SCHOOL POLICY & PROCEDURES

ON SAFEGUARDING &

CHILD PROTECTION

ST. PETER'S WYMONDHAM CE PRIMARY SCHOOL

Adopted by LGB of St' Peter's Wymondham CE Primary School on: 2nd September 2019

Approved by DLAT Board of Directors: 2nd September 2019

Recommended amendments made and approved October 2019/March 2020

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Named staff and contacts

- Designated Safeguarding Lead: Julie Hopkins, Executive Headteacher

- Deputy Designated Safeguarding Lead/s: Amanda Scott, Head of School

- Prevent Single Point of Contact (SPOC): Julie Hopkins, Executive Headteacher

- Designated Teacher for Children in Care: Amanda Scott, Head of School

- Nominated Safeguarding Governor: Jackie Johnson

- Safeguarding and Performance Unit contacts:

- Safeguarding and Performance Unit contacts:

The Trust's Central Team Safeguarding Leads
Trust Safeguarding Lead: Russell Andrews CEO
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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 Services
http://lrsb.org.uk/childreport

Early Help queries and Consultation Line 0116 3058727

POLICY APPLICATION AND PURPOSE

Our Trust has its own overarching safeguarding policy but each of our schools additionally has its own safeguarding policy detailing key personnel responsible for key areas in school. The Policy and Procedures on Safeguarding and Child Protection (based on Leicestershire Policy July 2019) has been created to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate.

1 INTRODUCTION

St Peter's Wymondhaml CE 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.

1.2   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.

1.3   There are four main elements to our Child Protection Policy:
- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **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).

1.4   This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of all adults in 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 on the school website and by raising awareness at meetings with parents.

1.5   Extended school activities

Where the Governing Board 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 Board will 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.

2 SAFEGUARDING COMMITMENT

2.1   The school adopts an open and accepting attitude towards children as part of its responsibility

for pastoral care. Our staff encourage children and parents to feel free to talk about any concerns and to 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.

2.2 **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/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know 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 (s.128) etc.

2.3 **Safeguarding in the Curriculum**
Children are taught about safeguarding in school. The following areas are among those addressed in PSHE and in the wider curriculum:

- Bullying (including Cyberbullying)

- Drugs, alcohol and substance abuse (including awareness of County Lines and the Criminal Exploitation of children where appropriate)

- Online safety

- The danger of meeting up with strangers

- Fire and water safety

- Road safety

- Domestic Abuse

- Healthy Relationships / Consent

- Sexual exploitation of children (CSE), including online

- Child criminal exploitation (including cybercrime)

- Preventing Extremism and Radicalisation (see Appendices 4 and 5)

3. **ROLES AND RESPONSIBILITIES**
3.1 **General**
All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. 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.

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document.

3.2 Governing Body

In accordance with the Statutory Guidance "Keeping children safe in education" September 2019, the Governing Body will ensure that:

- The school has its own 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.

- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Head Teacher, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.

- There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 2).

- 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.

- The Designated Safeguarding Lead and all deputies undertake effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding briefings etc. (The safeguarding briefing notes come out termly).

- The Head Teacher, 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 LSCB 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, Part 1 of Keeping Children Safe in Education, the Pupil 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.

- Any deficiencies or weaknesses brought to the attention of the Governing Board will be rectified without delay.

- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) and the CEO are the first point of contact to report any allegations of abuse made against the Head Teacher, in liaison with the Local Authority Allegations Manager (LADO). Where there are concerns about rigour in leadership these must be reported to the CEO.

- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers - "Guidance for Safer Working Practice for those who work with children in education settings May 2019". Information is provided to the Local Authority (on behalf of the Safeguarding Children Partnership) through the Safeguarding Annual Return.

- An annual review of safeguarding is planned into the MAT governance work-plan for the first part of the Spring Term each year. This review is sent to the Trust central team with an action plan. All schools use the Leicestershire audit tool.

- There is an individual member of the Governing Board 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 Board.

- 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.

3.3 Head Teacher
The Head Teacher of the school will ensure that:

- There is updated safeguarding training at the beginning of each year and across the year to cover different aspects as needed.

- The policies and procedures adopted by the Governing Board are effectively implemented, and followed by all staff and that LGB activities for safeguarding align with the Trust's governance workplan;

- Sufficient resources and time are allocated to enable the Safeguarding Lead 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;

- 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.

- 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).

- 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 (Children's Services) or the Police.

3.4 Designated Safeguarding Lead
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 Safeguarding Children Partnership on safeguarding and child protection.

- Liaison with the Governing Board and the Local Authority on any deficiencies brought to the attention of the Governing Board and how these should be rectified without delay.

- Management and 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 special educational needs and disability 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, the pupil behaviour policy, children who go missing, and staff behaviour. Staff will be trained to recognise and report any concerns immediately they arise and will be provided with Part 1 of "Keeping children safe in education" and Annex A to those working directly with children;

- Keep detailed (signed and dated), 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. Keep up to date with new developments in safeguarding 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 – this will be in advance of the pupil arriving where specific on-going support is required.

- 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.

4.   **RECORDS, MONITORING AND TRANSFER**

- 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 the school. Records of concerns are written down, signed and dated and passed immediately to the Designated Safeguarding Lead (or a Deputy). The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.

- Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes 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.

- Child protection records are stored securely, with access confined to specific staff, e.g. Designated Safeguarding Leads and the Head Teacher.

- 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, summarising case activity, helps to enable effective monitoring. Any actions taken are clearly indicated.

- When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support relevant information will be transferred prior the child arriving at their new school. 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 send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police should be copied.

5. SUPPORT TO PUPILS AND SCHOOL STAFF

5.1 Support to pupils
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. 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 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 and to build their self-esteem and confidence. The context in which safeguarding incidents and/or behaviours occur, whether in school or outside (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 7 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 2019".

5.2 Peer on Peer Abuse
This school recognises that children sometimes display abusive 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. There are separate school and local authority or Safeguarding Children Partnership guidances and policies to address these concerns including the pupil Behaviour Policy, Anti-bullying Policy, E-safety Policy and "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance). Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support. Schools maintain their own local policies for these but the Trust has overarching ICT policy and staff acceptable use, data protection and photo permissions policy. Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support. We adhere to DLAT's Peer-on-Peer Abuse Allegations Procedure (Appendix 6).

5.3 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: -
- Inform the Head Teacher/DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted
- If there is evidence of exploitation or the targeting of a vulnerable student, inform the police

5.4   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 now a criminal offence and typically involves taking a picture under a person's clothing without them knowing in order to obtain sexual gratification or to cause humiliation, distress or alarm. 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.

Curriculum

Planned PHSE and SRE will include 'healthy and respectful behaviours'. 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.

Responding to an incident

School will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges', May 2018.

We will liaise with the police, social care and parents as appropriate.

We will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.

5.5   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;
e) because they have been permanently excluded.

We also recognise that children who go missing is a sign that they may have been targeted by Child Sexual Exploitation perpetrators 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 are more likely to be vulnerable to these forms of exploitation.

5.6   Child sexual exploitation

Is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. 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. 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.

5.7   Child Criminal Exploitation

Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. '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 is associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences. Organised criminal groups or individuals 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.

5.8   So-called 'honour-based' violence

(HBV) 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 6), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

5.9   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 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).

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

5.11   Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. 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 they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

6   WORKING WITH PARENTS/CARERS
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.

7   OTHER RELEVANT POLICIES

7.1   The Governing Board's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions.

This policy therefore complements and supports a range of other policies, for instance:
- Pupil Behaviour Management Policy
- Staff Code of Conduct ("Guidance for Safer working practice")
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidance: "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs and Disability
- Trips and visits
- Work experience and extended work placements
- First aid and the administration of medicines
- Health and Safety
- Relationships and Sex Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- E-safety
- Extended school activities

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

8   RECRUITMENT AND SELECTION OF STAFF (Safer Recruitment Policy)

8.1   The school's safer recruitment processes follow the Statutory Guidance: Keeping children safe in education September 2019, Part Three: Safer recruitment.

8.2   The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which the conclusion of an allegation has been unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

8.3   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 induction leaflet is given to all staff and is the basis for the safeguarding induction.

8.4   In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training.

8.5   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 (August 2018).

9   POLICY REVIEW

DLAT reserves the right to review this policy to ensure it remains aligned to our vision and values. It will be reviewed at least annually by Full Board and when updated child protection legislation and guidance change.

10   QUALITY ASSURANCE

The CEO will ensure this policy is adhered to on a day-to-day basis. The Business Management Board will oversee the execution of this policy with feedback from internal and external audit.

11   CONTROLLED DOCUMENT

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APPENDIX 1

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

Contents

A	General	
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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.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse and neglect and the 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 Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. 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) A record, dated (including the day) and signed, must be made as 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 might put the child at risk, and in individual cases, advice from 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, <u>do not</u> 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 make a dated (including the day), timed and signed record 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 Head Teacher must be informed.

4) If the allegation is about the Head Teacher, the information should normally be passed to the Chair of Governors (or other senior manager in a MAT) 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 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, the First Response Children's Duty should be contacted by phone. 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://lrsb.org.uk/childreport).

5) If the concern is about children using harmful sexual behaviour, 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, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2
PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEAD TEACHERS) AND VOLUNTEERS

These procedures should be followed in all cases in which there is an allegation or suspicion 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.

Relevant documents:
- DfE "Keeping children safe in education: Statutory guidance for schools and colleges" September 2019 (part 4: Allegations of abuse made against teachers and other staff)

INDIVIDUAL STAFF/VOLUNTEERS/OTHER ADULTS WHO RECEIVE THE ALLEGATION
- Write a dated and timed note of what has been disclosed or noticed, said or done.
- Report immediately to the Head Teacher.
- Pass on the written record.
- If the allegation concerns the conduct of the Head Teacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager (LADO), Safeguarding and Improvement Unit as soon as possible.)

HEAD TEACHER (OR CHAIR OF GOVERNORS)
- If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.
- You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- Report to First Response Children's Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.
- Ongoing involvement in cases:
  - Liaison with the Allegations Manager (LADO)
  - Co-operation with the investigating agency's enquiries as appropriate.
  - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
  - Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

APPENDIX 3
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 4)
- Working in partnership with relevant agencies 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 Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Single Point of Contact (SPOC) (usually a Designated Safeguarding Lead or Head Teacher) who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

Radicalisation and Extremism Risk Assessment
ST. PETER'S WYMONDHAM CE PRIMARY SCHOOL

	Yes/No	Evidence
Does the school have a policy?	✓	Forms part of safeguarding policy
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	✓	This is something we need to review this year to revisit with chn as part of PSHCE,
Have staff received appropriate training?	✓	Use CP/Safeguarding training slides; discuss 'The Prevent Duty' DfE doc at staff meeting (including pre-sch)
Has the school got a trained Prevent lead?	✓	Mrs Hopkins: recently updated bespoke training via podcast from DfE
Do staff know who to discuss concerns with? (Single point of contact - SPOC)	✓	Governors do an annual audit.
Is suitable filtering of the internet in place?	✓	Primary World staff have worked for us over many years.
Do children know who to talk to about their concerns?	✓	Governors monitor annually by speaking with a group of children to do the safeguarding audit.
Are there opportunities for children to learn about radicalisation and extremism?	✓	Age-appropriate through e-safety work.
Have any cases been reported?	N	
Are individual pupils risk assessed?		No evidence to suggest we need to do this, although we remain alert.
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)	Just because we are a rural area, doesn't mean our children are 100% safe so we need to follow normal safeguarding procedures and plan delivery of a curriculum which addresses the Prevent strategy.	
Comment on the school's community, locality and relevant history		

Rural area. P.E.T. describe it as a low risk area; are not offering support at the current time as they are 'dealing with an overwhelming number of referrals so cannot support us at the current time. Suggested local PSO can contact them if we need support/info or we can contact them direct if we are concerned.

Associate governor at our partner school (Redmile CE Primary School) , John Armstrong, is a police officer and works in this area; he will provide advice to the EHT and keep us updated when necessary.

Risk evaluation	**Low** **Medium** **High**	Way Forward Need training for new staff who may join us mid-year, particularly regarding challenging negative attitudes. Workshop/s for chn when available.

Date completed: 02/09/19

Mrs J V Hopkins
Executive Head teacher

APPENDIX 5
FEMALE GENITAL MUTILATION

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places 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 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" April 2016. 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 (e.g. 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 6
DLAT PEER-ON-PEER ABUSE POLICY AND ALLEGATIONS PROCEDURE

DFE GUIDANCE

DfE guidance Keeping Children Safe in Education (2019) says that 'governing bodies should ensure that there are procedures in place to handle allegations against other children'. The guidance also states the importance of minimising the risks of peer-on- peer abuse. In most instances, the conduct of pupils towards each other will be covered by the school's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older pupils and their behaviour towards younger pupils or those who are vulnerable.

Schools should ensure their child protection policy sets out information about peer-on-peer abuse, including:
- Procedures to minimise the risk of peer-on-peer abuse
- How allegations will be investigated and dealt with
- How victims of abuse will be supported

It adds that the policy should reflect the different forms peer-on-peer abuse can take, as well as the different gender issues that can influence it. It should particularly include information about sexting, and the school's approach to it.

ALLEGATIONS OF ABUSE MADE AGAINST OTHER PUPILS

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

This might include where the alleged behaviour:
- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:
- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:
- Challenging any form of derogatory or sexualised language or behaviour

- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by [insert your procedures for making pupils aware of this here]
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

PEER-ON-PEER ABUSE POLICY

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

PREVENTION
As a school we will minimise the risk of allegations against other pupils by:-
- Providing a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

ALLEGATIONS AGAINST OTHER PUPILS WHICH ARE SAFEGUARDING ISSUES

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation: -
- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

PEER-ON-PEER ABUSE POLICY AND ALLEGATIONS PROCEDURE
- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the children's reception team (CRT) to discuss the case. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, CRT will refer the case to the multi-agency agency safeguarding hub where the police will become involved.

- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

APPENDIX 7
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 of the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as the 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 over protection 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 if 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 (see peer on peer abuse policy – Appendix 6).

Neglect
The persistent failure to meet a child's basis 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 or, or unresponsiveness to, a child's basic emotional needs.

APPENDIX 8

Safeguarding Policy Addendum (COVID-19 Arrangements)

https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers

PRIORITIES FOR SCHOOLS
- Keeping children safe
- Continue to report any safeguarding concerns immediately using existing systems
- DSL/DDSL should be available – could be phone or possible online eg video call. If there is no trained person on site due to staff restrictions, a member of the SLT should take responsibility for co-ordinating safeguarding. All staff should know who the available DSL/DDSL is each day and how they can be contacted. If there is a DSL/DDSL whose training has expired, they should continue in the role and be regarded as trained.
- Continue to consider online risks and how to protect children online (both in school and at home)

ACTIONS
- How is school supporting children who are vulnerable? e.g in school, calls home etc.
- What will you do if parents do not answer your calls e.g. other contact details, referral to Early Help, home calling (robust risk assessments must be completed) etc.
- Absence – what are the follow-up arrangements for children who should be attending school but are absent?
- How is Safeguarding information being shared if you have students attending from other schools?
- If staff are working online with students, the "code of conduct" must still be adhered to. What other precautions and safeguarding measures are in place?
- Are there any changes to the safeguarding induction process for staff from other schools who join you for example, or volunteers?
- If you are using volunteers or recruiting new staff, you must follow existing safer recruitment procedures and complete robust risk assessments.
- Are there any alternative DSL arrangements required in your school due to absence?
- Are there any adjustments to how staff would report concerns about other adults working with children?
- Is your Single Central Record being kept up to date?
- Do you need to change any processes in reporting and managing peer on peer abuse?
- What are you doing differently to support children online?

CHILDREN WITH A SOCIAL WORKER
The expectation is that these children will attend school unless it has been decided by the Social Worker and the family that it is not in the best interests of the child.

WORKING ACROSS SCHOOLS
Staff who are working across different schools should be made aware, through induction, of safeguarding processes within the setting as well as who the DSL/DDSL are.
If children are attending a different setting then the receiving school should be made aware of any relevant welfare and child protection information.

Where appropriate the receiving school should receive copies of
- Education and Health Care Plan
- Child in Need Plan
- Child Protection Plan
- Looked After Children – Personal Education Plan and name of their social worker as well as name of the Virtual School Head
- These should be received ideally before the child arrives but realistically as soon as possible. If DSL/DDSL not available to receive then a member of the SLT should do so.

SAFER RECRUITMENT
- If you are recruiting at this time continue to follow the safer recruitment guidelines in KCSIE
- Where schools and colleges are using volunteers, they should continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

MENTAL HEALTH
- Continue to be vigilant and aware of children's mental health and how this may present in changes in their behaviour. Continue to support within school and use the white "Services Directory" (on LTS and in DSL pack) to signpost parents who are struggling with specific issues.

WYMONDHAM CHURCH OF ENGLAND PRIMARY SCHOOL

- Wymondham CE Primary will continue to adhere to **Keeping Children Safe in Education 2019** and do everything they can to ensure children are safe.
- Safeguarding concerns will continue to be logged and reported to the DSL.
- A DSL will always be available either by being onsite or over the phone.
- Advice will be shared with parents, staff and pupils about the online risks and how to protect children online.
- Whilst the school is closed to most pupils, children and families who have a social worker involved will be called regularly (at least twice a week) by a member of the senior leadership team. If parents do not answer the phone then contact will be tried using other phone numbers, the named social worker will be informed that that there have been issues making contact.
- The social worker for vulnerable families who do not want their child/ren in school will contact the DSL to inform them of this
- If a pupil who is expected to be in school does not arrive then parents will be contacted immediately to check the whereabouts of the pupil.
- It may be the case that pupils from other schools will be attending Wymondham School or that our staff will be working on other sites; if this is the case, then all correct procedures as detailed in this policy will be adhered to.
- Staff will be reminded of the 'code of conduct' when/if working online with pupils and any such systems will be centrally managed and monitored.
- The school single central record will be kept up to date.
- Pupil and family well-being will continue to be a priority and parents will be able to contact school in a variety of forms with any concerns.

INTERIM DFE SAFEGUARDING ACTIONS REQUIRED

Activity	Completed (Yes/No)	Completed by and date
Ensure that someone is responsible for ensuring actions are completed	Yes	Julie Hopkins 31/03/20
Ensure governors are aware of the Government's interim safeguarding guidance	Yes	Julie Hopkins 04/04/20
Ensure that someone is responsible for continuity in safeguarding leadership	Yes	Julie Hopkins 31/03/20
If you are a hub understand that you have the responsibility for safeguarding all children and staff	Yes	Julie Hopkins 31/03/20
Ensure DSL is available, in-person, by phone or video link	Yes	Julie Hopkins 31/03/20
Nominate a senior leader to be the onsite safeguarding lead	Yes	Julie Hopkins 31/03/20
Create a Coronavirus addendum to your child protection policy to include the specific issues for these circumstances	Yes	Julie Hopkins 01/04/20
Ensure staff know the new arrangements for DSLs and reporting concerns Understand what changes there may be for contacting the LADO	Yes	Julie Hopkins 01/04/20
Understand what changes there may be for contacting social workers	Yes	Julie Hopkins 01/04/20
Know which children have social workers and how to contact them	Yes	Julie Hopkins 01/04/20
Know which children are LAC/PLAC, who their Virtual School Head is and how to contact them	Yes	Julie Hopkins 01/04/20
Know which children should be in school and follow up where they do not attend	Yes	Amanda Scott 01/04/20
Ensure that emergency numbers and alternatives are kept up to date	Yes	Amanda Scott 01/04/20
Ensure that there are safeguarding induction processes for new staff, staff relocated to the school, and volunteers	Yes	Amanda Scott 01/04/20
Ensure that new staff, staff relocated to the school, and volunteers understand the staff code of conduct	Yes	Amanda Scott 01/04/20
Ensure that any volunteers have been individually risk-assessed	N/A	
Ensure that each vulnerable child has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head	Yes	Amanda Scott 01/04/20
Ensure there is a record of which staff are onsite daily	Yes	Amanda Scott 01/04/20
Ensure that the SCR is up to date with any relocated staff or volunteers and the checks that have been made	Yes	Julie Hopkins 01/04/20
Ensure that your safer recruitment processes are clear and adhered to, for example, be aware of anyone unknown to the school offering themselves as a volunteer	Yes	Julie Hopkins 01/04/20
Ensure that staff are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers; and what support may be available	Yes	Julie Hopkins 01/04/20
Ensure that pupils, parents and staff know how to raise any safeguarding issues that may arise during any online learning	Yes	Julie Hopkins 01/04/20
Ensure that SLT has a plan for how any bereavements may be handled, including obtaining any support services (See charity websites, for example, Winston's Wish, Grief Encounter, Childhood Bereavement Network or Hope Encounter).	Yes	Julie Hopkins 01/04/20