

**Contents Page**

Pg 3. Policy Statement and Aims

Pg 3. Statutory Frameworks

Pg 4. The Role of the Designated Safeguarding Lead

Pg 5. The Role of the Governing Body

Pg 5. Safeguarding Training

Pg 6. Promoting the Well-Being of Children and young People

Pg 7. Procedures - dealing with concerns or disclosures regarding a child or young person: (including protocol for staff when there are allegations or incidents of abuse; includes a requirement for all verbal notifications to the designated person for safeguarding to be confirmed by dated written communication)

Pg 7. Information Sharing, Confidentiality and Record Keeping

Pg 8. Communication with Parents

Pg 8. Safer Recruitment and Concerns regarding School Staff/Volunteers

Pg 9. Staff Support

Pg 9. Implementation, Review and Monitoring

Pg 9. Supporting Documents

Appendices:

Appendix 1: Signs, symptoms and types of abuse

Appendix 2: Specific Safeguarding issues

Appendix 3: Referral guidance – What to do if

Appendix 4: Process for Recording and Reporting a Concern about a Child

**CASLON PRIMARY COMMUNITY SCHOOL**

**Child Protection Policy**

**Child Protection Policy Statement**

Caslon Primary Community School recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from “significant harm”. These duties are defined by:

• Dudley Safeguarding Children Board (DSCB) - Safeguarding Children Procedures (<http://safeguarding.dudley.gov.uk>);

• Dealing with a disclosure school guidance (See Appendix 1)

• Children Act 1989;

• Children Act 2004;

• Working together to safeguard children (DfE) March 2015;

• Keeping Children Safe in Education (DfE) September 2016;

• Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (October 2015);

• What do you do if you are worried a child is being abused March 2015; (See Appendix 2)

• The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015);

• Children missing education (September 2016))

• Child Sexual Exploitation (February 2017

Caslon Primary Community School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Safeguarding and promoting the welfare of children is everyone’s responsibility.

Caslon Primary Community School is committed in ensuring that all staff who come into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil the responsibility effectively, the school will ensure their approach is child centred. This means that they will consider, at all times, what is in the best interests of the child.

Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children’s behaviour or their failure to develop. We need, therefore ‘to be alert to the possibility of abuse occurring, aware of the procedures to be followed if the school have suspicions and have the confidence to follow those procedures. This policy applies to all staff, governors and volunteers working in the school.

**Policy Aims**

The aim of this policy is to provide information for all staff to carry out this duty of care responsibly.

The six main elements of the policy are:

• Ensuring we practice safe recruitment through checking the suitability of staff and volunteers to work with children.

• Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.

• Implementing procedures for identifying and reporting cases, or suspected cases, of abuse.

• Supporting pupils who have been abused in accordance with his / her child protection plan.

• Establishing a safe environment in which children can learn and develop.

• Ensuring there are links with other safeguarding policies and procedures for example, anti–bullying, behaviour policy, attendance, physical intervention, medical conditions, first aid, intimate care, educational visits, sexual exploitation, sexting, disability, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism, honour based violence. For further information on some of these procedures, refer to the DSCB website. There is also separate guidance for school on what to do in the event of a death of a child, use of images and safer working practice guidance.

We recognise that because of the day-to-day contact with children, our staff are well placed to observe the outward signs of abuse. The school will therefore:

• Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.

• Ensure children know that there are adults in the school whom they can approach if they are worried.

• Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from harm.

**Role and Responsibilities of Designated Safeguarding Lead**

The Designated Safeguarding Lead has ultimate responsibility and management oversight and accountability for safeguarding and child protection. There may be deputy safeguarding leads within the School. (It is a matter for individual schools as to whether they choose to have one or more deputy designated lead (s).

When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Head Teacher / Principal.

Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels that those staff having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by the Designated Safeguarding Lead will be restricted.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility. Caslon Primary Community School will not disclose to a parent any information held on a child if this places the child at risk of significant harm.

If a pupil/student moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. Caslon Primary Community School will record where and to whom the records have been passed and the date.

If sending by post pupil records will be sent by “Special/Recorded Delivery”. For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student’s wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

**Roles and Responsibility of Governors and Governing Bodies**

It is the responsibility of governing bodies and proprietors to ensure that they comply with their duties under legislation. They must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The statutory guidance, Keeping Children Safe in Education 2016 places statutory requirements on all governing bodies. Governing bodies must make sure that their school has policies and procedures in place and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter- agency procedures.

It is the responsibility of the governing body to ensure that Safeguarding is an agenda item on every Full Governing board meeting.

Caslon Primary Community School will follow the ‘‘Managing Allegations Against Staff (DSCB Procedures). The Head Teacher will deal with allegations made against school staff. All allegations against the Head Teacher will be referred to the Chair of Governors.

**Safeguarding Training**

Caslon Primary Community School Is committed to ensuring all staff are trained to a high standard. The detail around this is set out below.

According to ‘Keeping Children Safe in Education ‘ (2016), The Designated Safeguarding Lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

In addition to their formal training, as set out above, their knowledge and skills should be updated , (for example via e-bulletins, meetings other designated safeguarding leads, or taking time to read and digest safeguarding developments), At regular intervals, but at least annually, to keep up with any developments relevant to their role.

Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training at induction. The training should be regularly updated and in line with advice from DSCB.

In addition all staff members should ensure regular safeguarding and child protection updates (for example, via email, e. Bulletins, staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

**Promoting the Well-Being of Children and young People**

**The Curriculum**

Child protection and wider child safety issues will be addressed through the curriculum as appropriate. Relevant issues will be addressed through the curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.

**Peer on Peer Abuse**

Peer on Peer Abuse, including incidents of Sexting Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection. See Anti-bullying and Behaviour Policy for further e-safety guidance. Page 18 of 23 Further information can be found in the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2016)

Filters and monitoring are covered with DFGL compliant devices through e-safe

**Virtual School Heads**

Caslon Primary Community School is committed in working with the Virtual school Head and supporting the progress of looked after children in the school and meet the needs identified in the child’s personal education plan.

**Children with Special Educational Needs and Disabilities**

The Caslon Primary Community School is committed to working with children with special educational needs (SEN) and disabilities who often face additional safeguarding challenges. This can include:

• Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;

• Children with SEN and disabilities can be disproportionally impacted by things like bullying without outwards showing any signs:

• Communication barriers and difficulties in overcoming these barriers.

**Policies**

All our policies which address issues of power and potential harm, for example bullying, on-line safety, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach. Our Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to. Staff will follow DSCB Children Procedures if there are concerns around peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence / sexual assaults and sexting.

**Procedures**

Caslon Primary Community School will ensure that all staff follow the procedures set out by the Dudley Safeguarding Children Board and take account of guidance issued by the Department of Education (DfE) to:

• Ensure we have a designated safeguarding lead for child protection who has received appropriate training and support for this role. The designated safeguarding lead for the school is Mr Wagstaff (Deputy Headteacher). The deputy designated safeguarding leads are Mrs Holden-Gough (Headteacher) and Mrs Harper (Daycare Manager).

• Ensure we have a nominated governor responsible for child protection. The designated Governor for Child Protection for the school is Stephanie Sellers.

• Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated safeguarding lead and deputies (if any) responsible for child protection and their role.

• Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection. This will be completed via the CPOM’s electronic system (**CPOMS** allows us to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce reports on vulnerable pupil groups for**Case Conference Meetings**, **Governors** and **Ofsted** at the touch of a button.)

• Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus. Parents should be made aware of the policies and procedures.

• Ensure that parents are aware that this policy is available on request, and make the policy available on the school website.

• Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings.

• Develop links with other agencies that support the child such as Child and Adult Mental Health Service, Education Investigation and Education Psychology Service.

• Keep written records of concerns about children, even where there is no need to refer the matter immediately.

• Ensure all records are kept securely; separate from the main pupil file, and in locked locations.

• Ensure that all staff are aware of what to do if there are concerns around a child. Appendix 1 refers to what to do if you are concerned. A multi-agency referral (MARF) must be completed when making a referral and can be accessed from the DSCB website.

**Information Sharing, Confidentiality and Record Keeping**

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only.

Staff within our School are clear that if they have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, they will have a conversation with the designated safeguarding lead to agree a course of action. Although staff members can make a referral to children’s social care.

Caslon Primary Community School is committed to the Early Help approach and staff are able to identify learners who need support through this route.

If a child is in immediate danger or is at risk of harm a referral should be made to the Single Point of Access Team and / or the police immediately.

Telephone Contact - **0300 555 0050**

Advice should be sought, from the Single Point of Access Team (SPA) where the child lives, on, who should approach the alleged abuser (or parents if the alleged abuser is a child).

Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

It may be necessary to liaise and where necessary, challenge other agencies involved, in order to obtain relevant information to support the child appropriately. If a child resides in another borough but attends a school in Dudley Caslon Primary Community School will ensure that we liaise with the Local Authority in which the child resides.

If a child who is subject to a child protection plan leaves, their information should be transferred to the new school immediately and that child’s social worker is informed.

**Communication with Parents/Carers**

In general, we will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents / carers will be informed about our Child Protection Policy through: School prospectus, website, Dojo, newsletter.

**Safer Recruitment and Employment Practices**

Caslon Primary Community School will follow Safer Recruitment processes (DSCB procedures) which will include the following:

• Declaration of the intent to undertake a DBS check in the advertisement

• Ensuring that at least one member of the interview panel has attended DSCB Safer Recruitment training

• Ensuring that references are gained before interview

• Ensuring that a safeguarding question is included in the interview

• Ensuring that any gaps in employment are explored at interview

• Undertake a DBS check at the relevant level to the position

• All Governors now require an Enhanced DBS check

• The Prohibition of teaching checks must be completed for everyone engaged in ‘teaching work’ , whether a qualified teacher or not: and recorded on the Single Central Record

Caslon Primary Community School will follow the ‘‘Managing Allegations Against Staff (DSCB Procedures). The Head Teacher will deal with allegations made against school staff. All allegations against the Head Teacher will be referred to the Chair of Governors.

In addition to this Caslon Primary Community School will have routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within Caslon Primary Community School will adhere to the Guidance for Safer Working Practice for Children and Young People in Education Settings (October 2015). This covers a wide range of issues around staff conduct e.g. Use of Mobile Phones etc. All staff have access to the counselling service within Dudley Council.

If any concerns or allegations are made against members of staff, in the first instance these should be discussed with the Yvonne Nelson-Brown the Local Area Designated Officer (LADO). Contact details: 01384 813110. It is useful at this stage to also provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the LADO in accordance with the Working Together to Safeguard Children (2015) and the DSCB Safeguarding Children Procedures. A LADO Referral and Monitoring form will need to be completed.

If staff have concerns about a fellow colleague, they should follow the Whistle Blowing Procedures.

The NSCPCC whistle blowing helpline is available for staff within our School, who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285. The email address is help@nscpp .org.uk7

**Referral to Disclosure & Barring Service (DBS)**

Any employee who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual possess to vulnerable groups including children. The Single Central record must be in place and include all the areas covered in the Keeping Children Safe in Education (2016). Further advice on this can be sought from your HR Officer linked to your school.

**Staff support**

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

**Implementation, Review and Monitoring**

Implementation will take place by ensuring this policy is discussed at the governors meeting and ensuring all staff are made aware of its existence.

This Policy will be monitored and reviewed on an annual basis and has been ratified by the Governing Body on 21st March 2018.

A copy of this Policy is also available on the School website 22nd March 2018.

**Supporting Documents**

DSCB Safeguarding Children Procedures

<http://safeguarding.dudley.gov.uk/>

Working Together to Safeguard Children (2015)

Keeping Children Safe in Education (2016)

Guidance for safer working practice for those working with children and young people in education setting (October 2015)

Schools Anti-Bullying Policy

Schools Complaints Procedure

School Behaviour Policy

School Safer Recruitment Policy

School Whistle Blowing Policy

School Confidentiality Policy

**APPENDIX 1**

**Signs, Symptoms and Types of abuse and neglect**

• Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

• 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 3 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 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

• 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 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.

• Preventing Radicalisation The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.

**Female Genital Mutilation (FGM)**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Caslon staff will adhere to the mandatory duty on teachers to report disclosures on FGM about a female under 18 personally to the police.

**Honour Based Violence (HBV)**

Honour Based Violence (HBV) is a term used to describe violence committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing, which is presumed to have been lost through the behaviour of the victim. Most victims of HBV are women or girls, although men may also be at risk. All forms of HBV are abuse, regardless of motivation, and should be reported immediately to the Designated Safeguarding Lead.

**Children Missing Education (CME)**

Children missing education are children of compulsory school age who are:

• Not on a school roll.

• Not being educated other than at school.

• Identified as having been out of any educational provision for a substantial period of time (4 weeks). Page 14 of 23 Children go missing from education for a number of reasons including:

• They don't start school at the appropriate time and so they do not enter the educational system.

• They are removed by their parents.

• Behaviour and/or attendance difficulties.

• They cease to attend, due to exclusion, illness or bullying.

• They fail to find a suitable school place after moving to a new area.

• The family move home regularly.

• Problems at home. Further information can be found can be found in ‘Children missing education: statutory guidance for local authorities – September 2016

**Private Fostering-What is private fostering?**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (\*Close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.) Why are children in private foster care? Most frequently, young people are in private foster care for the following reasons:

• children from other countries sent to live in the UK with extended family

• host families for language schools

• parental ill-health

• where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)

• teenagers estranged from their families The Ofsted report into Private Fostering also refers to these reasons:

• children brought from outside the UK with a view to adoption

• children at independent boarding schools who do not return home for holidays and are placed with host families

• trafficked children The Duty to refer to the Local Authority Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence. Once the notification has been made to the authority, Children’s Services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carers household. Children’s services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

**Child Sexual Exploitation (CSE)**

“Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. They are likely to be in need of welfare services and - in many cases - protection under the Children Act 1989. This group may include children who are sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking”. Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. A child may also be sexually exploited for the financial advantage or increased status of the perpetrator or facilitator. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology including cyberbullying, ‘sexting’ and grooming However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Prevent Strategy (Radicalisation and Extremism)**

Caslon Community Primary School is actively involved in the Prevent strategy. The school has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the school and British values. Therefore our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities.

Our school strategy for preventing extremism has five key objectives:

1. To promote and reinforce school and British values; to create space for free and open debate; listen and support the learner voice and enable pupils to develop their self-knowledge, self-esteem and self-confidence.

2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society.

3. To ensure pupil safety and that the school is free from bullying, harassment and discrimination.

4. To provide support for pupils who may be at risk and offer appropriate sources of advice and guidance.

5. To ensure that pupils and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Caslon Community Primary School is Mr Wagstaff. The responsibilities of the SPOC are described below. Page 16 of 23 Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

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

3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:

• Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;

• Seek to provoke others to terrorist acts;

• Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or

• Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

• Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

• Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

• Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

• Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

• Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

• Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others. 7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. 8. More critical risk factors could include: Page 17 of 23

• Being in contact with extremist recruiters;

• Accessing violent extremist websites, especially those with a social networking element;

• Possessing or accessing violent extremist literature;

• Using extremist narratives and a global ideology to explain personal disadvantage;

• Justifying the use of violence to solve societal issues;

• Joining or seeking to join extremist organisations; and

• Significant changes to appearance and / or behaviour;

• Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

**APPENDIX 2**

**Specific safeguarding issues**

**All** staff should have an awareness of safeguarding issues- some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

**All** staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college’s policy and procedures with regards to peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, <https://www.tes.com/teaching-resources> MindEd <https://www.minded.org.uk/course/view.php?id=402> and the NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> websites.

School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

• Bullying including cyber bullying <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

• Children missing education – and Annex A <https://www.gov.uk/government/publications/children-missing-education>

• Child missing from home or care <https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

• Child Sexual Exploitation: definition and guide for practitioners <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Care of unaccompanied and trafficked children <https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children>

Safeguarding children who may have been trafficked <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Child abuse concerns <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

• Domestic violence <https://www.gov.uk/guidance/domestic-violence-and-abuse>

• Drugs <https://www.gov.uk/government/publications/drugs-advice-for-schools>

•Safeguarding children in whom illness is fabricated or induced <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

• Faith abuse <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

• Female genital mutilation (FGM) – and Annex A <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

• Forced marriage- and Annex A <https://www.gov.uk/guidance/forced-marriage>

• Gangs and youth violence <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

• Gender-based violence/violence against women and girls (VAWG) <https://www.gov.uk/government/policies/violence-against-women-and-girls>

Hate <http://educateagainsthate.com/>

• Mental health <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

• missing children and adults strategy <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

• Private fostering <https://www.gov.uk/government/publications/children-act-1989-private-fostering>

• Preventing radicalisation – and Annex A <https://www.gov.uk/government/publications/prevent-duty-guidance>

• Relationship abuse <https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

•Sexting <https://www.saferinternet.org.uk/blog/new-sexting-guidance-schools-released-uk-council-child-internet-safety>

Trafficking <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

**KCSiE 2016, Annex A - contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read the Annex. Make sure all staff read part one AND Annex A and Annex B)**

**Appendix 3-What to do if you are concerned:**

**(Concerns outside the immediate environment (e.g. a parent or carer)**

* Report your concerns to the, Designated *Safeguarding Lead* who should contact Single Point of Access (SPA) Team or the Police as soon as possible.
* If the *Designated Safeguarding Lead* is not available, then the Head Teacher or the person currently responsible for the school should be informed. (This is to ensure there is no delay in seeking advice or making a referral).
* The SPA Team and the *Designated Safeguarding Lead* will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child’.
* Maintain confidentiality on a **need to know** basis only.

**Information for social care or the police about suspected abuse**

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

• The reasons for your concern

• Full name and date of birth of the child

• Names and dates of birth of the child's family/household members

• Other agencies/professionals involved with the family

• The child's first language and any special needs

• The child’s developmental needs, family and environmental factors and parenting capacity

• Any work you may have already undertaken with the child and family

All incidents will be reported on a Multi –Agency Referral Form (MARF)

**Responding to allegations or suspicions (about someone working with children or young people (e.g. a teaching assistant)**

It is not the responsibility of anyone working within Caslon Primary Community School, in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

*Caslon Primary Community School* will ensure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, 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;

• Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm to children

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

• Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 *Sexual Offences Act 2003*);

• ‘Grooming’, i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*);

• Other ‘grooming’ behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text / e-mail messages or images, gifts, socializing etc);

• Possession of sexual images of children / pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone who works in Caslon Primary Community School, including administrative and other support staff.

***Action if there are concerns***

Concerns about poor practice:

* If, following consideration, the allegation is clearly about poor practice; the Head Teacher will deal with it as a misconduct issue.
* If the allegation is about poor practice by the Designated , *Safeguarding Lead,* or if the matter has been handled inadequately and concerns remain, it should be reported to the Head Teacher / Chair of Governors who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse

* Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Designated *Safeguarding Lead* / Head Teacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
* The Designated *Safeguarding Lead* / Head Teacher will refer the allegation to the SPA Team who may involve the Police. All allegations against people who work with children must be passed onto the LADO.
* The parents or carers of the child will be contacted as soon as possible following advice from the SPA Team.
* If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Head Teacher. If the Head Teacher is the subject of the concern / allegation, the concern must be shared with the Chair of Governor. The Chair of Governors will liaise with the Designated Officer for Managing Allegations and HR.

***Internal Enquiries and Suspension***

The Head Teacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the LADO.

Irrespective of the findings of the SPA Team or Police inquiries the Head Teacher / Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Head Teacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

**APPENDIX 4**

**PROCESS FOR RECORDING AND REPORTING A CONCERN ABOUT A CHILD**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DSL - Mr Wagstaff**  **Dep DSLs – Mrs Holden-Gough**  **And Mrs Harper**  **Safeguarding Governor:**  **Stephanie Sellers** | | **Write the Concern Form or complete Online Monitoring System -CPOMS**  **(DSL MUST receive a concern in writing)** | **Local Authority DO/Risk: (For concerns about an Adult/person in Position of Trust)**  **Contact Details:**  **Yvonne Nelson-Brown**  **01384 813110** | |
|  | | **Deliver/Report all concerns to: Mr Wagstaff and Mrs Holden-Gough** |  | |
|  | | **DSL reviews concern, identifies level of need and makes a decision about the Next Steps** |  | |
| **Decision To MONITOR The Concern** | | **Decision To DISCUSS The Concern With Parent/S Carer** | **Decision to REFER the concern to Childrens Social Care (CSC)** | |
| **MONITOR**  **↓** | | **DISCUSS**  **↓** | **REFER**  **↓** | |
| **School worker asked to monitor pupil and feedback to the DSL within an agreed timescale** | **MONITOR**  **↔** | **After discussion DSL decides to either, discuss further with parent/carer, monitor via school worker or make a referral into CSC** | **REFER**  **↔** | **DSL speaks with Head/Governor and agrees to refer into CSC** |
| **→** | | **AT ALL TIMES RECORD** | **←** | |
| **Remember:**  **ANYONE CAN MAKE A REFERRAL**  **AND REPORT DIRECTLY INTO CSC.** | | **DSL retains Concern Form/incident details in secure, confidential Safeguarding File** | **Contact details for:**  **Children’s Social Care referrals:**  **0300 555 0050**  **PREVENT/Channel referrals:**  **Sue Hayward**  **01384 814736** | |

R Jessup Safeguarding Lead Education – adapted from success in schools July 2017