



**Osaldwick Primary School
Safeguarding and Child Protection Policy**

SAFEGUARDING AND CHILD PROTECTION POLICY

Policy Date:
Review Date



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1.0 INTRODUCTION

- 1.1 Osaldwick Primary School fully recognises the contribution it makes to Child Protection and the Safeguarding of children including the national 'Prevent' Strategy' which is kept as an appendix (3).

There are three main elements to our policy:

- a) Prevention through the teaching and pastoral support offered to pupils.
 - b) Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day to day contact with children school, staff are well placed to observe the outward sign of abuse.
 - c) Support to pupils who may have been abused.
- 1.2 Our policy applies to all staff and volunteers working in the school, community education staff and governors. Teaching Assistants, Mid-day supervisors, school site manager and secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

2.0 PREVENTION

- 2.1 We recognise that high self esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

The school will therefore:

- a) establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;



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- b) ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- c) include in the curriculum, activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- d) include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills;
- e) include, in the curriculum, material which supports children in developing skills and knowledge to enhance their personal safety;
- f) include in the safeguarding systems and curriculum within school the elements of the prevent strategy of Appendix 3;



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3.0 PROCEDURES

3.1 We will follow the procedures set out in Interagency Procedures produced by the City of York Safeguarding Children Board. These are available online at http://www.saferchildrenyork.org.uk/index.php?option=com_content&task=view&id=30&Itemid=43

3.2 The school will:

- a) ensure it has a designated senior members of staff – this is the Assistant Headteacher, and the Pastoral Manager who have undertaken the level 2 training course provided by the LSCB as a minimum
- b) recognise the role of the designated teacher and arrange support and training. (see training records – Annex 1) (The Headteacher who also accesses level 2 training)
- c) ensure every member of staff (including Community Education staff) and every governor knows:
 - the name of the designated persons and their roles – **Helen Humphrys Assistant Headteacher with delegation to Pastoral Manager, Nicky Bryan-Smith**
 - that they have an individual responsibility for referring child protection concerns using the proper channels. This is delegated to the Pastoral Manager case by case.
 - where to access the LSCB guidelines on-line.
- d) ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse
- e) ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure
- f) provide training for all staff so that they know (i) their personal responsibility, (ii) the LSCB procedures, (iii) the need to be vigilant in identifying cases of abuse (iv) how to support a child who tells of abuse
- g) notify the named social worker if:
 - it should have to exclude a pupil on the child protection register either for a fixed term or permanently
 - if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend);
- h) work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including



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attendance at initial case conferences, core groups and child protection review conferences;

- i) keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Services immediately (see appendix 2 for format);
- j) ensure all records are kept confidential, secure and in locked locations;
- k) adhere to the procedures set out in the LSCB Guidelines and Procedures (http://www.saferchildrenyork.org.uk/index.php?option=com_content&task=view&id=80&Itemid=103) and the school's Personnel Manual for when an allegation is made against a member of staff.
- l) ensure that they follow the school's Safer Recruitment policy (in line with Safeguarding Children and Safer Recruitment in Education 2007) in all recruitments and appointments (including volunteers).
- m) designate a governor for safeguarding (Chair of Governors) who will oversee the school's child protection and safeguarding policy and practice.
- n) Contact details for City of York LADO Service (as at 16.12.15):
Karen Lewis – 01609 534200 or 07715 540712
Dave Peat – 01609 535646 or 07814 533363
Rosemary Cannell 01609 534974 or 07715 540723
Susan Crawford 01609 532152 or 07813 005161

4.0 SUPPORTING THE PUPIL AT RISK

- 4.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliated and some sense of self blame.
- 4.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 4.3 The school will endeavour to support the pupil through:
 - a) ***The content of the curriculum to encourage self esteem and self motivation (see section 2)***
 - b) ***The school ethos, which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued (see section 2)***



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- c) *The school's behaviour policy, which is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.*
- d) *Liaison with other agencies who support the student such as Children's Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services, Youth Offending Team and the Education Welfare Service.*
- e) *Keeping records and notifying Children's Services as soon as there is a recurrence of a concern.*

4.4 When a pupil on the child protection register leaves, we will transfer information to the new school immediately and inform the named social worker.

Bullying

4.5 Our policy on bullying is set out in our Behaviour Policy and is reviewed annually by the governing body

4.6 Physical Intervention

Our policy on physical intervention is set out in *(a separate document)* and is reviewed annually by the governing body.

Children with Statements of Special Educational Needs

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

5. IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.



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Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child'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 feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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

- provide adequate food and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment.

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



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6. TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE

AT SCHOOL AND AT HOME

All staff follow the City of York SCB Child Protection Procedures which are consistent with 'Working Together to Safeguard Children' and 'What to do if you are worried a child is being abused'

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior persons with responsibility for child protection – **Helen Humphrys and Nicky Bryan-Smith** (or another senior member of staff in the absence of the designated persons – Head Teacher or Deputy Head Teacher prior to any discussion with parents.

a) Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- For any of the above complete 'Cause for Concern' Form A
- Further suspicion or disclosure will lead to 'Child protection Report' Form B to be completed by the Child protection Officer Assistant Head Helen Humphrys or Pastoral Manager Nicky Bryan-Smith.

b) Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.



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Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened ?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

c) Action by the Designated Senior Person (or other senior person in their absence)

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Officer, Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.



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d) Action following a child protection referral

The designated senior person (Helen Humphrys or Nicky Bryan-Smith) or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Safeguarding Officer for Learning or the Manager of the Child Protection and Review Unit
- where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care

e) Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Head teacher and senior designated person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Education Social Work Service. Original copies will be retained until the child's 25th birthday.

f) Supporting the Child and Partnership with Parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why



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- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child

7. Promoting e-safety in school

Osaldwick School recognises that the internet is a valuable tool in supporting children’s learning. However, we take e-safety seriously and adhere to the following guidelines.

Authorised Internet Access

- All staff and pupils are granted Internet access through the LA system with appropriate firewalls. Children use the internet for lessons only and are supervised when doing so.
- All staff must read and sign the ‘Acceptable ICT Use Agreement’ before using any school ICT resource.
- Parents will be informed that pupils will be provided with supervised Internet access.

World Wide Web

- If staff or pupils discover unsuitable sites, the URL (address), time, content must be reported to the Local Authority helpdesk via the e-safety coordinator or network manager.
- School will ensure that the use of Internet derived materials by pupils and staff complies with copyright law.
- Pupils should be taught to be critically aware of the materials they are shown and how to validate information before accepting its accuracy.

Email

- Pupils may only use approved e-mail accounts on the school system.
- Pupils must immediately tell a teacher if they receive an offensive e-mail.
- Pupils must not reveal personal details of themselves or others in e-mail communication, or arrange to meet anyone without specific permission.
- Whole class or group e-mail addresses should be used in school
- Access in school to external personal e-mail accounts may be blocked.
- E-mail sent to external organisations should be written carefully and authorised before sending, in the same way as a letter written on school headed paper.
- The forwarding of chain letters is not permitted.

Social Networking

- Schools should block/filter access to social networking sites and newsgroups unless a specific use is approved.
- Pupils will be advised never to give out personal details of any kind which may identify them or their location
- Pupils should be advised not to place personal photos on any social network space.
- Pupils should be advised on security and encouraged to set passwords, deny access to unknown individuals and instructed how to block unwanted



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communications. Pupils should be encouraged to invite known friends only and deny access to others.

Filtering

The school will work in partnership with the Local Authority and the Internet Service Provider to ensure filtering systems are as effective as possible.

Video Conferencing (where appropriate in lessons)

- IP videoconferencing should use the educational broadband network to ensure quality of service and security rather than the Internet.
- Pupils should ask permission from the supervising teacher before making or answering a videoconference call.
- Videoconferencing will be appropriately supervised for the pupils' age.

Managing Emerging Technologies

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Mobile phones will not be used for personal use during lessons or formal school time. The sending of abusive or inappropriate text messages is forbidden.
- Staff will be issued with a school phone where contact with pupils is required.

Published Content and the School Web Site

- The contact details on the Web site should be the school address, e-mail and telephone number. Staff or pupils personal information will not be published.
- The Headteacher or nominee will take overall editorial responsibility and ensure that content is accurate and appropriate.

Publishing Pupils' Images and Work

- Photographs that include pupils will be selected carefully and will not enable individual pupils to be clearly identified.
- Pupils' full names will not be used anywhere on the Web site or Blog, particularly in association with photographs.
- Written permission from parents or carers will be obtained before photographs of pupils are published on the school Web site.
- Work can only be published with the permission of the pupil and parents.

Information System Security

- School ICT systems capacity and security will be reviewed regularly.
- Virus protection will be installed and updated regularly.
- Security strategies will be discussed with the Local Authority.

Protecting Personal Data

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.



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Assessing Risks

- The school will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. Neither the school nor City of York Council can accept liability for the material accessed, or any consequences of Internet access.
- The school should audit ICT use to establish if the e-safety policy is adequate and that the implementation of the e-safety policy is appropriate.

Handling e-safety Complaints

- Complaints of Internet misuse will be dealt with by a senior member of staff.
- Any complaint about staff misuse must be referred to the headteacher.
- Complaints of a child protection nature must be dealt with in accordance with school child protection procedures.
- Pupils and parents will be informed of the complaints procedure.
- Discussions will be held with the Police Youth Crime Reduction Officer to establish procedures for handling potentially illegal issues.

Communication of Policy

Pupils

- Rules for Internet access will be posted in all networked rooms.
- Pupils will be informed that Internet use will be monitored.

Staff

- All staff will be given the School e-Safety Policy and its importance explained.
- Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.

Parents

- Parents' attention will be drawn to the School e-Safety Policy in newsletters, the school brochure and on the school Web site.

Agreed by Staff _____ date

Agreed by Governors _____ date

Signed

Chair of Governors _____

Head Teacher _____



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Appendix 1

Format for Annual Report to Governing Body on Safeguarding Children

This document provides a report to the Governing Body on Safeguarding practice that enables the Governing Body to monitor compliance with the requirements of ‘Safeguarding Children and Safer Recruitment in Education’ (DCSF 2007) and to identify areas for improvement. *(Chapter 15, Guide to Law for Governors, Jan 2005) Governing bodies are accountable for ensuring their establishment has effective child protection policies and procedures in place that are in accordance with guidance issued by the Secretary of State, any LA guidance, and locally agreed inter-agency procedures).*

A copy of the completed document will be appended to the minutes of the Governing Body meeting where the Safeguarding Report is given.

Osaldwick Primary School Annual Report to Governing Body on Safeguarding Children - Date:

This report is for the period to

N.B. Details of this information are confidential – names and specific circumstances cannot be discussed.

Author:

Name of Designated Senior Person:

Deputy Designated Officer:

Name of Nominated Governor *(if applicable)*:

Summary of Safeguarding Training

- Designated senior persons must undertake training consistent with local Area Child Protection Committee guidelines*. Training must be updated every two years.
- Teaching and other staff should have training updated every 3 years.

Staff	Number	Initial Y/N	Provider	Refresher Y/N	Provider
Designated officer(s)					
Head Teacher					
Nominated governor					
Governing body					
Teaching staff					
Teaching assistants					
Mid day supervisors					
Administrative staff					
Care taking and cleaning					
Technicians					
Volunteers					



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Names of those who have undertaken training in safe recruitment:

Additional training undertaken by Designated Senior Person (e.g. Local LSCB courses):

Report on induction of new staff in safeguarding policy and procedures

23	<u>Staff</u>	Numbers	Safeguarding induction given Y/N	Initial training Y/N
	Teachers			
	Governors			
	Support			

Policies and other documents relating to safeguarding

Policies and/or procedures for Safeguarding	Date in place	Next review date
Anti-bullying		
Behaviour management		
Child Protection		
Drugs and Substance Misuse		
Equal Opportunities		
Extended school/before and after school activities		
First Aid (including management of medical conditions, intimate care)		
Health and Safety (including school security)		
Management of allegations against staff		
PSHE curriculum		
Safer Recruitment		
Safeguarding statement in school prospectus		
Sex Education		
Safeguarding policy – staff code of conduct		
Use of Force and Restraint (<i>Physical Intervention</i>)		
Use of photographs/video		
Whistle blowing		
Work placement		

Number of referrals made:

Categories:

	Number	No. Case conferences	No. attended	No. reports submitted
Physical				
Sexual				
Emotional				
Neglect				



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Number of pupils on Child Protection Register:

Number of Looked After Children:

Number of allegations made against staff:

Other Comments on safeguarding issues and actions to be taken:



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**Child Protection Report
Form B**

Child involved _____ date _____

Person involved in allegation / suspicion _____

Suspicious Noted / Disclosures

Person making report _____

Shared with Head Teacher, Child Protection Co-ordinator (Asst Head) / Senior Leadership Team Member / CP governor (indicate as appropriate)

High Level / Low Level* (delete as applicable. See procedures.)

Senior Educational Social Worker / Social Services Dept. Duty Team contacted – indicate as appropriate



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APPENDIX 3

Preventing Radicalisation Policy

Background

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Ethos

At Osaldwick Primary School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)



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Related Policies and curriculum practice

- Acceptable Use (ICT) Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Lettings' Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- School Values
- Visitors Policy
- Whistle-blowing Policy
- Personal, Social And Health Education (PSHE)
- Spiritual, Moral, Social, Cultural (SMSC) Education

Definitions

Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Roles and Responsibilities

Role of the Governing Body

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The governing body has a nominated person who will liaise with the Headteacher and other staff about issues to do with protecting children from radicalisation.

Role of the Headteacher

It is the role of the Headteacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation



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Role of Designated Safeguarding Lead

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

Role of staff

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Internet Safety

Make sure this section applies in your school or change it to reflect your situation

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technician contractors will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

Mobile phones are not allowed in school and we run annual parental e-safety sessions to inform parents of the risks involved with not monitoring their children's mobile phone usage.



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The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable.

Pupils and staff know how to report internet content that is inappropriate or of concern.

Staff Training

Staff undertake online basic safeguarding training at induction and triennially thereafter and this now includes being aware of signs of vulnerable behaviour in pupils and from families being aware how to report concerns to the Headteacher.

The Home Office Prevent e-learning training package is accessed via;
<https://www.elearning.prevent.homeoffice.gov.uk>

Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2015)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils in e.g. RE lessons will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the head Teacher.

'No platform for extremists'

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk.



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Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others



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Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead (Mrs Humphrys) or Pastoral manager (Mrs Bryan-Smith) or the Headteacher (Miss Barringer) using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the Headteacher will make a referral to the appropriate body.

Monitoring and Review

This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead. This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.

Signed (Headteacher).....

Signed (Chair of Governors).....

Date



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APPENDIX 4

NSPCC Female Genital Mutilation (FGM) briefing for schools

Schools can play a key role in helping to prevent Female Genital Mutilation (FGM). Staff training and a whole school awareness of the issue means action can be taken to intervene and support pupils at risk.

Schools in England and Wales have a legal duty under section 74 of the Serious Crime Act 2015 to report cases of FGM if they discover that a girl under the age of 18 has been a victim or if they receive a disclosure. The school must notify the police verbally or in writing within 1 month of discovering that the FGM has taken place.

School ethos, policy and training

Schools should create an ethos that encourages children to feel safe and confident to share any concerns or worries they have with a member of staff.

Any discovery or disclosure about FGM should be treated as a child protection concern and be reported to the police. The school's child protection policy and procedures should outline this legal duty. The policy should be read and signed by all members of staff and reviewed and updated annually.

Schools should also have a robust attendance policy where patterns of absence are picked up on and investigated, as frequent absences due to health issues can be a sign that FGM may have taken place.

Some local authorities and specialist organisations such as FORWARD can provide training and awareness sessions on the subject of FGM for school staff. This can enable staff to recognise possible signs and indicators that a girl is either at risk or may have already undergone FGM.

Schools should display posters, leaflets and helpline numbers such as ChildLine (**0800 1111**) and the FGM helpline (**0800 028 3550**) around the school.

School assemblies are a good way of raising awareness for both pupils and staff. Guest speakers can be invited in from external agencies; theatre groups can be used or films shown to engage young people.

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Signs of possible FGM in an education setting

- Prolonged or repeated absences from school.
- May have difficulty walking, standing, or sitting.
- May appear withdrawn, anxious or depressed.
- Academic performance may suffer.
- May spend a prolonged amount of time in the toilets.

If families are planning a prolonged trip during term time and this would lead to an unauthorised absence for the child, it is within the schools' rights to ask for further information about where they are going and for what purpose. A meeting with the parents can be called and this can be used as an opportunity to risk assess if the child may be in danger of FGM.

Preventative education

The best opportunity to teach children and young people about FGM is as part of the PHSE, Citizenship and Sex and Relationships Education curriculum.

Primary

Government guidance highlights that FGM often takes place between the ages of 5 and 8 years old so primary school aged children need to be made aware of their rights in a sensitive and age appropriate way. Older primary schools girls can be taught about their right to be safe and in control of their own bodies, what their bodies should look like and what is legal. They should also be made clear of where to go to get help if they are worried about anything i.e. if they are told they are being taken away for a 'special procedure', or they are 'about to become a woman'.

Circle time is also a good way for pupils to express any worries they might have.

Secondary

International Women's Day can be used as an opportunity to talk about FGM in PHSE or Citizenship lessons and to hold special events and assemblies.

Lessons and messages about FGM should be taught in a non-judgemental way. It should be described as 'harmful' and teachers should be mindful that some pupils may not realise or agree that FGM is a bad thing, and may see it as part of their cultural heritage.

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Specific cultural groups or girls should not be targeted and PSHE and Citizenship lessons around the subject of FGM should be taught to whole year groups, including boys, as a global human rights issue.

Learning outcomes should include:

- What FGM is
- Why FGM is harmful
- UK law
- Where to go for help and support



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Films such as Forward's Think Again can be used to engage the class as well as quizzes, interactive activities and discussions.

Ground rules during discussions should be set to keep learning safe and teachers should be clear about group discussions remaining confidential. There should be an agreed model for appropriate language and distancing techniques should be used to make discussion and exploration safe for young people.

A box could also be placed in the room for confidential questions of worries at the end of the lesson.

What schools should do if they are worried about a child

If a member of staff suspects a child is at risk of, has already undergone, or receives a disclosure about FGM, they must be careful to respond in an appropriate and sensitive manner. Efforts should be made to establish the full facts from the child before any action is taken. The member of staff should discuss it with the school's designated safeguarding lead, following the procedures set out in the child protection policy. School staff should not attempt to investigate the case themselves or attempt to speak to the child's parents as this may place the child at an increased risk of harm.

FGM should be treated as a child protection concern and referred to the relevant authorities as outlined in the school's child protection policy. Schools could also check for any guidance about FGM issued by their LSCB.

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Working with parents

Opportunities should be used to engage with parents from communities where FGM is known to occur. Coffee mornings and information sessions can be held to explain the legal and long-term health ramifications of FGM.

Useful links

FORWARD- <http://www.forwarduk.org.uk/>

Think Again: the film - <http://www.youtube.com/watch?v=kzBNTtR7toE>

Daughters of Eve - <http://www.dofeve.org/>

Womankind - <https://www.womankind.org.uk/>

FGM helpline - 0800 028 3550 https://www.nspcc.org.uk/news-and-views/our-news/child-protection-news/female-genital-mutilation-helpline/fgm-helpline-launched_wda96863.html

HM Government (2011) Multi-agency practice guidelines: Female Genital Mutilation
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf



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Appendix 5

NSPCC Guidelines on Child Trafficking

The role of schools, academies and colleges in England in responding to concerns relating to child trafficking

Child trafficking is the recruitment and movement of children for the purpose of exploitation. It is a form of child abuse. Identifying if a child has been trafficked is not easy. Trafficked children are often hidden; they may be scared or unaware that they have been trafficked.

There is a wide variety of reasons why children are trafficked to the UK, including:

- sexual exploitation work or labour exploitation
- domestic servitude in private homes criminal activity
- drugs trafficking
- illegal inter-country adoption forced marriage
- removal of organs.

Traffickers can be parents, family members, organised gangs or individuals – they can be men or women.

What are schools' legal responsibilities?

Schools' legal responsibilities are outlined in HM Government (2011) *Safeguarding Children who may have been trafficked* (2011).

Schools should also refer to department of Education Statutory Guidance (2015) *Children Missing Education* (2015)

School ethos, policy and training

Schools should create an ethos that encourages all staff to feel confident in expressing concerns about a child having been subjected to possible trafficking, no matter how far-fetched they may believe this is. Concerns of this nature are regarded as child abuse and the school's child protection procedures should be followed in all cases.

Identifying child trafficking

Children trafficked into the country may be registered at a school for a term or so, before being moved to another part of the UK or abroad again. Schools therefore need to be alert to this pattern of registration and de-registration. This pattern has been identified in schools near ports however it could happen anywhere in the UK.

Schools need to be alert to the possibility that a child who goes missing from school, may be, or have been, a trafficked child, who is living with or is running away from an exploitative situation.

Victims of trafficking may find it difficult to speak out because:

- English is not their first language
- They are frightened of their abusers or of retribution
- They are frightened or suspicious of adults who are trying to help them
- They fear for their immigration status or fear getting a criminal record
- They may not see themselves as victims
- They have a false sense of loyalty to their abuser, including a sense of respect for elders and not wanting to get them into trouble.



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Signs and indicators in a school setting

It can be difficult to identify a trafficked child, but the following are possible indicators:

- children have no documents when registering with school (birth certificate or passport)
- it is unclear who the child lives with or the relationship between the child and carer is unclear
- the adult speaks for the child
- children look intimidated and behave in a way that does not correspond with behaviour typical of children their age
- children and young people being overly tired in school
- not being registered with a school or a GP practice, or appearing to change school and GP frequently
- symptoms of STIs or pregnancy, signs of sexual or physical assault, poor dental health
- poor school attendance with no or vague explanation/s given for absences
- receiving repeated unexplained or unidentified phone calls
- seen entering or leaving vehicles driven by unknown adults
- possesses money or goods not accounted for
- having a history with gaps and unexplained moves or going missing for periods
- having what appears to be a prepared story, which lacks credibility.

In some cases, children may disclose exploitation, for example being made to do excessive household work or being forced to commit crime.

Preventative measures

The designated safeguarding lead should be aware of the issue and should consider running an awareness-raising session for all staff and the Governing Body., The DSL should also be aware of local protocols and procedures in response to child trafficking. The school should link with external agencies and be aware of any locally based projects or interventions.

Schools should also display posters for helplines about children's concerns, including sexual exploitation or trafficking, so that they know there are other places to seek help and support if they don't feel comfortable approaching a member of staff.

Response and action to be taken

The impact of trafficking on children's health and welfare can be considerable. Trafficked children are not only deprived of their rights to health care and freedom from exploitation and abuse, but may also not be provided with access to education or only to fragmented and interrupted schooling. In addition, the creation of a false identity with an implied criminality, together with loss of family and community, may seriously undermine their own sense of identity. The nationality or immigration status of the child does not affect a school's responsibilities to act, but bear in mind some children may be very worried about their immigration status, application or appeals.



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Schools can contact the NSPCC's Child Trafficking Advice Centre (CTAC) for advice or to talk through the concerns. CTAC can provide guidance and advice and make or support a referral to children's services.

Working with parents

Trafficked children are unlikely to be living with their parents. Many trafficked children will be staying in informal fostering arrangements with unrelated adults. Often these adults will claim to be related but often don't have anything to prove this relationship. Where there are concerns about trafficking, the DSL should refer to Children's Social Care for advice and not engage with carers directly.

References, useful resources or links

NSPCCs Child Trafficking Advice Centre (CTAC) **0808 800 5000** or
www.nspcc.org.uk/ctac Standard one: