



# LEIGH ST PETERS CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents and build dreams.

## SAFEGUARDING AND CHILD PROTECTION POLICY: Spring 2017

We all have a statutory duty to “safeguard and promote the welfare of children”, ([\*Working together to safeguard children, DfE 2015, page 5\*](#))

If you have any concerns about the health and safety of a child or young person at this education setting or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away.

Some issues such as a child’s appearance, hygiene, general behaviour, can be shared with any teacher or member of support staff in this setting. Do not worry about reporting small matters – we would rather that you tell us things which turn out to be small than miss a worrying situation.

**However, if you think that a child, a young person or an adult who cares for them has been or might be harmed, please talk to one of the people below immediately.**

**You can ask any member of staff to find them and ask them to speak to you straight away about a confidential and urgent matter.**

### The people you can talk to are:



#### Our Designated Safeguarding Lead is:

Name: Mrs K Myers (Pastoral Manager)

Their office is located next to the school Main Office

Their tel. no / mobile no is 01942 671442



#### Our Designated Safeguarding Deputy is:

Name: Mrs WS Cathie (Headteacher)

Their office is located near the Infant Library and Studio

Their tel. no / mobile no is 01942 6721442

An allegation or disclosure involving someone working with children in a paid or unpaid capacity **must** be reported directly to the Head Teacher, Principal or Senior Manager, unless it involves them and then it should be reported directly to the Chair of the Governing Body or Management Committee.

## The Safeguarding Children Team at Leigh St Peter's includes:

**HeadTeacher:** responsible for implementing policies & procedures, allocating resources to the safeguarding team & addressing staff safeguarding concerns.

Name: Mrs Wendy S Cathie

Tel no: 01942 671442

**Designated Safeguarding Lead (DSL):** a member of senior leadership team responsible for addressing safeguarding issues, providing advice & support and liaising with the local authority & other agencies.

Name: Mrs Keiran Myers

Tel no: 01942 671442

**Designated Safeguarding Deputies (DSD):** a teacher or support worker (not admin or finance worker) who works with and covers for the DSL role above.

Name: Mrs Wendy S Cathie, Ms Kerry Newton, Mr Kevin Robinson and Mrs A Fletcher

Tel no: 01942 671442

**Inclusion Manager (SENCo):** provides advice, liaison & support for staff & agencies working with pupils with special education needs & disabilities and their families

Name: Ms Kerry Newton

Tel no: 01942 671442

**Attendance Officer & Learning Mentor** supports pupils to reach their full potential by addressing their behaviour, attendance, achievement, timekeeping, homework and some safeguarding issues

Name: Mrs Anne Fletcher and Ms Sharon Settle

Tel no: 01942 671442

**Looked After Children (LAC) Designated Teacher:** promotes the educational achievement of 'looked after' children and young people by helping staff understand issues that affect how they learn and achieve

Name: Ms Kerry Newton

Tel no: 01942 671442

**E-Safety Coordinator:** develops and maintains an e-safe culture within a setting.

Name: Mr Kevin Robinson

Tel no: 01942 671442

## Your Safeguarding Children Team also links with the:

**Safeguarding Governor:** helps the Governing Body to have safeguarding policies & procedures in place, ensures they are followed and addresses general safeguarding issues that staff and parents raise

Name: Ms Nichola Burton

Tel no: 01942 671442

**Chair of Governors:** addresses allegations of abuse made against the Head Teacher (and other members of staff when the Head Teacher is not available), liaises with the Local Authority; and works with the Head to ensure safe recruitment practices

Name: Mrs Margaret Hughes

Tel no: 01942 671442

**LADO (Local Authority Designated Officer):** works with the Headteacher to address allegations of abuse made against a member of staff

Telephone: 01942 486034 Out of normal office hours: 01942 828300 Email: [lado@wigan.gov.uk](mailto:lado@wigan.gov.uk)

## Other Safeguarding Teams contact details:

**Professional Referral:** <https://www.wigan.gov.uk/Resident/Health-Social-Care/Children-and-young-people/ProfessionalReferralForm.aspx> Out of hours contact number: 01942 828777

**Channel Anti-terrorism: Manchester Police:**

Name: Jane Wilcock

Mobile: 07469024982

Email: [jane.wilcock@gmp.police.uk](mailto:jane.wilcock@gmp.police.uk)

**FGM:** [NSPCC's FGM website](#) helpline: 0800 028 3550

Email [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

This policy is a model policy from Wigan Safeguarding Team with school additions.

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## School details

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<b>Governor Lead:</b>	Miss N Burton
<b>Nominated lead Member of Staff:</b>	Mrs K Myers (Pastoral Manager and Senior Leader)
<b>Deputy Member of staff:</b>	Mrs W S Cathie and Ms K Newton
<b>Status &amp; Review Cycle:</b>	Statutory      Annual
<b>Next Review Date:</b>	Spring 2018

**This policy has been developed in accordance with the principles established by** the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Keeping Children Safe in Education' 2016, 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if you are Worried a Child is Being Abused' 2003.

This policy should also be read in conjunction with Wigan's Threshold of Need Document/Procedure and Wigan's Escalation Policy, in addition to the Greater Manchester policies for 'Working with adults and children/young people vulnerable to messages of violent extremism' and 'Child Sexual Exploitation'. All appropriate policies can be found here: <https://www.wigan.gov.uk/WSCB/index.aspx>

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that safeguarding is everybody's responsibility as and that the best interests of the child are paramount, as set out in legislation. EVERYONE who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals will make sure that their approach is child centred. This means that they will consider at all times what is in the best interest of the child.

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child, promoting healthy development. Children are best protected when professionals are clear about what is required of them individually, and how they need to work together.

We are committed to ensuring that children and families receive the right help at the right time. EVERYONE who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Further [details](#) on information sharing can be found here:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

and here in Chapter one:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

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## **POLICY AIMS:**

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To support the child's development in ways that will foster security, confidence and independence.

To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and aspirational and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

To ensure an asset and strength based approach to work with children, young people and their families, building on strengths.

To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)

To provide a systematic means of providing help and support to children known or thought to be at risk of harm, and ensure that we, the school, contribute to assessments of need and support packages for those children. All Staff need to be aware that children with additional needs i.e. SENDs (Special educational needs & disabilities), CLA (Children looked after) or EAL (English as an additional language) may face additional challenges and vulnerabilities e.g. communication barriers and difficulty overcoming them may lead to abuse and bullying.

Wigan Council is committed to ensuring that the appropriate support is in place for CLA and has an appointed designated teacher who will liaise with the Social Worker and Virtual School Head to jointly address the needs of these children.

To develop a structured procedure within the school; which will be followed by all members of the school community in cases of suspected abuse. Safeguards will include measures to respond to all children at risk of CME (Children Missing Education). Schools to follow the guidance provided by the local authority and government to prevent the risks of children going missing in education:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

To develop and promote effective working relationships with other agencies, especially the Police, Health and Social Care.

To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)<sup>1</sup>, and a central record is kept for audit.

The policy is underpinned by The Deal; an informal agreement between the council and the community to create a better borough, developing a new relationship between public services and communities working to develop a Confident Place with Confident People.

Under the principles of The Deal adopting an asset based approach which focusses on the strengths of individuals, families and communities.

To build on integrated services and an evidenced based understanding of risk and impact to ensure that the right help and support is available at the right time.

This includes 'Schools in Action', an initiative involving a range of council services working in partnership to offer a variety of modules which can be delivered across schools in the Wigan Borough.

<https://www.wigan.gov.uk/Council/The-Deal/Schools-in-Action/Deal-Schools-in-Action.aspx>

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<sup>1</sup> Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

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## 1. SAFE SCHOOL, SAFE STAFF

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We will ensure that:

- 1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
  - there is a Safeguarding & Child Protection policy together with a staff behaviour (code of conduct) policy
  - the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
  - the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
  - a senior leader has Lead Designated Child Protection Officer (DSL) responsibility
  - on appointment, the DSLs undertake interagency training and also undertake DSL 'new to role' and an 'update' course every 2 years
  - all other staff have Safeguarding training updated as appropriate
  - any weaknesses in Child Protection are remedied immediately
  - the Chair of Governors, Margaret Hughes, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
  - Safeguarding & Child Protection policies and procedures are reviewed annually and that the Safeguarding & Child Protection policy is available on the school website or by other means if requested
  - The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through sex and relationship education (SRE).
  - that enhanced DBS checks are in place for Chairs of Governors of independent, academies, non-maintained special schools
- 1.2 The DSL, Mrs K Myers is a member of the Senior Leadership Team. The Deputy Designated Child Protection Officers are Mrs W Cathie (Headteacher) and Ms K Newton (Deputy Headteacher). These Officers have undertaken the relevant training, and, upon appointment will undertake 'DSL new to role' training followed by biannual updates.
- 1.3 The DSL's who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every 3 years.
- 1.4 All members of staff and volunteers are provided with child protection awareness information at induction, including in their induction meeting, the school safeguarding statement so that they know who to discuss a concern with.
- 1.5 All members of staff are trained in and receive regular updates in safeguarding and e-safety and reporting concerns.
- 1.6 All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- 1.7 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the Awareness Raising pack.
- 1.8 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding & Child Protection Policy, and reference to it in our Parents' Handbook.

- 1.9 All staff need to be aware of the early help process and understand their role in taking timely action if they are worried about a child, who may need additional help and support to ensure that their needs are appropriately met at all levels of the Threshold of Need.
- 1.10 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- 1.11 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- 1.11 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO<sup>2</sup> for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)<sup>3</sup> for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 1.12 Our procedures will be regularly reviewed and up-dated.
- 1.13 The name of the designated members of staff for Child Protection, the Designated Child Protection Officers, will be clearly visible in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 1.14 All new members of staff will be given a copy of our safeguarding statement, and safeguarding & child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school. All Staff will read and sign to confirm they have understood Part 1 of 'Keeping Children Safe in Education 2016:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550499/Keeping\\_children\\_safe\\_in\\_education\\_Part\\_1.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf)  
New members of staff will be given a copy of our safeguarding statement, and safeguarding & child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school in addition to the above.
- 1.15 The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website

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## 2. RESPONSIBILITIES

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- 2.1 The designated safeguarding lead is responsible for:
  - 2.1.1 Referring a child if there are concerns about possible abuse, to the *Local Authority*, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing using a professional referral form, following a telephone call to the Children's Duty Service.
  - 2.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
  - 2.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25<sup>th</sup> birthday, and are copied on to the child's next school or college.
  - 2.1.4 Ensure that a record is kept and witnessed of the disposal of individual's records.
  - 2.1.5 Children Looked After records must be retained for 99 years.
  - 2.1.6 Ensuring that an indication of the existence of the additional file is marked on the pupil records.
  - 2.1.7 Liaising with other agencies and professionals.

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<sup>2</sup> LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer

<sup>3</sup> Contact the LADO for guidance in any case

- 2.1.8 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- 2.1.9 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- 2.1.10 Organising child protection induction, training every 3 years, for all school staff and updates annually .
- 2.1.11 Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonomised)<sup>4</sup>
- 2.1.12 It is the responsibility of all staff, including staff working in EYFS, to follow School's Staff Behaviour Policy, which states that mobile phones and other personal electronic devises must not be used within the classroom environment or when working with learners within formal school time.

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### 3. SUPPORTING CHILDREN

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- 3.1 We recognise that a child who is abused or who is a witness to violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 3.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 3.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 3.4 We recognise that children are capable of abusing their peers and will ensure that procedures are in place to minimise this, and so that those children or another peer feel confident to report this in the knowledge that it will be appropriately investigated and responded to. This abuse is taken as seriously as all other forms of abuse and will not be tolerated in our school/setting/establishment. Victims will be offered appropriate support in all cases.
- 3.5 Children and Young Peoples wishes and feelings are paramount to any service intervention and their voice should be recognised and listened to. Within Working Together the expressed wishes of young people were identified.

Children have said what they need:

- Vigilance; to have adults notice when things are troubling them
- Understanding and action; to understand what is happening, to be heard and understood; and to have that understanding acted upon
- Stability; to be able to develop and on-going stable relationship of trust with those helping them
- Respect; to be treated with the expectation that they are competent rather than not
- Information and engagement; to be informed and involved in procedures, decisions, concerns and plans
- Explanation; to be informed of the outcome of assessments and decisions reasons why their views have not met with a positive response
- Support; to be provided with support in their own right as well as a member of their family
- Advocacy; to be provided with advocacy to assist them in putting forward their views.

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<sup>4</sup> A model format for the Governors Annual Report is available from Wigan Governor Services

### 3.6 Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- The School will consider the need for an Early Help Assessment<sup>5</sup> (EHA) when it is identified that there are low level concerns or emerging needs. This process provides a way of recording support and interventions that have been provided by the school to the child/young person and also supports a referral for additional support that may be needed from more targeted services where a single agency has been unable to meet that need. An EHA can be arranged to ensure that a multi-agency action plan can be developed. It is important that the child and parent's voice are captured as part of this assessment and that they take ownership of the plan. This plan should be regularly reviewed normally up to 4 to 6 weeks until outcomes are achieved.
- If at any point during the EHA process risk increases and the school becomes concerned that the child is or is likely to suffer significant harm, then a referral will be made to Children's Social Care.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- Ensuring that in school incidents of peer on peer abuse including sexting, inappropriate touching and bullying are promptly and appropriately dealt with and supported.

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## 4. CONFIDENTIALITY

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- 4.1 We recognise that all matters relating to child protection are confidential.
- 4.2 The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.<sup>6</sup>
- 4.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 4.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 4.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

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## 5. SUPPORTING STAFF

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- 5.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

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<sup>5</sup> The Early Help Assessment is Wigan's response to the statutory duty to cooperate (Children Act 2004) and it replaces the CAF process.

<sup>6</sup> Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners and managers' DCSF-00807-2008 (archived)



- 5.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

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## **6. ALLEGATIONS AGAINST STAFF**

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- 6.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 6.2 All Staff should be aware of Guidance on Behaviour Issues, and the school's own Behaviour Policy.
- 6.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction<sup>7</sup>
- 6.4 We understand that a pupil may make an allegation against a member of staff.
- 6.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher<sup>8</sup>.
- 6.6 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). <http://www.wigan.gov.uk/WSCB/professionals/LADO.aspx>
- 6.7 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 6.6 above, without notifying the Headteacher first.
- 6.8 The school will follow Wigan's procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 6.9 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Personnel Consultant in making this decision.
- 6.10 In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 6.8 above.
- 6.11 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

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## **7 ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN**

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- 7.1 Staff should recognise that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or

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<sup>7</sup> Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website

<sup>8</sup> or Chair of Governors in the event of an allegation against the Headteacher

condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying.

- 7.2 Behaviours by children should never be passed off as 'banter' or 'part of growing up'. The DFE states *'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.'*
- 7.3 Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of peer on peer harm should be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'CAMHS', 'Brook' and 'Barnardos'. A risk assessment may need to be in place. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.
- 7.4 The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_PDF)

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## 8. WHISTLE-BLOWING

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- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.
- 8.3 Whistle-blowing regarding the Headteacher should be made to the Chair of the Governing Body, Margaret Hughes, whose contact details are readily available to staff.
- 8.4 Where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. General guidance can be found at:  
<https://www.gov.uk/whistleblowing/what-is-a-whistleblower> also:  
<https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/new-whistleblowing-advice-line-professionals/>

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## 9. PHYSICAL INTERVENTION

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- 9.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 9.2 Such events should be recorded and signed by a witness.
- 9.3 Staff who are likely to need to use physical intervention will be appropriately trained in the *Team Teach* technique.
- 9.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

- 9.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary. The Intimate Care Policy covers this in more detail.<sup>9</sup>

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## **10. RACIST INCIDENTS**

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- 10.0 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We will keep a record of racist incidents.

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## **11. SAFEGUARDING CHILDREN AND YOUNG PEOPLE VULNERABLE TO VIOLENT EXTREMISM (PREVENT DUTY)**

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- 11.1 "Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties... Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism... There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.... As with managing other safeguarding risks, schools should be alert to changes in children's behaviour that could indicate that they are in need of protection.
- 11.2 School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. This may include making a referral to the Channel programme" (Keeping Children Safe in Education, Department for Education, July 2015). Full detail can be found here: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447595/KCSIE\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf).
- 11.3 Our school safeguarding policy therefore, complies with the school's duty under Section 26 of the Counter Terrorism and Security Act 2015 in accordance with the Department of Education advice for school's specific guidance for schools:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)
- 11.4 Our school safeguarding policy and actions are aligned to also reflect the processes described in the Greater Manchester Safeguarding Partnership Procedures:  
[http://greatermanchesterscb.proceduresonline.com/chapters/p\\_sg\\_vio\\_ext.htm](http://greatermanchesterscb.proceduresonline.com/chapters/p_sg_vio_ext.htm)
- 11.5 Our school governors, the Headteacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's Religious Education curriculum, SEND policy, assembly policy, e-safety policy, the use of school premises by external agencies, integration of children by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. In addition, the school Prevent Action Plan is used to demonstrate how the organisation is fulfilling the prevent duty. This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

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## **12 PRIVATE FOSTERING ARRANGEMENTS**

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- 12.1 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the

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<sup>9</sup> 'Guidance on Safer Working Practices is available on the DfE website

local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

- 12.2 Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country
- 12.3 By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

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## 13 SUPPORTING PUPILS WITH MEDICAL CONDITIONS

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- 13.1 St Peter's policy is that members of staff will not administer medicines to pupils without clear instructions that are written on the medicine bottle by the prescribing Pharmacist. Any medicines should be handed in to a member of the Pastoral Team and Parents/Carers are required to complete a clear detailed record to inform staff about key information which includes dosage, frequency of medication and what side effects there may be if any. **Medicines should not be handed into office staff, class teachers or sent into school with pupils.**

*Section 100 of the Children and Families Act 2014 places a duty on governing bodies of maintained school to make arrangements for supporting pupils at their school with medical conditions.*

- 13.2 The headteacher and governors will ensure that;
- Pupils with Medical Conditions are properly supported so that they can have full access to education, including school trips and physical education
  - Arrangements are in place in school to support pupils with medical conditions
  - School leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported
  - If a child requires regular medical care a **Health Care Plan** will be initiated by the Pastoral Team who will involve the School Nurse and other medical experts as needed. Any training needed by staff to support pupils with medical needs will be instigated by the Pastoral Team
  - Accurate records will be kept of any medicine given/taken during school time

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## 14 SITE SECURITY

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- 14.1 No internal doors to classrooms will be locked or wedged open whilst pupils are present in these areas.
- 14.2 Entry to School premises will be controlled by doors that are secured physically or by constant staff supervision. Authorised visitors to the school will be logged into and out of the premises and will be asked to wear their identity badges or be issued with school visitor badges. Unidentified visitors will be challenged by staff or reported to the Head teacher or school office. Carelessness in closing any controlled entrance will be challenged.
- 14.3 The presence of intruders and suspicious strangers seen loitering near the school or approaching pupils, will be reported to the Police and the LA with a view to alerting other local schools through appropriate systems.
- 14.4 Parents, carers or relatives may only take still or video photographic images of pupils in school or on school-organised activities with the prior consent of the school and then only in designated areas. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

14.5 St Peter's is a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. Therefore, all people have to adhere to the rules which govern it. Therefore;

- Gates should be locked except at the start and end of each day
- Door should be closed to prevent intrusion but they should also allow smooth exits
- Visitors, volunteers and students must only enter through the main entrance and sign in at the office window.
- Children will only be allowed home during the school day when collected by an adult with parental responsibility or one who has been nominated by them.
- An out of school permission slip will be given when the child leaves.
- At the end of the day all children in Nursery, Reception, Y1, Y2 and Y3 **must** be picked up by a responsible adult. If Parents/carers decided that an older sibling can pick up a child it is their responsibility to inform school of this decision.
- Y4 pupils are allowed to walk home alone with written permission from Parent/Carer
- Y5/Y6 pupils are allowed to walk home alone unless staff, have been given other instructions which forbids this.
- Empty classrooms should have closed windows and doors and lights should be switched off.

14.6 Should a child leave or abscond the school premises without permission, staff should not chase the child but they should follow at a distance trying to keep the child in view. The office should also inform parents at the same time and if necessary in some circumstances police will be informed.

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## **15 ATTENDANCE**

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15.1 Excellent attendance is expected of all children. When children are unwell parents are expected to confirm absence by telephone on the 1<sup>st</sup> day of absence. If there is no notification school has a policy of phoning home to ascertain the reason for absence.

15.2 To keep parents and carers informed, individual pupil registration certificates are sent home every ½ term. At the end of each term pupils whose attendance has reached the required level of attendance will receive a reward to celebrate their achievement.

15.3 Positive measures are in place to encourage children to attend regularly and punctually and the school will advise the Local Authority if it deems appropriate to either;

- (a) Refer to Start Well because pupil has become a persistent absentee despite interventions
- (b) enter into an Attendance Contract (agreement)
- (c) issue an Education Penalty Notice (fine)

15.4 Registers will be taken at the start of every morning session and at the start of every afternoon session, this is the responsibility of the adult in charge of the class at that time. Registers will then be returned to outside the school office.

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## **16 APPOINTMENT OF STAFF AND INDUCTION OF NEWLY APPOINTED STAFF AND WORK PLACEMENTS**

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16.1 All staff that are appointed to work in school have a criminal records search (DBS). All appointments are conditional subject to an enhanced DBS status being gained. Proof of identity is taken and checked and references are received before the interview takes place. References also include LADO enquiries related to the candidate.

- 16.2 The Headteacher sits on all appointment panels where the candidates are external applicants. The Headteacher has undertaken NCSL training on safer recruitment.
- 16.3 New staff are initially inducted into safeguarding practices by the Pastoral Team Manager. Newly appointed staff are assigned a mentor for the induction period. It is the responsibility of the mentors to familiarise new staff with procedures and policy which may affect the health and safety of all at school but especially the children.
- 16.4 All staff will receive a Staff Handbook.
- 16.5 All staff are required to complete on-line Child Protection Training (Wigan Safeguarding Children Board).
- 16.6 Volunteers must have an enhanced DBS clearance (unless they are under 18). The school will fund the cost of the search for parent helpers. Visitors who do not have enhanced clearance will under no circumstances be left alone with children.
- 16.7 Volunteers and students will at no time be given responsibility for the personal care or first aid care of pupils.

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## **17 WELCOMING VISITORS**

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- 17.1 All visitors to school will have to sign in at reception and wear a visitor's badge whilst they are in the building. All visitors must show that they have current DBS clearance before they can gain access to the premises. The exception to this is when the visitor is from an outside agency and they have previously been a visitor to school.
- 17.2 Visitors' badges will indicate the names of the Designated Person/s with responsibility for Child Protection on the reverse (this will be pointed out to all visitors by office staff on their entry to school).
- 17.3 Ex-pupils are not allowed to undertake 6<sup>th</sup> form student placements.

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## **18 THE DESIGN OF THE CURRICULUM**

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- 18.1 The curriculum deals with safeguarding in two ways. The curriculum in subjects such as PSHE discusses relevant issues. Topics include drug awareness and dangers, sex and relationships and stranger danger. Children are encouraged to explore and discuss these issues. SEAL topics are covered throughout the year in the whole school.

The curriculum is designed so that safety issues with the subject are discussed and safe practices taught, such as using equipment properly in PE and CDT.

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## **19 SCHOOL TRIPS**

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- 19.1 At all times, there has to be appropriate staffing levels and when the curriculum is taken out of school appropriate and agreed pupil/adult ratios are maintained. The group leader always assesses visits as to the level of risk and all trips are finally authorised by the Educational Visits co-ordinator who is:  
Ms K Newton
- 19.2 Risk assessments are to be completed using Evolve for all trips and an itinerary stored securely in the Main Office.

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## **20 INTERNET SAFETY**

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- 20.1 Children should be encouraged to use the internet as much as possible, but at all time in a safe way. Parents are asked if they agree to their child using the internet. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse either by a teacher or child the issue should be reported to the Headteacher without delay. The Headteacher has overall responsibility for internet safety and has ensured that there is an e-safety policy in place.

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## **21 SOCIAL MEDIA**

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- 21.1 The relevant e-safety policy reflects the consideration given to safe use of social media for staff.

The school community will:

Ensure all staff are aware of school guidance for their use of mobile technology (see Appendix 3) and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

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## **22 BEHAVIOUR POLICY**

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- 22.1 Good behaviour is essential in any community and at St Peter we have high expectations for this. Although the emphasis is always on the positive there are also times when children have to be sanctioned in order to maintain the safety and security of all children.

- 22.2 There are numerous rewards available to children:

- Stickers
- Showing good work to others
- Dojos
- Shine time
- Bronze/silver/gold awards
- Good news messages home

- 22.3 Sanctions range from:

- Reminders
- Missing playtime
- Loss of shine time minutes
- Contact with Parents/carers
- Home/School diary

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## **23 PHOTOGRAPHING AND VIDEOING PUPILS WITHIN SCHOOL**

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- 23.1 At St Peter's we have a sensible and balanced approach, which allows parents/carers/relatives to photograph and video school performances provided the adults are known to the school staff. On no account are strangers allowed to photograph school events.

Parents are not covered by the Data Protection Act 1998 if they are taking photographs or making a video recording for their own private use. The Act does not, therefore, stop parents from taking photographs or making video recordings at school events, such as nativity plays. Parents are not permitted, however, to take photographs or to make a video recording for anything other than their own personal use (e.g. with a view to selling videos of an event or posting it on social media). Recording and/or photographing other than for private use would require the consent of the other

parents whose children may be captured on film. Without this consent the Data Protection Act 1998 would be breached. See <https://www.nspcc.org.uk/preventing-abuse/safeguarding/photography-sharing-images-guidance/> for further information. We ask parents to sign a record if they want to take a video or photo during an activity and have a designated area for these parents to stand. No video or photographs are to be taken in the classrooms.

Additionally...

- We get parents/carers consent to school taking photographs by signing a permission slip when a child enters school.
- If parents do not wish to have children photographed by a photographer organised by the school (annually). They must inform school on the slip sent out before the photographs are taken.
- Photographs of children are included on our web page. Children are always in groups and no individual names are mentioned. Children are only included if parents have signed a permission slip.

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## 24 PREVENTION

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24.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

24.2 The school community will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

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## 25 HEALTH & SAFETY

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25.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

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## 26 MONITORING AND EVALUATION

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26.1 Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of exclusion and attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor



- Review of parental concerns and parent questionnaires
- Review of the use of intervention strategies such as nurture room & isolation room

***This policy also links to our policies on:***

*Behaviour,  
Staff Behaviour Policy / Code of  
Conduct  
Whistleblowing,  
Anti-bullying,  
Health & Safety*

*Administration of medicines  
Sex and Relationships Education  
ESafety, including staff use of mobile  
phones  
Risk Assessment  
Allegations against staff*

*Child Sexual Exploitation  
Intimate Care  
Complaints policy,  
Attendance,  
Teaching and Learning*

# **APPENDIX ONE:** Recognising signs of child abuse

## **Categories of Abuse:**

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

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## **Signs of Abuse in Children:**

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The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

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## **Risk Indicators**

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The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

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## **Recognising Physical Abuse**

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The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### **Bruising**

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

## Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

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## Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

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## Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed

- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

**Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

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## **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

**Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.

**Consent** – agreement including all the following:

- An understanding proposed, based on; age, maturity, development level, functioning and experience
- Knowledge of society's standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

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## **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause

- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- physical restraint, sexual assault.

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## **Children at risk of sexual exploitation (CSE):**

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Our school will ensure that the DSL and other key staff are trained in spotting the possible signs of child sexual exploitation outlined in Appendix One (this is not an exhaustive or definitive list).

Our school safeguarding policy will align with the Greater Manchester Safeguarding Partnership Guidance on Child Sexual Exploitation

[http://greatermanchesterscb.proceduresonline.com/chapters/p\\_sg\\_ab\\_sexual\\_exploit.html#preventing](http://greatermanchesterscb.proceduresonline.com/chapters/p_sg_ab_sexual_exploit.html#preventing)

The referral pathway for children where concerns regarding Child Sexual Exploitation have been raised is via the Professional Referral Form

<https://www.wigan.gov.uk/WSCB/Professionals/Report-it-as-a-professional.aspx>

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders

- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership, injuries from physical assault.



# LEIGH ST PETERS CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents and build dreams.

## Please Keep An Eye On Me!

Name of child

Class

Date

**Reason for concern**

**Action Needed**

**Other information**

**PLEASE NOTE THIS IS CONFIDENTIAL INFORMATION PLEASE DISPOSE OF IT CAREFULLY**





# LEIGH ST PETERS CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents and build dreams.

## Child Protection: Safeguarding Record of Concern

<b>Name of Child:</b>		<b>Class:</b>
<b>Name of person recording disclosure/incident:</b>		<b>Role:</b>
<b>Date of disclosure/incident:</b>	<b>Time of disclosure/incident:</b>	
<b>Date of disclosure/incident recorded:</b>	<b>Time of disclosure/incident recorded:</b>	
<b>Please record your concern here. Be as accurate and factual as possible. Use <u>ONLY</u> the child's words.</b>		
<b>Received by Designated Safeguarding Lead</b>		<b>Date: Time:</b>
<b>Action taken by the DSL:</b>		

## APPENDIX TWO

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### Forced Marriage (FM)

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This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

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### Female Genital Mutilation (FGM)

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It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

#### What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

#### 4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/ total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

#### Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

#### Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad

- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay**.

## **APPENDIX 3: MOBILE PHONES**

It is never acceptable to take/store photos of pupils on personal mobile phones.

### **School Staff:**

Mobile phones must be kept switched off during lesson time. Calls must not be made/answered and texts must not be read/ answered during lesson time. Professional judgment must be applied when using mobile phones outside of lesson times but never when in a situation where a conversation may be overheard or a message viewed by pupils. Request for emergency exceptions to this rule, for example in the case of a colleague having a severely ill family member, must be sought from a member of the Senior Leadership Team.

### **Higher Education Students:**

Students undertaking trainee teacher placements must act in line with the professional expectations placed on teachers.

### **Teaching Assistant Students**

Mobile phones must be switched off at all times when in school. All calls/messages must be accessed off the school premises or in the Staff Room.

### **Work Experience Students**

All mobile phones must be handed to the school office for safe keeping as part of the signing in requirements. Mobile phones will be handed back when students sign out.

### **Social Networking Sites**

Social networking applications include, but are not limited to: Blogs, Online discussion forums, Collaborative spaces, Media sharing services, 'Micro blogging' applications. Examples include Twitter, Facebook, MSN, You Tube.

Many of the principles of this policy also apply to other types of online presence such as virtual worlds.

All School representatives should bear in mind that information they share through social networking applications, even if they are on private spaces, are still subject to copyright, data protection and Freedom of Information legislation, the Safeguarding Vulnerable Groups Act 2006 and other legislation. They must also operate in line with the School and Local Authority Equality and Safeguarding Policies.

School internet policy must be used at all times when children use ICT and access the internet in school.

It is never acceptable to "add" a current pupil as a friend. Professional caution must be exercised when considering adding past pupils as friends. As a rule, it is advised that staff should avoid adding past pupils; but exceptions to the rule may be made if the pupil is 21+.

### **School Staff**

It is recognised that some school staff are active members of the extended school community, and may well have friendships within this community. It is expected that all staff would act with utmost professionalism and be mindful of the full range of confidentiality issues when involved in the use of social networking sites. Discussion of issues related to school should be avoided,

including the discussion of any personal issues relating to staff members or pupils and their families. Any communication received from children to School Representatives must be immediately reported to the Headteacher and DSL and procedures for safeguarding followed.

If a School Representative is made aware of any other inappropriate communications involving any child and social networking these must be reported immediately as above.

### **Students**

Students should be aware that the majority of their experiences in school should be treated as confidential. Discussion of pupils, staff or parents on social networking sites is inappropriate and could result in a student's placement at the school being terminated.

### **Enforcement**

Any breach of the terms set out below could result in the application or offending content being removed in accordance with the published complaints procedure and the publishing rights of the responsible school representative being suspended.

The School reserves the right to require the closure of any applications or removal of content published by School representatives which may adversely affect the reputation of the School or put it at risk of legal action.

Any communications or content you publish that causes damage to the School, Local Authority, any of its employees or any third party's reputation may amount to misconduct or gross misconduct to which the School and Local Authority Dismissal and Disciplinary Policies apply. Where applications allow the posting of messages online, users must be mindful that the right to freedom of expression attaches only to lawful conduct. The School expects that users of social networking applications will always exercise the right of freedom of expression with due consideration for the rights of others and strictly in accordance with these Terms of Use.

## **APPENDIX FOUR: Uncollected Child Procedures**

*'Procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time'*

Page 30 of the Statutory Framework for EYFS (3.73)

Children like routine and they will know when to expect you, even if they cannot tell the time. We understand that sometimes delays in collecting your child are unavoidable due to unforeseen circumstances.

In the event that a child is not collected at the appointed time, school will ...

- Reassure the child that parents/carers are on their way in the event of them being delayed.
- Never release your child from our care to someone who is not authorised to collect the child.
- Contact the person/s that are identified as a contact within the child's records and arrange for them to collect the child in the event that parents/carers cannot be contacted.
- Contact the Children's Central Duty Team on 01942 828300 or 01942 828777 (out of hours number) if all attempts to contact the persons identified above fails.
- Cooperate with Central Duty Team who will take charge of the situation and decide what happens next; and whether the police need to be involved.
- Record the situation as an incident and will ask the parent/carers to sign and date to confirm they are aware of the content of the Incident Log.