



The Humberston C of E Primary School

Safeguarding Policy

Designated Safeguarding Lead – Mrs Ranshaw
Designated Deputy Safeguarding Lead – Miss Dalmedo/Miss McCoid
Safeguarding Officer – Miss Hanley
Designated Safeguarding Governor – Mrs Wong
Designated LAC teacher – Mrs Ranshaw

Last Review: September 2024

Next Review: September 2025 or earlier if changes arise

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Section 1

Introduction

Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance (LSCB Guidelines and Procedures and Working Together 2006) issued by the Secretary of State.

The Humberston C of E Primary School fully recognises its responsibilities for child protection and ensuring the safety and well-being of all children within our care. Our legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse is a priority for us. We believe that every child regardless of age, ability, ethnicity, culture and gender has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

This policy applies to all staff, volunteers, governors and external agencies who work within our school. The care and protection of children has the highest importance within school and everything possible will be done to ensure that the Local Safeguarding Children Board Guidelines for Child Protection are implemented. The effective and efficient implementation of these procedures will help ensure that all children are kept safe and protected from danger.



Our School Commitment

- To establish excellent and effective procedures for keeping children safe.
- To ensure that any incident that could be a child protection matter is dealt with, with paramount importance as cited in the 1989 children's act.
- To ensure that during any incident staff work in accordance with the child's wishes and feelings unless to do so would put the child at risk of harm.
- To put in place and follow the Local Safeguarding Children Board's Guidelines for Child Protection.
- SCPCO and deputies to undertake relevant safeguarding training every two years as outlined by the Local Safeguarding Children's Board.
- To ensure that staff are suitably trained in Child Protection so that they are confident to carry out their duties and responsibilities on a daily basis. Staff are confident in their abilities to be able to respond appropriately to any incident that may arise.
- To ensure that there is a quick and effective response to any incident.
- To identify children who may be at risk quickly and take appropriate action. All staff working with especially vulnerable groups, such as those with behavioural difficulties or SEND to ensure that they are particularly sensitive to possible signs of harm.
- To ensure coherence of good practice throughout the school and to assist the smooth transition of learners to other schools.
- To ensure good communication of information to all relevant members of staff.
- To provide relevant information to outside agencies where appropriate.
- To ensure that children who are subject to child protection plans, child in need plans or Early Help Assessment Plans receive the support and guidance outlined in these plans.
- To ensure that parents are aware of the responsibilities placed on the school and staff for child protection.

- To ensure that parents are aware of the name and the contact details of the designated Child Protection Coordinator.
- To ensure that we follow all local 'Safer Recruitment Guidelines' when appointing new members of staff / volunteers and checking their suitability.

Outcomes.

- Children will be happy and enjoy their time at school feeling valued and secure.
- All staff are aware of their responsibility for child protection and therefore will be vigilant in their duty of care for the children.
- Children will know that there are adults in school that they can approach if they are worried.
- All parents, staff, children and volunteers are aware of the importance of, and the responsibility for child protection.
- Parents and Carers are aware of the procedures and protocol with regards to child protection and feel confident to approach the school for advice or support.
- Effective communication and sharing of information between relevant agencies to support individual pupils.
- A trained and dedicated body of staff who are aware and confident of their duties and responsibilities with regards to Child Protection and any action that they may need to undertake. A staff body that is able to review and adapt procedures or practices as required to support positive outcomes for all children.
- Responsible staff who are able to deal with sensitive or difficult situations.
- Staff who put the child's needs first and have the confidence and knowledge to make decisions when needed. Staff may have to take actions to safeguard a pupil that may contravene guidance/guidelines and procedures. There may be a situation whereby none of these are in place for the specific situation staff are dealing with. Provided that it can be satisfied that any actions taken were done so to ensure that the welfare and best interests of the child were secured, it will be seen that, that staff member has acted reasonably.
- The school will be a place of safety for children where the welfare, safety, care and protection of the children is paramount and so supports the children's growth and development both in and out of school.

Section 2

Implementation and Strategies.

2.1 Safer Recruitment

Outlined below are key elements of safer recruitment procedures followed by our school. For further details, please refer to the Safer Recruitment Policy.

- Recruitment advertising must contain a safer recruitment statement and the requirements for DBS checks.
- written references must be taken up before interview. One must be the current, or more recent, employer.
- The interview process is conducted by at least two senior members of staff, at least one of whom has been trained in safer recruitment practices.
- Appointments will only be confirmed after all checks have been completed satisfactorily.
- All new staff will receive an induction.
- It will be made clear to candidates that only LA completed application forms will be accepted (not CV's).
- Any gaps in a candidate's application form will be explored, this will include: incomplete forms and gaps in work history.
- When requesting references the referee will be asked about the candidate's suitability for working with children.
- A central record sheet will be kept of all school staff, Governors and volunteers that have access to the school and show details of DBS disclosures.
- Applicants must provide original documents and certificates to back up application. Teachers must provide proof of qualified teacher status (QTS) and have a Teaching Reference number.
- Staff cannot take up post without a valid DBS disclosure.

2.2 Staff Roles, Responsibilities, Training and Induction

- All designated and deputy Safeguarding Leads will have at least Level 3 safeguarding training and will refresh this training every 2 years as per the training cycle. See Appendix A for training materials.
- All staff will be aware of the Guidelines for Child Protection through annual 'basics' training cycle.
- Designated Safeguarding Lead will keep up to date with changing guidelines and practices and will inform staff as these arise.
- All new to school staff will receive induction training in safeguarding.
- Safer Recruitment training will be updated every 3 years by all staff responsible for appointing new staff.
- Designated Safeguarding Leads will manage all referrals to children's services and will liaise with relevant agencies.
- Deputy Designated Safeguarding Lead will assist with all safeguarding duties and will act as designated safeguarding lead during times when the designated safeguarding lead is off school site.
- Head Teacher will ensure all front line staff are made available to attend all meetings regarding a child's safety and welfare.
- School's Designated Safeguarding Lead to take responsibility for any referrals to Children's services. SCPCO to ensure attendance at any meeting held in respect of a child who is subject to a Child Protection Plan, Child in Need Plan or an Early Help Assessment Plan.
- The Head teacher will take overall responsibility for the filtering and monitoring systems in place and the day to day running of filtering and monitoring systems will be undertaken by out IT provider. Each term, the head teacher will run a report to test the quality of the filtering system and alert the IT provider of any gaps. Class teachers will monitor and report any inappropriate content straight away to the head and IT provider so that action can be taken to block the content. Children are not to use any electronic device without supervision.
- A nominated governor will have responsibility for Child Protection.

2.3 Procedures

- All staff will follow the procedures outlined by school agreed by the Local Safeguarding Children's Board. See Appendix B
- All new to school staff will receive 'basics' safeguarding training during the induction process.
- All staff will be consistently vigilant and share the belief that 'it could happen here'. Staff are constantly aware of their own responsibilities towards safeguarding and adopt a reflective approach to all practices. Practices and policies can be reviewed to respond effectively to any changing situation.
- There will be an appropriate and designated member of staff who must be informed immediately of any concern. This nominated member of staff will then lead the schools' response to the concern.
- All members of staff to be aware of the name and contact details of the designated member of staff for child protection.
- All staff to be aware of the need to record any concern in writing using the CPOMs system . School's Child Protection Forms should still be used by any members of staff who do not have access to the CPOMs system. These are kept both in the safeguarding folder on the shared drive and hard copies are stored on the staff noticeboard. See Appendix C
- Detailed and secured records are to be kept on all children on the CPOMs system.
- Archived Child Protection files and information to be stored separately to children's educational files within the locked cupboard in the SLT office.
- Child Protection files are stored on the CPOMs system with restricted access for viewing records. School's Child Protection Coordinator to take responsibility for these files. Files will automatically be set up as CPOMs is linked to the school's MIS system..
- Archived Child Protection files (pre CPOMs) are to be stored until the child reaches the age of 25 in an archive folder in the locked cupboard. Current Child protection Files will be securely electronically transferred to the child's next school if they also use CPOMs or will be printed and sent to the child's next school. Receipts of child protection Records will be retained in the locked cupboard.
- A register to be kept for any files that have been securely destroyed once the time period has lapsed.
- In line with transfer processes set up by the LSCB, when a child transfers to another school, the SCPCO first confirm the registration of the child at the new school before disclosing any confidential information. Information must be transferred to the new school in a secure way.
- Outside agencies to be fully involved at appropriate stages, as set out in the 'Guidelines for Child Protection'.
- Staff are to work in accordance with the school's own policies and practices with regards to working 1:1 with pupils, transporting pupils, physical contact with pupils and intimate care. Guidelines from the Local Safeguarding Children's Boards must be adhered to.
- The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

2.4 Concerns that staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- Any concerns of child on child abuse which will not be tolerated. This includes but is not limited to;
 - Any concerns of bullying, including cyberbullying, discriminatory and prejudicary.
 - Any racial incidents
 - Any forms of sexual harrassement between children (lifting up skirts, inappropriate comments, pulling down trousers, daring a child to do the above, inappropriate touching are just some examples)

2.5 Pupil Records, Data Protection and Information Sharing

- Detailed, accurate and secured records are to be kept on all children for who concerns have been raised.
- These records will include full names, date of birth, address, contact telephone number, emergency contact details, names of any social or family support workers with their contact details.
- Child Protection files and information will be stored separately to children's educational files within the CPOMs system.
- All information sharing between professionals will be carried out through the secure system of 'Move It' to ensure confidentiality.
- Archived Safeguarding files will be stored until the child reaches the age of 25 in an archive folder, also kept in the locked cupboard with restricted access with a register kept for any files that have been securely destroyed once this time period has lapsed.
- In line with transfer processes set up by the LSCB, when a child transfers to another school, the SCPCO first confirm the registration of the child at the new school before disclosing any confidential information. Information must be transferred to the new school in a secure way and in a timely manner.
- Neither the parent nor the child has an automatic right of access to child safeguarding records. It is however best practice to share information written by staff unless there is a valid reason to withhold it. If an application is made to see the whole record, advice should be sought from the local authority safeguarding adviser or school safeguarding officer, and the child's social worker if they have one. All third party information should be removed, or consent sought for its disclosure from source. [L] [SEP]
- Staff will endeavour to share information with parents regarding their child's welfare but will not share any information with a parent or carer that may put the child at further risk of harm, including emotional harm.
- Information sharing will only be carried out with the best interests of the child and will be carried out on a need to know basis.
- No data or information about a child will be stored on a memory stick, which is not encrypted.

2.6 Keeping Pupils Safe in School

- The school will be a maintained safe environment for children, where they can feel safe, valued and supported in all areas. All children will know that they will be listened to and have trusted adults to talk to if they are worried or upset about any concerns.
- Fire drills will be carried at least termly to ensure all pupils and staff are fully aware of the procedures during a fire evacuation. This may be carried out at differing times of day to aide the effectiveness of our practices.
- High staff ratios will be adhered to during all times of the school day, including break times and school visits and duty staff will remain apart from each other to maximise coverage of the playground and groups of pupils.
- Pupils will not be taken off the school roll until they are registered at a new school or registered by the Local Authority as Electively Home Educated. See appendix N for further details.
- EYFS pupils will be sent 1 by 1 to a teacher at the main exit once their parent or carer has arrived where they will be collected in person. EYFS and KS1 staff will ensure they seek support from additional staff where needed to ensure a safe and controlled exit at home time.

- The Medical and First Aid Policy will be adhered to at all times including the use of first aid cards.
- Emergency Plan – bomb threats etc..
- After school clubs are run by external companies and will have their own safeguarding procedures.

2.7 Safeguarding Information for Parents and Pupils

- Opportunities are in the PSHCE curriculum for children to develop the skills, knowledge and awareness they need to stay safe from abuse and other dangers. Children will be taught the skills needed to develop independence and the ability to judge and manage the risks they are likely to face.
- Information posters are displayed around school for the NSPCC and Child Line.
- Information leaflets regarding Early Help support available to parents are available at the school office.
- In the case of a pupil identifying as a gender different to that on their birth certificate, school staff will act sensitively and work with parents to formulate a plan for times of undress such as toilet use and changing for PE lessons which allows privacy and comfort. School will refer to the guidance for schools and colleges in relation to gender questioning children when decided how to proceed.
- If parents have any concerns regarding the safety or well being of a child, they are invited to speak to the school's designated safeguarding lead and will also be advised to phone their concerns through to children's services (01472 326292)
- Where pupil mental health gives rise to concern, staff will be aware that this can act as an indicator of abuse. The school's Senior Mental Health Lead (Miss Randell) and the Emotional Literacy Support Assistant (Mrs Carlton) will put measures in place to support the pupil and the DSL will identify if there are any potential reasons for referral to children's services.

2.8 Support and Guidance for Staff

- Advice can be sought in the first instance from the SCPO or SLT. Further advice may be sought from Children's services by phoning 01472 326292 with regards to safeguarding concerns in the event that all designated staff are unavailable.

2.9 Related School Policies

Safer Recruitment Policy
 E Safety Policy
 Anti Bullying Policy
 Health and Safety Policy
 Whistle Blowing Policy
 Collection and non-collection of children policy
 Confidentiality Policy
 Medical Policy
 Attendance Policy

3.0 Allegations against staff

- In the case of an allegation about members of staff or volunteers at the school the Head Teacher will be responsible for following the procedures cited in the 'Working together to safeguard children' (2006), 'Safe Guarding Children and Safer recruitment in education' (2007) and all other LSCB recommendations.
- Any allegations against any member of staff or volunteer will be dealt with in accordance with allegation management process either by the Head Teacher or Safeguarding Lead who will work alongside the Local Authority Designated Officer (LADO)
- If there is any allegation made about the nominated member of staff, then a member of the schools senior management team must be informed immediately and they will assume the role of 'nominated member of staff' until the issue has been fully resolved.
- Any allegations made against the Head Teacher must be reported to the Chair of Governors who will act as the head teacher in following the guidance for allegations made against staff.

3.1 Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The designated LAC teacher is Stephanie Ranshaw.

Appendix A

Key Elements of Staff Training

What is Child abuse?

There is no legal definition, however we as a school need to be clear on what we consider to be abusive.

‘trauma’

‘delay or harm development’

‘basic needs’

‘physical and emotional’

Physical abuse

Potential indicators of physical abuse

- Presenting with an injury, particularly in an uncommon injury site with conflicting, confusing or vague explanations from the child and/or parent.
- Evidence of previous injuries
- Marks shown or discovered
- Inappropriate behaviour / language
- Disclosure of abuse
- Change in behaviour
- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises in clusters, often on the upper arm or outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks
- Multiple burns with a clearly demarcated edge.
- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home.

Emotional Abuse

- This may involve conveying to a child that they are worthless, unloved or inadequate.
- They may have age or developmentally inappropriate expectations placed on them.
- Over protection and limitations of exploration and learning.
- Causing a child to frequently feel frightened or in danger.
- The child seeing or hearing the maltreatment of another person.
- Preventing the child from participating in normal social interaction.

Potential indicators of Emotional Abuse

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress

Neglect

Neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the impairment of the child's health or development.

- Neglect can also be present during pregnancy as a result of maternal substance abuse.

- Failure to provide adequate food, clothing or shelter.
- Failure to provide medical treatment.
- Abandonment
- Failure to protect a child from physical and emotional harm or danger.

Potential indicators of Neglect

- Constant hunger, sometimes stealing food from other children
- Constantly dirty or 'smelly'
- Loss of weight, or being constantly underweight
- Inappropriate clothing for the conditions.
- Complaining of being tired all the time
- Parent not requesting medical assistance and/or failing to attend appointments.
- Having few friends
- Mentioning being left alone or unsupervised.

Sexual Abuse

This involves forcing or enticing a child to take part in sexual activities whether or not the child is aware of what is happening.

They may include non-contact activities such as involving children in looking at or producing pornographic material or age inappropriate films or encouraging children to behave in sexually inappropriate ways.

Potential Indicators of sexual abuse

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy
- Sudden or unexplained changes in behaviour e.g. Becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicidal thoughts or attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence) acting in a sexually explicit way towards adults

Disclosure

A child will choose who, how and when to tell.

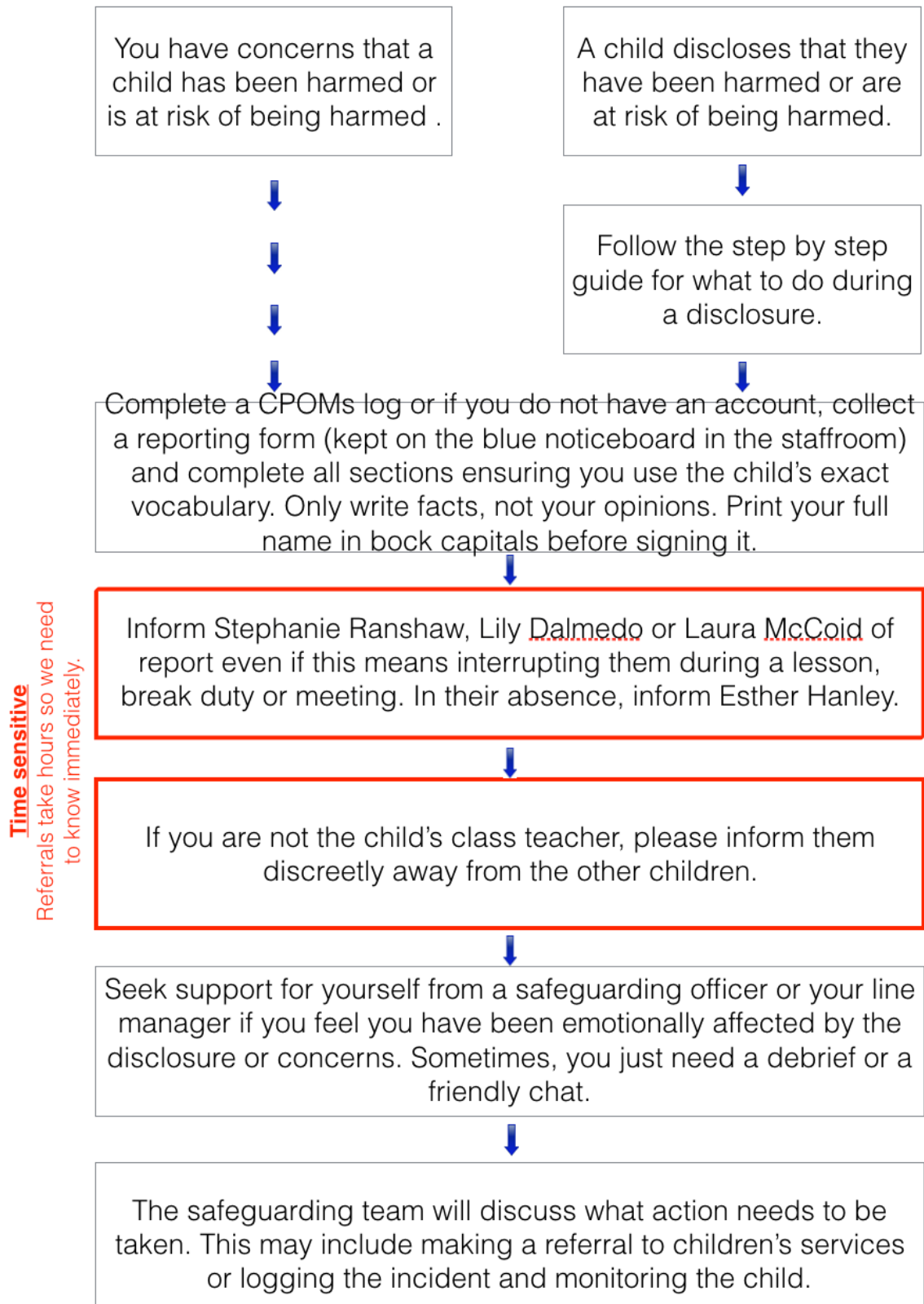
If a child chooses you, then it is your responsibility to take the first steps in dealing with the situation but remember, you are not alone and always speak to the safeguarding Lead after a disclosure.

- Stay calm and listen carefully
- Ensure that the child is ok and feels safe
- Tell the child they are not to blame - it's not their fault
- Tell and show the child that they are being taken seriously - do not express disbelief/shock (verbally &/or non-verbally)
- Explain to the child that they have done the right thing by telling you
- Do not promise that you will be able to keep secret the things that the child has told you - be honest and explain that it will be necessary to tell someone else
- If not wanting to continue – do not attempt to pursue more information

- Don't try to investigate or ask leading questions
- Use the child's own words – including genitalia
- Repeat back to the child to check that you have understood
- Reassure the child & tell them what will happen next and what you intend to do
- Need to know if a colleague is assisting
- Inform your SCPCo
- Write down what the child has told you using the child's own words, as soon as possible after the event – keep original notes
- Support & de-brief for yourself

Appendix B

Safeguarding Procedure Flow Chart



Appendix C
THE HUMBERSTON C OF E PRIMARY SCHOOL
RECORDING SHEET FOR CHILD PROTECTION

Child's Full Name:	Date of disclosure	Incident No. Completed by Safeguarding lead
Place of incident: Time of incident (if known): Place of disclosure: Time of disclosure:		
Cause for concern / incident: Continue on a separate sheet if needed. Include the following details where appropriate. • Context – describe what happened prior to the disclosure. Set the scene. • Full names of any other children involved • The demeanour and appearance of the child • Any questions asked or answered.		

Continued

Response and actions of observer:

Printed name of observer:

Signature of observer:

Refer immediately to safeguarding leads

Completed by Safeguarding Officer (S Ranshaw, L Dalmedo or L McCoid) :
What actions/decisions were made and why?

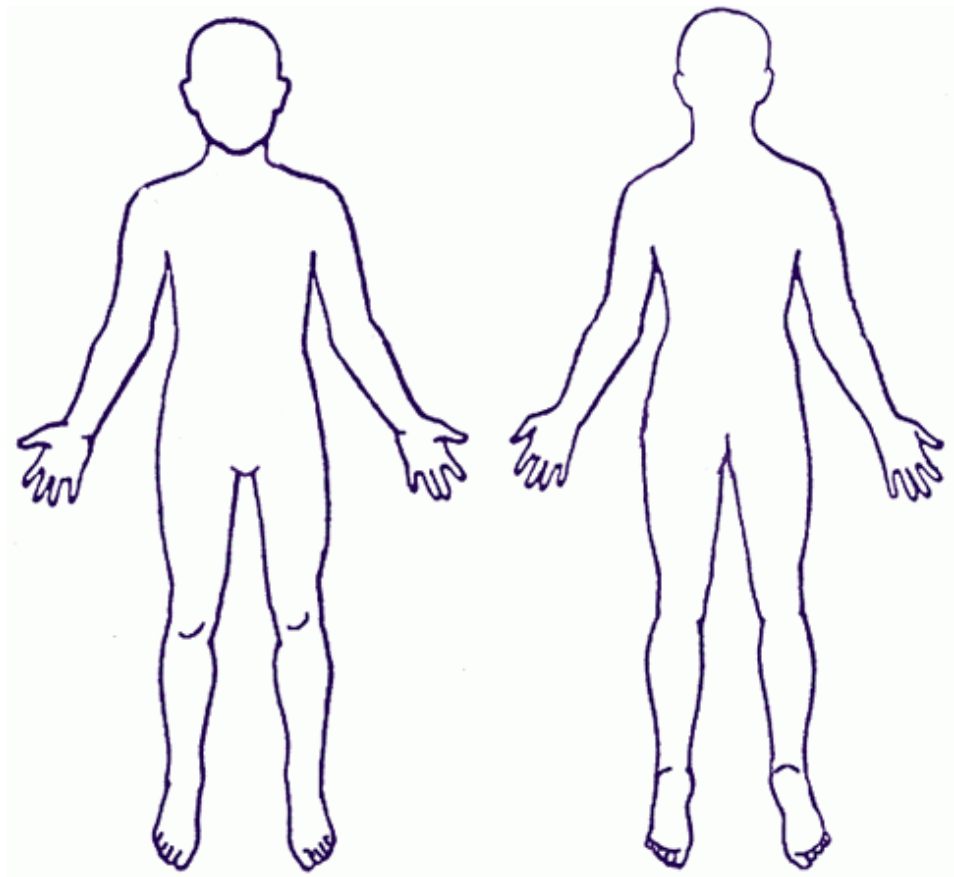
Printed name of Safeguarding Officer:

Signature of Safeguarding Officer:

In the event of SR and LM/LD absence when a serious incident causes concern, please contact children's services for further advice. Tel : 326292 (You will need child's full name and Date of Birth)

Appendix D

THE HUMBERSTON C OF E PRIMARY SCHOOL
RECORDING SHEET FOR CHILD PROTECTION
PHYSICAL INJURIES

Child's Full Name:	Date of disclosure	Incident No.
		Completed by Safeguarding lead
Place of incident:		
Time of incident (if known):		
Place of disclosure:		
Time of disclosure:		
Physical injury		
		
Please describe the injury in as much detail as possible including; • The exact site of the injury (left/right etc.) • Size / colour / shape of the mark • Texture - Is the skin broken? • Tenderness/soreness • Is the wound/injury clean or dirty?		

Cause for concern – Please detail your concerns below including the following information where appropriate.

- Context – describe what happened in as much detail as possible.
- Full names of any other children involved.
- The demeanour and appearance of the child.
- Any questions asked or answered.

Response and actions of observer:

Printed name of observer:

Signature of observer:

Refer immediately to safeguarding leads

Completed by Safeguarding Officer (S Ranshaw, L Dalmedo or L McCoid)
What actions/decisions were made and why?

Printed name of Safeguarding Officer:

Signature of Safeguarding Officer:

In the event of SR and LM/LD absence when a serious incident causes concern, please contact children's services for further advice. Tel: 326292 (You will need child's full name and Date of Birth)

Appendix E

Humberston Church of England Primary School
Racist Incident Report Form

Name of victim:	Male / Female	Age:	Ethnic Origin Code on registration form:
Name of perpetrator:	Male / Female	Age:	Ethnic Origin Code on registration form:
Location of incident:		Date of incident:	
Incident logged by:		Time of incident:	

Type of Incident (Tick and give details overleaf)			
Derogatory name calling, insults, racist 'jokes' and language		Bringing racist materials into school	
Verbal abuse and threats, teasing and taunting		Attempting to recruit others to racist organisations or groups	
Racist graffiti and other written insults		Physical assault or physical intimidation	
Wearing racist badges or insignia		Damage to person's property	
Racist comments in course of discussion		Incitement to others to behave in a racist way	
Ridicule of individuals cultural differences (food, dress, etc)		Refusal to cooperate with others on racial grounds.	

Action	
Action taken against the perpetrator	Support given to the victim
Number of previous reports:	Number of previous reports:

Parties informed							
Parents		Governors		Police		Other	

<u>Has school made any changes to policies or procedures as a result of the incident?</u>

Details of the incident including notes of words used:

Ethnic Origin Codes
(DfE Classification)

Asian or Asian British		Mixed	
Indian	AIND	White and Black Caribbean	MWBC
Pakistani	APKN	White and Black African	MWBA
Bangladeshi	ABAN	White and Asian	MWAS
Any other Asian background	AOTH	Any other mixed background	MOTH
Black or Black British		White	
Caribbean	BCRB	British	WBRI
African	BAFR	Irish	WIRI
Any other black background	BOTH	Traveller – Irish Heritage	WIRT
Chinese	CHNE	Gypsy / Roma	WROM
Any other ethnic group	OOTH	Any other White background	WOTH
Ethnic data refused	REFU	Ethnic data not obtained	NOBT

Print name: _____ Signature: _____

Appendix F

Female Genital Mutilation (FGM) and so called Honour-Based Violence (HBV)

At The Humberston C of E Primary School, the Headteacher and Governors expect Safeguarding to be everybody's responsibility and expect all staff to adhere to and follow these policies. The following appendix was written using guidance documents from many sources including The world Health Organisation, gov.uk, Ofsted guidance for inspecting school's safeguarding procedures and <http://www.nelsafeguardingchildrenboard.co.uk/>

Female Genital Mutilation is a crime, therefore any concerns that FGM is about to take place or has taken place must trigger a report being made to the police by the actual member of staff who becomes initially aware of the situation.

FGM is also a form of child abuse and as such is dealt with under the schools' Child Protection/Safeguarding policy. The school uses the World Health Organisation definition as written below.

Definition of FGM:

"Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons." (World Health Organisation-1997)

Definition of so called Honour-based violence

So called 'Honour based 'violence (HBV) encompasses crimes which have been committed to protect or defend the perceived honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are a crime and abuse (regardless of the motivation) and should be handled and escalated as such following school safeguarding procedures and alerting the police.

Overview

The practice of FGM, which is illegal in the UK, carries a maximum prison term of 14 years for any UK national or permanent resident convicted of carrying it out, or aiding and abetting the process, while in the UK or overseas. FGM is a practice, which takes place worldwide in at least 28 African countries and in parts of the Middle and Far East. However, it also takes place within parts of Western Europe and other developed countries, primarily among immigrant and refugee communities. UK communities that are at risk of FGM include Somali, Kenyan, Ethiopian, Sierra Leonean, Sudanese, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian women and girls. FGM is believed to be a way of ensuring virginity and chastity. It is used to prevent girls from participating in sex outside marriage and from having sexual feelings. Although FGM is practiced mainly by secular communities, it is most often claimed to be carried out in accordance with religious beliefs. FGM is not supported by any religious doctrine. (gov.uk resource pack 2014)

Indications that FGM may have taken place or may be about to take place.

- Prolonged absence from school with noticeable behaviour change – especially after a return from holiday.
- Repeated absences following a holiday.
- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel to a country known to practice FGM or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.

Strategies in place

- Effective sex and relationship education within PSHE can help pupils keep themselves safe from harm through building their confidence to ask for help, learning that their body belongs to them and giving them the language to describe private parts of their body.
- A robust attendance policy that does not authorise holidays.
- Training for the Safeguarding officer, which is passed onto front line staff.
- A robust safeguarding policy, which ensures staff alert the Safeguarding officer to concerns relating to any forms of abuse including FGM. If there is concern about a child being at risk from FGM or having already had the procedure, Humberston C of E Primary School will immediately inform the police and will follow the policy and make the necessary referrals in line with the advice shown in <http://www.nelsafeguardingchildrenboard.co.uk/>

Sexual Violence

In the case of child on child sexual violence or harrassment, the normal safeguarding procedure flowchart must be followed to report the concerns or allegations. In the case where it is believed that a crime has been committed, the police will be informed.

Appendix G

Tackling Extremism and Radicalisation

The Humberston C of E Primary School is fully committed to ensuring the safeguarding of children is paramount. All staff are aware of the strict procedures in place when communicating safeguarding concerns and recognise that safeguarding against Extremism and Radicalisation carries equal importance as other areas of safeguarding. Staff are aware that they need to maintain the professional attitude that 'this could happen here' and therefore will be expected to remain vigilant and proactive where concerns arise.

This Appendix has been written in accordance with and should be read in conjunction with the following National documentation;

- PREVENT strategy HM Government
- Channel
- Keeping Children Safe in Education DfE 2014.

Definition

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

Indicators that a child may be at risk of being radicalised or exposed to extreme views. These may include;

- Children or families may spend increasing amounts of time in the company of other suspected extremists.
- Children may use language or phrases that portray extreme views about specific groups.
- Children may change their style of dress or personal appearance.
- Day-to-day behaviour becoming increasingly centered on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to persuade other children to follow their views / cause.
- Child may show prejudice to other groups.

Strategies to prevent Radicalisation and Extremism in School

Through our whole school ethos, Curriculum and extensive and high quality PSHCE lessons, children are taught the fundamental qualities of being a citizen of Modern Britain. Our curriculum promotes equality and respect and children are regularly taught how to keep themselves safe. We have a learning mentor onsite to provide early support to children with low self-esteem, which may be a contributing factor in making children associate with extremist groups.

Procedure for referrals

All staff in contact with children are fully versed on our safeguarding procedures. We treat radicalism and extremism no differently and follow the same reporting procedure.

Appendix H

Child Exploitation

Definition

The sexual exploitation of children is defined as: involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability" (Office of Children's Commissioner's Inquiry into Child sexual exploitation in Gangs and Groups, Nov 2012)

Possible Indicators

Anyone who has regular contact with children is in a good position to notice changes in behaviour and physical signs that may indicate involvement in sexual exploitation.

Health – physical symptoms e.g. bruising, chronic fatigue, recurring or multiple sexually transmitted infections; pregnancy and/or seeking a termination of pregnancy; evidence of drug, alcohol or substance misuse; sexually risky behaviour;

Education – truancy; disengagement with education; considerable change in performance at school;

Emotional and behavioural development – volatile behaviour exhibiting extreme array of mood swings or use of abusive language; involvement in petty crime; secretive behaviour; entering or leaving vehicles driven by unknown adults;

Identity – low self-image; low self-esteem; self-harm; eating disorder;

Family and social relationships – hostility in relationship with parents, carers and/or other family members; physical aggressions towards parents, siblings, pets, teachers or peers; unexplained relationships with older adults (e.g. through letters, texts, internet

Parental capacity – family history of parental neglect or abuse;

Family and environmental factors – family history of domestic violence; pattern of homelessness;

Referral Procedure

Staff with concerns about a child being sexually exploited must follow the existing safeguarding procedures we have in place at school.

Appendix I

Private Fostering

Definition

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

We have a duty to inform the local council children's services of any private fostering arrangements we are aware of. If it is known or suspected that a child falls into this category, we will follow the agreed referral procedures as outlined in our safeguarding policy.

Appendix I

The Prevent Duty

What is The Prevent Duty?

The Prevent Duty is ultimately an initiative that the government have put in place in July 2015 to prevent people from supporting terrorism or becoming a terrorist. This also encompasses radicalisation, which is the process of grooming or persuading other people to follow radical beliefs and behaviours that are often of a religious or political nature. (See Appendix B of the Safeguarding Policy)

Terrorism is the organised use of violence or intimidation for political or other ends.

Whilst incidents of radicalisation are seen more regularly amongst older children, there is still a risk to children of a primary age and it is paramount that all school staff know how to identify signs of radicalisation and know how to respond if they have any concerns.

Main Objectives

Schools can build pupil's resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

How are children targeted for radicalisation?

Children who display signs of isolation, low self esteem and vulnerability are more likely to be targeted for radicalisation as they are seen to be more easily manipulated.

There is no single driver of radicalisation, nor is there a single journey to becoming radicalised. The internet creates more opportunities to become radicalised, since it's a worldwide 24/7 medium that allows you to find and meet people who share and will reinforce your opinions. Research shows that the internet and face-to-face communications work in tandem, with online activity allowing a continuous dialogue to take place.

Initial contact with these children may be made in a number of ways including through family links, social media, chat rooms and youth clubs. Children may not realise they are being targeted. A common tactic used is to befriend the child and make them feel special and part of a group. Over time, the child may start to have similar opinions and start to believe the messages they are being given.

Signs to be aware of

Inappropriate websites - Children may mention that they have been on certain websites to do with terrorist activity, guns, bombs, war, fighting or of a political or religious nature. Alternatively, they may switch screens when using school electronic devices when a teacher goes near and history on electrical devices may show that these sites have been accessed.

Inappropriate conversations - Children may start to show high levels of interest in terrorist activity, weapons and political and religious views and frequently ask questions. Children may offer comments or opinions about particular groups of people during discussions in lessons.

A conviction that their religion, culture or beliefs are under threat or treated unjustly.

Change of clothes - Children may start to change the way they dress or wear religious or political insignia.

Being secretive about who they have been in contact with and what they have been discussing.

Change of friendships - Children may start to hang around with much older children.

Anxious - Children may show signs of being anxious and nervous.

What to do if you have any concerns

The Prevent Duty falls under the umbrella of safeguarding and as with any safeguarding issues, we follow the normal safeguarding procedures as outlined in the school safeguarding policy.

Detailed notes need to be written on our normal incident recording forms and handed in straightaway to Stephanie Ranshaw, Jo Everitt or Emma Shand.

The designated Safeguarding officers will consult on what further action needs to be taken.

This may include making a referral to The Channel Panel or phoning the police (101).

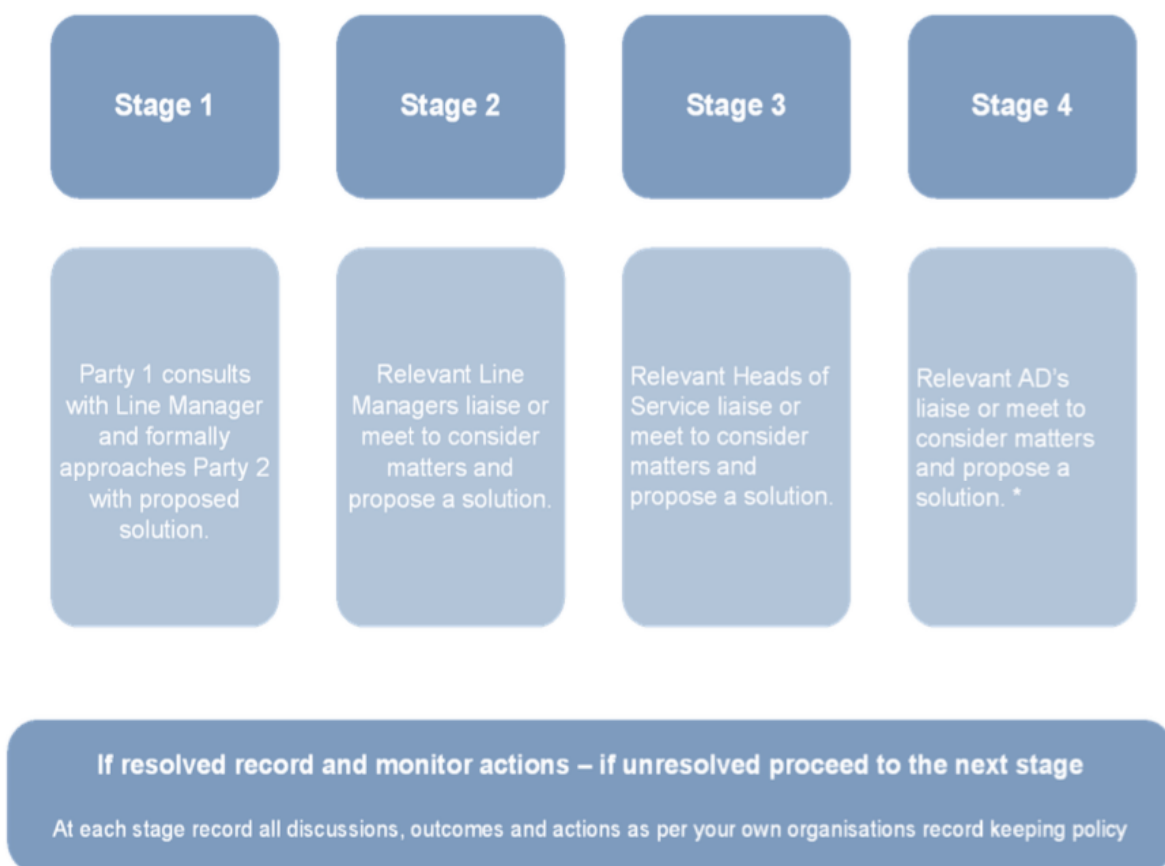
For more information, please see the additional website links.

Appendix K

Conflict Resolution Escalation Procedure (Disagreements between professionals)

When a range of professionals and agencies are undertaking assessments and providing services for people, there will inevitably be times when perspectives differ and conflicts of opinion or views give rise to challenge and or disagreement. This is particularly likely to occur when assessing need and risk and making decisions about the best ways forward to achieve the best or safest outcome for individuals. Occasionally there will also be conflict over who is best placed to provide interventions and how to make the best use of resources available to achieve the desired outcomes.

RESOLUTION PROCESS



Good practice Resolving Professional Differences and Disagreement

In the first instance efforts should be made between both parties to resolve or reach an understanding about why dispute has arisen. Areas of dispute should be recorded in line with organisation's record keeping protocols, highlighting actions already taken, including discussions and efforts already made between parties to resolve. Details of matters giving rise to dispute should be clearly recorded and agreed prior to escalation. If both parties are unable to resolve concerns informally, the concerned party (party 1) should consult with line manager and proceed to stage 1.

Stage 1

Practitioner 1 should discuss matters with her/his line manager or designated safeguarding lead. The decision to escalate should be based on risk and need, using relevant procedures and guidance to inform discussions. Decisions and outcomes reached should be clearly recorded in case records and where appropriate noted as management oversight. An approach should then be made to the other involved party (party 2) outlining management advice and the resolution proposed. Both parties should record the outcome of discussions in line with their own organisation's recording policy. If no agreement is reached both parties should escalate matters to their own line managers and proceed to stage 2.

Stage 2

Designated safeguarding leads or line managers should liaise or meet within an agreed timescale that is proportionate to the risk and need of the child or vulnerable adult. Managers should aim to decide on a suitable way forward that manages risk and is compliant with guidance and procedures. Managers should aim to complete this part of the process, ideally within a maximum of 15 working days. (It is acknowledged that there will be instances where this is not achievable). It may be necessary for managers to convene a meeting with relevant parties to consider how best to resolve the matter. This meeting should take place within the agreed timescale and where necessary legal advice sought to ensure compliance with legislation, statutory guidance and agency responsibilities.

Discussions and meetings held should be recorded clearly noting points of agreement or disagreement, decisions, actions and outcomes. If designated safeguarding leads or line managers are unable to resolve matters at stage 2, the relevant parties should be informed that matters will be escalated to relevant heads of service for a decision to be made and proceed to stage 3.

Stage 3

Line managers should consult with relevant Heads of Service. Heads of Service should either meet or liaise with their equivalent to agree the way forward. Their considerations in reaching a resolution should be informed by information and evidence referred to and produced at stages 1 and 2.

It may be necessary for heads of service to convene a meeting with relevant parties to review the facts and consider how best to resolve the matter taking full account of the safest and best option for the vulnerable adult or child. This should be done in a timely manner, should be based on levels of risk and need and where necessary, legal advice should be sought to ensure the decisions made are compliant with legislation and statutory guidance and fulfill agency responsibilities. Discussions, actions, decisions and outcome should be clearly recorded in each agency's records and notified to relevant line managers.

The nature of issues giving rise to conflict and how they have been resolved, may indicate the need for revision or change to policy, procedures or practice. Where procedural change is required, or where legal requirements have not been applied correctly, heads of service should ensure that measures are in place for the required changes to be made and endorsed at board level. It will be the responsibility of the LSCB or SAB to notify partner agencies of any procedural changes.

Stage 4

Where Heads of Service fail to reach a resolution, matters will be referred to appropriate Assistant Directors (ADs) or equivalents in partner agencies. Heads of Service will meet with ADs to reach a resolution. Providing agreement is reached – the decisions taken at this stage will be final. Where ADs feel a level of independence is required, they will refer the matter to a panel of independent board representatives made up of relevant agencies and chaired by LSCB or SAB managers. The panel will endorse AD recommendations or make a final decision on resolution. The outcome will be notified in writing to all relevant parties

Appendix L - County Lines



County lines gangs use children and vulnerable people to courier drugs and money. A young person who is involved in county lines activity might exhibit some of these signs:

Persistently going missing from school or home, or being found out-of-area	Unexplained acquisition of money, clothes or mobile phones	excessive receipt of texts or phone calls	Relationships with controlling, older individuals or gang association	Leaving home or care without explanation
Suspicion of self-harm, physical assault or unexplained injuries	Parental concerns	Significant decline in school performance	Significant changes in emotional well-being	

If you have concerns, follow your safeguarding procedures and share your concerns with Families First Access Point on 01472 326292 (option 2). For further advice and information, please contact gemma.savage@nelincs.gov.uk.

Details

- Organised drug dealers in cities (particularly Liverpool and Manchester are affecting Grimsby the most) are finding lots of competition in their own cities and have realised there is a high demand for drugs in rural and coastal regions too.
- To make the most of this source of income, the higher-ranking drug dealers lure in children (most commonly between the ages of 9-12 as they are easy to control and easy to manipulate) to travel from these rural and coastal locations by train to the bigger cities to collect drugs such as cocaine. They then return to their homes and deliver the drugs to lower ranking dealers within the child's home town.
- The lower ranking dealers 'cuckoo' houses by intimidating owners with violence until they take over the property and use it as a drug den.

- There has been a significant rise in this type of activity in Grimsby and Cleethorpes with a high number of presented injuries (stabblings) sustained by children reporting gang based violence and punishments for missing a 'shift'

Appendix M

Disqualification under the Childcare Act 2006

After Government consultation about 'disqualification by association' the DfE's guidance was updated on 31st August 2018 and came into force on 3rd September 2018. The changes in the law mean that Disqualification by Association has been removed as detailed by the DfE (see extract from summary of changes below):-

Removal of disqualification by association

1. *By amendment of regulation 9 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 ("the 2018 Regulations"), we have removed disqualification by association for individuals working in childcare in non-domestic settings (e.g. schools and nurseries).*
2. *Disqualification by association continues to apply for individuals providing and working in childcare in domestic settings (e.g. where childcare is provided in a childminder's home).*
3. *The arrangements continue to disqualify individuals working in domestic and non-domestic settings if they themselves have been found to have committed a relevant offence.*

May I remind you that it is your responsibility to notify the school should your circumstances change with regards to the Disqualification under the Childcare Act 2006.

Yours sincerely

Mrs S Ranshaw
Head Teacher

Appendix N

Children's Absence

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Children Missing in Education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Our school will notify the local authority when we are about to remove a pupil's name from the school admission register other than when a pupil's name is removed from the admission register at standard transition points.

School will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, including working with the Education Welfare Officer before deleting the pupil's name from the register. Our school will also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil.

Elective Home Education

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, our school will inform the Local Authority and other key professionals so we can work together before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.

This appendix has been taken from the attendance policy and should be read in conjunction as a whole.