

Policy & Procedures on Safeguarding/Child Protection for Schools



Meadowdale Primary School

This policy is reviewed at least annually by the Governing Body, and was last reviewed in September 2020

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Named staff and contacts

- Designated Safeguarding Lead: Liz Martin, Headteacher
- Deputy Designated Safeguarding Leads: Matt Hough, Assistant Headteacher, Jo Kerr, SENDCO.
- Designated Teacher for Children in Care and previously looked after children: Liz Martin, Headteacher
- Nominated Safeguarding Governor: Josie Harrison
- Safeguarding and Improvement Unit contacts:

Head of Service - Safeguarding Improvement and Quality Assurance

Kelda Claire 0116 3059084 / 07507686100

LADO / Allegations:

Lovona Brown/Kim Taylor 0116 305 7597

Safeguarding Development Officers:

Simon Genders 0116 305 7750

Ann Prideaux 0116 3057317

First Response Children's Duty (Same-day referrals)

Telephone 0116 3050005
Email childrensduty@leics.gov.uk
Address First Response Children's Duty
Room 100b
County Hall
Championship Way
Glenfield
LE3 8RF

All other referrals including Early Help (Children and Family Wellbeing) Services

<http://lrsb.org.uk/childreport>

Early Help queries and Consultation Line 0116 3058727

Introduction

1. Meadowdale Primary School fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.
2. This policy is consistent with:
 - the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the Statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges*", September 2019 and "*Working Together to Safeguard Children*", 2018.
 - the Leicestershire and Rutland Safeguarding Children Partnership - Multi-Agency Safeguarding Arrangements;
3. There are four main elements to our Child Protection Policy:
 - **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils);
 - **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
 - **Support** (to pupils and school staff and to children who may have been abused);
 - **Working with parents** (to ensure appropriate communications and actions are undertaken).
4. This policy applies to all staff, governors, students, volunteers and visitors to the school. We recognise that Child Protection is the responsibility of all staff within our school. We will ensure that all parents and other working partners are aware of our Child Protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and by raising awareness at initial meetings with parents of new pupils as well as at regular parent-teacher meetings.
5. **Extended School Activities**

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for Child Protection will apply. Where services or activities are provided separately by another body, the Governing Body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

School Commitment to Safeguarding

6. The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff hope that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.
7. Our school will therefore:
 - Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
 - Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
 - Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse (including on line), and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills and to whom they can turn for help;
 - Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
 - Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools.
 - The following areas are among those addressed in PSHE, Relationships Education and in the wider curriculum at Meadowdale Primary School:
 - Bullying/Cyberbullying
 - Drugs, alcohol and substance abuse
 - E Safety / Online safety
 - The danger of meeting up with strangers
 - Fire and water safety
 - Road safety
 - Healthy relationships

Roles and Responsibilities – General

8. All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.
9. There are, however, key people within the school who have specific responsibilities. The names of those carrying these responsibilities for the current year are listed at the start of this document.

Roles and Responsibilities of the Governing Body

10. In accordance with the Statutory Guidance "Keeping children safe in education" September 2019, the Governing Body will ensure that:
 - 10.1 The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
 - 10.2 The school operates safe recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, nominated Governors and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
 - 10.3 There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 2).
 - 10.4 There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role, with appropriate arrangements for before/after school and out of term time activities.
 - 10.5 The Designated Safeguarding Lead undertakes effective training, in addition to basic Child Protection training, and this is refreshed every two years. In addition to the formal training their knowledge and skills are updated at regular intervals (at least annually) via e-briefings.
 - 10.6 The Headteacher, and all other staff and volunteers who work with children (including early years' practitioners within settings on the school site), undertake appropriate training which is regularly updated (at least every three years in compliance with the Leicestershire and Rutland Safeguarding Children Partnership protocol); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy and Part 1 of Keeping Children Safe In Education with Annex A, the school Behaviour Policy and how to respond if children go missing). The Local Authority Induction leaflet, "Safeguarding in Education Induction – Child Protection Information, Safer Working Practice" will be used as part of this induction and Annex A from "Keeping children safe in education" September 2019 is provided to all staff working directly with children.
 - 10.7 Any deficiencies or weaknesses brought to the attention of the Governing Body are rectified without delay.
 - 10.8 The appropriate designated Governor Panel deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO).
 - 10.9 Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers. – 'Guide to Safer Working Practice for those who work with children in education settings' May 2019 is provided to the Local Authority (on

behalf of the Leicestershire and Rutland Safeguarding Children Partnership) through the Annual Safeguarding Return

- 10.10 There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.
- 10.11 The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2018 including providing a co-ordinated offer of Early help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

Roles and Responsibilities of the Headteacher

11. The Headteacher of the school will ensure that:
 - a. the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
 - b. sufficient resources and time are allocated to enable the Designated Senior Person for Child Protection and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
 - c. allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer;
 - d. all staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care Services or the Police;
 - e. all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285)

Roles and Responsibilities of the Designated Safeguarding Lead

12. The responsibilities of the Designated Safeguarding Lead are found in Annex B of "Keeping children safe in education" and include:
 - Provision of information to the Leicestershire and Rutland Safeguarding Children Partnership /Local Authority on safeguarding and child protection;
 - Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay.
 - Referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and/or Police where a crime may have been committed);

- Act as a source of support, advice and expertise within the school;
- To attend and contribute to child protection conferences when required;
- Be alert to the specific needs of children in need, those with educational needs and young carers;
- Ensure each member of staff has access to and understands the school's child protection policy especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection and staff behaviour and are able to recognise and report any concerns immediately they arise and to give Part 1 of "Keeping children safe in education" (September 2019) to all staff;
- Keep detailed, accurate and secure written records of concerns and referrals;
- Obtain access to resources and effective training for all staff and attend refresher training courses every two years; whilst keeping up to date with new developments by accessing briefings and journals at least annually;
- Where children leave the school, ensure their child protection file is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible;
- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on "Records, Monitoring and Transfer" below.

Records and Monitoring

13. Well-kept records are essential to good Child Protection practice. All staff are clear about the need to record and report concerns about a child or children within our school. Records recorded on CPOMS and signed electronically. Where members of staff reporting a concern don't have access to CPOMS concerns are written down using the SGF1 form (see appendix 4) and signed. These are passed immediately to the DSL or one of the DDSLs who will make the record on CPOMS and upload a scanned copy of the SGF1 form. The original form is then shredded. The Designated Senior Person for Child Protection is responsible for such records and for deciding at what point these records should be shared with other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).
14. Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
15. Child Protection records are stored securely, with access confined to specific staff, i.e. the Designated Safeguarding Lead and relevant deputies.
16. Child Protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. A case file chronology, summarizing case activity and significant

events in the child's life, helps to enable effective monitoring. Ant actions are clearly indicated.

17. Transfer: When children transfer school their records are transferred. If there is Child Protection material, this is transferred separately and direct to the relevant member of staff in the receiving school, with any necessary discussion or explanation. A signed and dated record is kept of such transfer of sensitive files and of the person to whom they are transferred. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to transfer the confidential records. This would include informing a senior member of the new school that the records are being sent and a photocopy kept until receipt is confirmed. Files requested by other agencies e.g. Police are copied.

Vulnerable Children - Supporting Pupils at Risk

- a. Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact their mental health and emotional well-being. It is therefore important that staff recognize that mental health concerns. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have an allocated social worker, have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs or a disability. We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve. The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care (this is known as contextual safeguarding). General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 9 of this policy and further information about specific forms of abuse are contained within Appendix A of the statutory guidance, "Keeping Children Safe in Education 2020".
- b. **Peer to Peer Abuse** – This school recognises that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as "banter" or "part of growing up". This abuse could for example include sexual violence and sexual harassment, "upskirting", initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. However, peer on peer abuse is more likely to be perpetrated by boys on girls. There are a number of school and local authority or Safeguarding Children Partnership guidance and policies to address these concerns including the Promoting Positive Behaviour Policy,

- Anti-bullying Policy, E-safety Policy, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance) and DfE guidance "Sexual violence and sexual harassment between children in schools and colleges". Where an incident has occurred or specific risks are identified, a formal risk assessment will be undertaken in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Appropriate support will be offered to both the alleged victim and child or young person accused and a referral to any relevant outside agency will be made e.g. Police or Social Care.
- c. **Sexting** – School will always respond if informed that children have been involved in 'sexting' (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, "Sexting in schools and colleges: responding to incidents and safeguarding young people" will be used to guide the school's response on a case by case basis. The key points being:
- i. Inform the Headteacher/DSL as soon as possible
 - ii. Support the children involved as appropriate and in accordance with their best interests
 - iii. Inform all parents of involved children unless by doing so you put a child at risk - Images will not be viewed by school staff
 - iv. If school is to deal with the matter, involve parents in ensuring the images are deleted
 - v. If there is evidence of exploitation, blackmail or the deliberate targeting of a vulnerable student, inform the police
- d. **Sexual violence and sexual harassment** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. 'Upskirting' is also a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim). Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However sexual violence and sexual harassment can occur between children of any gender.
- e. **Curriculum:** Planned PHSE and Relationships Education will include a number of safeguarding issues as set out in the DfE statutory guidance. This will be appropriate to pupils' age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system.
- f. **Responding to an incident:** School will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges', May 2018. Relevant staff will liaise with the police, social care and parents as appropriate. Support will be offered to both the alleged victim(s) and child(ren) accused. Parents will be included in discussions about the format that this support will take.

- g. **Children Missing (including absence from school)** – our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that when children go missing this is a sign that they have been targeted by perpetrators of Child Sexual Exploitation and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Children who attend an alternative education provision or have an agreed reduced timetable are more likely to be vulnerable to these forms of exploitation.
- h. **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)** are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime can be associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals may exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money. Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

- i. **So-called 'honour-based' abuse** encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 8), forced marriage, and practices such as breast ironing. All forms of so called Honour Based Abuse are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.
- j. **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff must inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, auntie or sibling).

Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school's complaints process.

Support for Staff

18. Staff as part of their duty to safeguard and promote the welfare of children and young people may hear information, either from the child/young person as part of a disclosure or from another adult that will be emotionally upsetting.
19. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires.
20. The Designated Safeguarding Lead should seek to arrange support for the member of staff via the Employee Welfare Service. Alternatively, the Designated Safeguarding Lead can refer the member of staff to Victim Support, a national charity which helps people affected by crime and which provides free and confidential support.

Working with Parents/Carers

21. The school will:
 - Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
 - Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

Other Relevant Policies

22. The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond pure Child Protection. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Promoting positive behaviour
- Staff code of Conduct (GSWP May 2019)
- Anti-Bullying
- Positive Handling
- Special Educational Needs
- Educational Visits
- First aid and the administration of medicines
- Health and Safety
- Relationships Education
- Site Security
- Equality information and objectives
- ICT policy
- Learn-AT Online safety policy
- Lettings and use of premises policy
- Complaints policy

The above list is not exclusive but when undertaking development or planning of any kind the school needs to consider safeguarding aspects.

Recruitment and Selection of Staff

23. The school's safer recruitment processes follow the Statutory Guidance: *Keeping children safe in education September 2020, Part Three: Safer recruitment.*
24. The school will provide all the relevant information in references for a member of staff about whom there have been safeguarding concerns i.e. about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated safeguarding concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
25. The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council leaflets "Education Child Protection" and "Safer Working in Education Settings" are given to all staff and are the basis for the safeguarding induction.
26. In line with statutory requirements, every interview panel for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training.
27. Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (last updated August 2018).

APPENDIX 1: PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

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A. General

1. The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.lscb-llr.org.uk): The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse and neglect referral processes.
2. It is important that all parties act swiftly and avoid delays.
3. Any person may seek advice and guidance from the First Response Professionals Consultation Line, particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
4. Written records, dated and attributed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
5. In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from the children's social care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

1. When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
2. As soon as possible write a dated and timed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
3. If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed.
4. If the safeguarding concern or allegation is about the Headteacher, the information should normally be passed to the designated Governor panel or the Local Authority Allegations Manager (LADO).
5. If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

1. Begin a case file which will hold a record of communications and actions in a coherent order, to be stored securely (see Section on Records, Monitoring and Transfer).
2. Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response Professionals Consultation Line.
3. Share information confidentially with those who need to know.
4. Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the First Response Children's Duty should be contacted by phone (contact the local authority Children's Services where the child lives). Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://rsb.org.uk/childreport>).
5. If the concern is about children using harmful sexual behaviour, also refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).
6. If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
7. Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation Line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the

child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child. If there are clear signs of physical risk or threat, children's social care should be updated and the Police should be contacted immediately.

APPENDIX 2: PROCESS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS), SUPPLY TEACHERS AND VOLUNTEERS

(References to staff in this process include staff in schools, central services and volunteers. These procedures include descriptions of action undertaken by the school, and the Police).

These procedures should be followed in all cases in which there is a safeguarding concern or an allegation that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- otherwise behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Relevant documents:

- DfE "Keeping children safe in education: Statutory guidance for schools and colleges" September 2020 (part 4: Allegations of abuse made against teachers and other staff, including supply teachers and volunteers)

1. Individual Staff/Volunteers/Other Adults who receive the allegation:

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher.
- iii. Pass on the written record.
- iv. If the allegation or safeguarding concern is about the the conduct of the Headteacher, report immediately to the Chair of Governors who will convene the designated Governor panel. Pass on the written record.
- v. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager (LADO), Safeguarding and Improvement Unit as soon as possible.)

2. Headteacher or Chair of Governors

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.
- iv. Report to First Response Children's Duty if the Allegations Manager (LADO), Safeguarding unit so advices.

- v. Ongoing involvement in cases:
 - Liaison with the Allegations Manager (LADO), Safeguarding unit.
 - Co-operation with the investigating agencies enquiries as appropriate (including working closely with the employment agency in the case of supply teachers).
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
 - Possible referral to the DBS or NCTL, depending on the outcome

3. Designated governor panel (only relevant in the case of an allegation against the Headteacher)

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Notify the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Copies of the documents concerning the allegation must be sent to the Allegations Manager (LADO), Safeguarding unit on the same day, ideally by facsimile.
- v. Report to children's social care if the Allegations Manager (LADO), Safeguarding unit so advises; in cases concerning Headteachers, the report to children's social care is sometimes undertaken by the Allegations Manager, Safeguarding unit on behalf of the Chair of Governors, following discussion.
 - Liaison with the Allegations Manager (LADO), Safeguarding unit.
 - Co-operation with the investigating agencies enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

APPENDIX 3: Information for Parents

Wording in the school's prospectus and on the website

Child Protection: Safeguarding children – Information for Parents

Our school feels it is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. This means that staff and volunteers must be alert to possible concerns about every pupil, and to report these in a proper fashion. The school has a safeguarding and child protection policy: parents may request a copy of this.

It is important for parents to be aware that:

- Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.
- There are four categories of abuse: physical, sexual, emotional, neglect. We also have a duty to be aware of peer to peer abuse, sexting, children missing from education, child sexual exploitation, so-called 'honour based' violence, private fostering arrangements and those vulnerable to extremism and radicalisation
- In some cases the school is obliged to refer children to children's social care team, the PREVENT team or local safeguarding team, for children to be assessed for their needs or if an investigation into possible child abuse is required. In many cases there will already have been discussions between school staff and the parents of the child, and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the school has referred their child to children's social care if it is thought that this might put the child at risk.
- Children's social care tries to carry out its enquiries in a sensitive fashion. It has to gather information and generally it can be open with parents about the steps being taken.
- If you think your child may have been abused you should contact the children's social care office. If you think the abuse may have happened in school, contact the Headteacher or the Designated Safeguarding Lead, who is Mrs Kerry Rodger, Executive Headteacher and Mrs Elizabeth Martin, Head of School. If you think your child has been hurt, arrange to visit your doctor or take them to the nearest outpatients immediately. Comfort and reassure your child.
- If school staff need to express concerns about a child or refer a child to children's social care, it is understood that this can cause distress or anger for the child's parents.

For parents' enquiries please contact: **Mrs Kerry Rodger, Headteacher**

APPENDIX 4: SGF1 – Safeguarding Children and Young Adults Form (copies of this form are available on the school server and in the staffroom)




The DSLs at Meadowdale Primary School are -
 Liz Martin (HOS)
 Deputy DSLs
 Kerry Rodger (EHT)
 Matt Hough (AHT)
 Jo Kerr (SENDCO)

CAUSE FOR CONCERN FORM

STUDENT DETAILS

NAME:			
DOB:	YEAR/CLASS:	SEND STATUS:	
ADDRESS:			

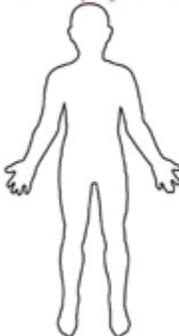
STAFF DETAILS

STAFF NAME:			
Date of incident / report / disclosure:	Time:		
Location of incident / report / disclosure:			
Date / time record is being made:			

For any sections below continue recording overleaf if necessary, ensuring it is signed & dated

CONCERN DETAILS

NATURE OF CONCERN:
*Provide details of the incident or concerns you have including times, dates, description of any injuries (use body diagram to indicate area of injury), witness details, what you have observed, heard or been told, if the information is first hand, fact or opinion, any other relevant details / information, etc. Ensure you clearly record the voice of the child's suggestion - use capital letters to ensure it can be easily recognised). Ensure you act in a timely manner when reporting concerns, especially if there is an injury noted.
Please clearly sign and date the record at the end of your statement.*



Front
 Back

TO BE COMPLETED BY A DESIGNATED SAFEGUARDING LEAD

AGREED ACTIONS & ANTICIPATED OUTCOMES:
*Record all discussions, communications, referrals & decisions made. Include details of conversations with parents / other agencies & rationale behind key decision making. **Clearly sign & date at the end of the record.***

This form should be used to record concerns about a young person. It should be completed as accurately as possible & passed directly to one of the Designated Safeguarding Leads (see above) who should action & then file securely. The school's child protection & safeguarding procedures should always be followed.

Appendix 5: Use of computers, cameras and mobile phones

Extract from the Learn-AT E-Safety policy (updated September 2018)

Pupils using mobile devices in school

Pupils may bring mobile devices into school, but are not permitted to use them during the school day. Pupils who need mobile phones to communicate with their parents or carers for safety reasons on the way to and from school may leave their phones securely in the classroom during the school day and collect them at home-time.

Any breach of the acceptable use agreement by a pupil may trigger disciplinary action in line with the school behaviour policy, which may result in the confiscation of their device.

Staff using work devices outside school

Staff members using a work device outside school must not install any unauthorised software on the device and must not use the device in any way which would violate the school's terms of acceptable use

Staff must ensure that their work device is secure, encrypted and password-protected, and that they do not share their password with others. They must take all reasonable steps to ensure the security of their work device when using it outside school. Any USB devices containing data relating to the school must be encrypted.

If staff have any concerns over the security of their device, they must seek advice from the ICT manager.

Work devices must be used solely for work activities.

Staff use of personal devices

Staff members must not use personal digital equipment, such as mobile phones and cameras, to record images of pupils, this includes when on school trips.

Where possible, all school related work should be carried out on a work device. In any case where a personal computer or laptop is used, staff must ensure that no personal data or sensitive data is stored on that device.

How the school will respond to issues of misuse

When a pupil misuses the school's ICT systems or internet, we will follow the procedures set out in the behaviour policy. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

When a staff member misuses the school's ICT systems, or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff disciplinary procedures. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The school will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

In addition to this policy the following guidelines are in place:

- All telephone contact with parents or carers must be made using the school landline or mobile phone, not personal mobile phones.

- Parents or carers are permitted to take photographs of their own children using mobile phones or other personal devices during a school production or event, provided that photos of other people's children are not published on social networking sites such as Facebook.

APPENDIX 6: Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 7)
- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamic Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead who has local contact details for the Prevent Engagement Team and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

APPENDIX 7: Radicalisation and Extremism Risk Assessment

School.....

	Yes/No	Evidence
Does the school have a policy?		
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?		
Have staff received appropriate training?		
Has the school got a trained Prevent lead?		
Do staff know who to discuss concerns with? (DSL)		
Is suitable filtering of the internet in place?		
Do children know who to talk to about their concerns?		
Are there opportunities for children to learn about radicalisation and extremism?		
Have any cases been reported?		
Are individual pupils risk assessed?		
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		
Comment on the school's community, locality and relevant history		
Risk evaluation	Low Medium High	Way Forward

Date completed..... Signed.....

An up to date completed risk assessment is kept in the safeguarding file by the Designated Safeguarding Lead

APPENDIX 8: Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 placed a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. The school's response will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

APPENDIX 9: Indicators of abuse and neglect

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of

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