminal conviction for those using this form of abuse even if the intention is to help the child.

Children missing education

“Basic to safeguarding children/young people is to ensure their attendance at school.” (OFSTED 2002). Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. All schools will encourage the full attendance of all children at school. Where concerns that a child is missing education and/ or because of suspected abuse are raised, these will be reported to NEL children’s services and the Children Missing from Education Service to effectively manage the risks and liaise with all relevant agencies.

Safeguarding disabled children/young people

Disabled children/young people have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children/young people. Disabled children/young people do however require additional action. This is because they experience greater risks as a result of negative attitudes and ‘created vulnerability’. This may lead to disabled children/young people having unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (Safeguarding Children, DCSF, July 2009). Schools/establishments will ensure that all disabled children/young people are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this schools/establishments will ensure that staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding the abuse of a disabled child/young person.

Safer recruitment and selection

It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked. Schools will ensure that they have a member on every recruitment panel who has received appropriate recruitment and selection training and that all relevant staff are appropriately qualified and have the relevant employment history and checks undertaken to ensure they are safe to work with children people.

Domestic abuse

The Government defines domestic abuse as” Any incident of threatening behaviour, violence or abuse psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality”. Children/young people may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children/young people, and it will often be appropriate for such children/young people to be regarded as “children in need” under the Children Act 1989. Where there is evidence of domestic violence, schools will report

concerns to the appropriate agency including children's social care and the police in order to prevent the likelihood of any further abuse taking place.

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 his/her welfare. A privately fostered child means a child/young person under the age of 16 (18 if a disabled child/young person) who is cared for and provided with accommodation by someone other than:

- a parent
- a person who is not a parent but has parental responsibility
- a close relative
- a local authority

for more than 28 days and where the care is intended to continue. 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 private fostering arrangements.

Child exploitation

Children and young people can be exploited by their associations and through gang activity. They may suffer exploitation through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to children and young people all schools will ensure that they have in place appropriate measures such as security filtering, and an acceptable use policy linked to their e-safety policy. Schools will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with the internet and other mobile technology.

E-Safety

The school e-safety policy will clearly state that mobile phone or electronic communications with a pupil at school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying East Ravendale CofE Primary School will report concerns to the appropriate agency.

Safeguarding children and young people linked to gang activity

East Ravendale CofE Primary School will endeavour to protect children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant information or allegations. East Ravendale CofE Primary School will take all reports seriously and will share this information appropriately with other agencies to safeguard all children and young people from harm.

The above list is not exhaustive and as policy guidance and legislation develops within the remit of safeguarding such changes will be reviewed and the policy updated as appropriate and in line with the Local Safeguarding Children Board and North East Lincolnshire Council to ensure that all schools establishments are a safe place to learn and work

Appendix A - Named safeguarding officers proforma

The school's/establishments 'Designated Safeguarding Lead' is:

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If they are not available then the school/establishment's alternate lead is:

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The school/establishment's Named Safeguarding Governor is:

.....

The school/establishment's Chair of Governors is:

.....

The Local Authority's Designated Officer (LADO) for North East Lincolnshire Local Authority
is:

and can be contacted on

Appendix A - Named safeguarding officers proforma

The Academy's 'Designated Safeguarding Lead' is:Richard Mottram...

If they are not available then the Academy alternate lead is:

Becky Farr

The Academy's Named Safeguarding Governor is:Simon Smith.....

The Academy's Chair of Governors is:Dominic Barnes-Brown.....

The Local Authority's Designated Officer (LADO) for North East Lincolnshire Local Authority is:David Palmer or Jill Anderson.....

and can be contacted on ...01472 326119 or 325464.....

NE Lincolnshire's prevent board may be contacted via:

Lee Ross

07944 466733

01472 204579

01724 244661

01482 220751

Lee.ross@humberside.pnn.police.uk

prevent@humberside.pnn.police.uk

Appendix A – Discussed at Governors on 22nd June 2015, and appendix added July.

Appendix A – The Prevent Duty

This Appendix forms part of the East Ravensdale C of E Primary School Safeguarding Policy and it should be read in conjunction with the schools e-safety policy.

Introduction

From 1st July 2015, all schools, including academies such as East Ravensdale C of E Primary School, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015. This duty stipulates that schools (amongst other specified authorities), in the exercise of their functions, need to have “due regard to the need to prevent people from being drawn into terrorism”. This is commonly known as the Prevent duty.

Schools have a vital role to play in protecting pupils from the risks of extremism and radicalisation. This appendix aims to identify the requirements placed upon East Ravensdale C of E Primary School in order to comply with the Prevent duty and will in particular, focus on the four general Prevent themes, namely; risk assessment, working in partnership, staff training and IT policies. None of this appendix alters guidance currently contained within the safeguarding or e-learning policy.

Terrorism and Radicalisation in Context

Terrorist organisations such as ISIL (also referred to as ISIS), are trying to radicalise and recruit people through extensive use of the internet and social media in general. ISIL is a violent terrorist group which has caused huge suffering to people in the name of Islamist extremist ideology. The typical demographic of ISIL targets are children of secondary school age. There is no specific information to indicate that children aged 4-11 years, in Lincolnshire, are at any specific risk; however, East Ravensdale C of E Primary School recognises that any children are potential targets, and will take any proportionate measures to protect them in line with the Prevent duty.

Risk Assessment

This appendix recognises that there is no single way of identifying an individual who is likely to be susceptible to terrorist ideology. As with other safeguarding risks, staff should monitor changes in pupils behaviour which may indicate the need for help or protection. Any changes must be documented as soon as practicable and reported to the head teacher or nominated deputy. The head teacher (or deputy) will then use their professional judgement

and plan a proportionate response which will be thoroughly documented. Should it be necessary, the head teacher (or deputy) can make a referral in line with current practice.

Where appropriate, a referral may be made to the Channel programme. Channel is a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

Risk can also be reduced by building pupils' resilience to radicalisation by providing a safe environment for debating controversial issues. Personal, Social and Health Education can provide pupils with the knowledge and skills to recognise threats to their own safety and how to report such. Age appropriate inputs will enable pupils to recognise and report concerns prior to any observable change in behaviour and must be encouraged.

Working in Partnership

The Prevent duty compliments existing local partnership arrangements and Local Safeguarding Children Boards (LSCB's) are responsible for coordinating safeguarding issues in their locality.

Consideration needs to be given as to effective engagement with parents/families of pupils as they are also instrumental in identifying early signs of radicalisation. The extent of this engagement needs careful consideration by the head teacher who must be satisfied that parents/families feel empowered to raise concerns so as appropriate help can be sought.

As outlined above, Channel is a resource available for help and expert advice.

If the head teacher (or deputy) deems the matter of immediate concern, local police can be contacted on 101.

If a child is perceived to be in immediate threat from radicalisation, the Anti-Terrorist Hotline can be contacted on 0800 789 321.

Any engagement, including verbal conversation, with any party must be thoroughly documented.

Staff Training

As a minimum, the Designated Safeguarding Lead (DSL) (head teacher) must undertake Prevent training and ensure that this is cascaded to teachers and teaching assistants. Due to the ever evolving nature of the terrorist threat, the DSL must keep up to date with topical issues, and encourage staff to do the same, in order to equip them with the skills to conduct risk assessments, identify issues and respond appropriately.

IT Policies

East Ravensdale C of E Primary School must ensure that pupils are safe from terrorist and extremist material whilst in school, and with particular emphasis on the internet, must ensure suitable filtering is in place.

Internet safety in general, should form part of the Computing and PSHE curriculum and embedded in others, where appropriate, to educate pupils in online safety.

Summary

It is the responsibility of East Ravensdale C of E Primary School to comply with the Prevent duty. Teaching staff are responsible for the continuing risk assessment of pupils in respect of the terrorist threat and must bring concerns to the notice of the head teacher (or deputy), who will instigate safeguarding procedures as appropriate. Compliance with this policy will show the “due regard to the need to prevent people from being drawn into terrorism” and will ensure (although will never eliminate), the harm that pupils may encounter online from the terrorist threat.

Appendix B

Pre and post recruitment checklist

Staff employed by the school

Before interview	Done? (Include initials of person who did the check and date)	Recorded on the SCR?	Copy placed on personnel file?
The schools commitment to safeguarding is in the job advert.			
References should be sought on all shortlisted candidates before interview			
After appointment	Done?		
Verification of identity			
Enhanced DBS check with barred list information, for those who will be engaged in 'regulated activity')
Barred list check if the individual will start work in regulated activity before the DBS			

certificate is available			
Verification of mental and physical fitness to carry out work responsibilities			
Verification of right to work in the UK			
Any further checks considered appropriate for people who have lived or worked outside the UK, including a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed			
Professional qualifications, as appropriate			
(Teachers) check that they are not subject to a prohibition order issued by the secretary of state			
(Those taking up management positions in independent schools,			

including academies and free schools) Check that they are not subject to a section 128 direction			
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Agency and third party staff

Check	Done?	Recorded on the SCR?	Copy to be kept?
Written notification that checks the school would do have been done by the agency or third-party organisation			
The person presenting himself/herself for work is the same person for whom the checks have been made			

Contractors

Check	Done?	Recorded on the SCR?	Copy to be kept?
(Contractors engaging in regulated activity) Enhanced DBS check with barred list information			

(Contractors not engaging in regulated activity, but with the opportunity for regular contact with children) Enhanced DBS check			
Verification of identity			

Volunteers

Check	Done?	Recorded on the SCR?	Copy to be kept?
Enhanced DBS check with barred list information for volunteers who will be in regulated activity			

Governors

Check	Done?	Recorded on the SCR?	Copy to be kept?
Enhanced DBS check (with barred list			

information only for governors who will be in regulated activity)			
(Academies) Confirmation of identity			
(Academies) Other checks as appropriate, for governors who live or have lived outside the UK			
(Academies) Right to work in the UK			
(Those taking up positions as trustees, governors or members in independent schools, including academies and free schools) Check that they are not subject to a section 128 direction			