



CHILD PROTECTION AND SAFEGUARDING POLICY

September 2020

Fairfields Primary School
Apollo Avenue
Milton Keynes
MK11 4BA

01908 410330

Out of Hours Emergency Contact Details

07704 156733

Contents

- 1. Introduction**
 - 1.1 Key Contacts
 - 1.2 Safeguarding Statement
 - 1.3 General Principles
- 2. Definition**
- 3. Statutory Framework**
- 4. Roles and Responsibilities**
 - 4.1 Designated Safeguarding Lead
 - 4.2 Staff Training
 - 4.3 Raising Awareness
 - 4.4 Governors
- 5. When to be concerned**
 - 5.1 Early Help
 - 5.2 Inclusion and Diversity
 - 5.3 Children with Special Educational Needs & Disability
 - 5.4 Peer on Peer Abuse – Allegations Against Other Pupils
 - 5.5 Preventing Extremism and Radicalisation
 - 5.6 Honour-Based Violence and FGM
 - 5.7 Child Sexual Exploitation (CSE)
 - 5.8 ‘County Lines’ – Child Criminal Exploitation
 - 5.9 Upskirting
- 6. Dealing with a disclosure**
- 7. Record Keeping**
- 8. Confidentiality**
- 9. Procedures**
 - 9.1 Fairfields Primary School and Local Child Protection Procedures
 - 9.2 Pupils with a Social Worker
 - 9.3 Looked-after and previously looked-after children
 - 9.4 Complaints
- 10. Communication with Parents**
- 11. Allegations Against Members of Staff and Volunteers (LADO Procedures)**
 - 11.1 Safer Working Practice
- 12. Security**
- 13. Cross Reference to Other Policies**
- 14. Policy Review**
- 15. Contacts and Further Information**

Appendices

Appendix 1 – Fairfields Designated Safeguarding Lead Job Description

Appendix 2 - Indicators of Abuse and Neglect

Appendix 3 – Specific Safeguarding Issues

Appendix 4 – What to do if you are worried a child is being abused; advice for practitioners (DFE 2015) Flowchart

Appendix 5 – Safeguarding Induction Leaflet

Appendix 6 – Declaration for staff

1. Introduction

1.0 Key Contacts

Headteacher and Designated Safeguarding Officer	Matthew Shotton safeguarding@fairfieldsprimary.co.uk
Designated Safeguarding Lead	Donna Tagg safeguarding@fairfieldsprimary.co.uk
Deputy Designated Safeguarding Lead	Marilyn Jones safeguarding@fairfieldsprimary.co.uk
Other Designated Safeguarding Officers	Matin Gallop Kirsty Outram Emily Castle
Designated CLA(Child Looked After) Lead	Martin Gallop
Prevent Lead	Donna Tagg
Chair of Governing Body and Designated Governor for Safeguarding and Safer Recruitment	Nicolette Green
Local Authority Designated Officer (LADO)	Jo Clifford - 01908 254300 lado@milton-keynes.gov.uk
Milton Keynes Council Multi-Agency Safeguarding Hub (MASH)	01908 253169/70 children@milton-keynes.gov.uk
Child Looked After Virtual School Headteacher	Michele Mellor - 01908 254505 michele.mellor2@milton-keynes.gov.uk
Prevent Lead for Local Authority	Mark Wolski 01908 254533
Rachel Mahon	Thames Valley Police Prevent Officer Rachel.mahon@thamesvalley.pnn.police.uk

1.1 Safeguard Statement

Safeguarding is everybody's business. Fairfields Primary School has an unwavering commitment to safeguarding to ensure that all our children and young people are safe and feel safe; that children, parents / carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In essence, we instil a culture of vigilance.

- **In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must report this immediately to the DSL or to a member of the Safeguarding Team who will make a referral directly to Milton Keynes Council Multi-Agency Safeguarding Hub (MASH).**
- **If a child or other person is at immediate risk of harm, the first response should always be to call the police on 999.**

This Policy applies to all adults, including volunteers, working in or on behalf of Fairfields Primary School.

1.2 General Principles

Safeguarding and the welfare of children is the responsibility of all school staff.

We will ensure there are appropriate systems in place for seeking and taking into account the child's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children. All children will have equal rights to support and protection irrespective of their race, age, ability, gender, language, religion, sexual orientation and culture in line with the Education Act 2002, Children Act 2004 and Keeping Children Safe in Education September 2020. We will ensure that arrangements are in place to safeguard and promote the welfare of children and young people by:

- Establishing a safe environment in which children can learn and develop, where they feel secure and are encouraged to talk and are listened to.
- Ensure and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and wellbeing of a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Providing children and young people with opportunities to discuss issues and report problems affecting their safety and welfare.
- Safeguarding their welfare, particularly those children and young people who are most disadvantaged including children with Special Educational Needs and Disabilities.
- Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a Child in Need or have been/are at risk of being abused and neglected.
- Teaching children about safeguarding through a broad and balanced curriculum, including online safety.
- Ensuring safe recruitment practices.
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns.
- Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns and keep children safe.
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- Monitoring and supporting children and young people who are in care or subject to Child Protection Plans and contributing to the implementation of their plan.
- Promoting partnership working with parents and professionals.

2. Definition

Safeguarding

Is protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (Working together to Safeguard Children 2018).

Child Protection

Is part of safeguarding and promoting welfare. This refers to activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm (Working Together to Safeguard Children 2018).

All agencies and individuals should proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced. 'Child Protection and Safeguarding' are used synonymously but are quite distinct. Child protection refers distinctly to children at risk of harm. Safeguarding refers to all children and to everything we do to keep all children safe from harm.

3. Statutory Framework

In order to safeguard and promote the welfare of children, Fairfields Primary School will act in accordance with the following legislation:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (Section 175/157) outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils"
- Keeping Children Safe in Education (DfE, September 2020)
- Keeping Children Safe in Education: Part One (DfE, September 2020)
- Working Together to Safeguard Children (DfE 2018)
- All organisations who work with children and young people are bound by the overarching statutory inter-agency guidance Working Together to Safeguard Children: A guide to inter-agency Working Together to Safeguard and Promote the Welfare of Children (DfE March 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf
- Disqualification under the Childcare Act 2006 Statutory Guidance for Local Authorities, maintained schools, independent schools, academies and free schools, DfE (February 2015).
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act- 2006>
- Guidance for Safer Working Practice, Safer Recruitment Consortium (September 2015)
- Information sharing: Advice for Practitioner (DfE March 2015)
- Teachers' standards 2012 (DfE 2011). These standards set the minimum requirements for teachers' practice and conduct. Teachers, including Headteachers' should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- What to Do if You Are Worried a Child is Being Abused, (DfE March 2015). Non statutory advice which helps everyone who works with children to identify abuse and neglect and take appropriate action. (a copy of this can be found on the Portal, in the Staffroom and on the Website)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act 2003
- Section 26, Counter Terrorism and Security Act 2015 (Prevent Duty)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)

Inspection Framework

Fairfields Primary School notes the guidance on standards and expectations for safeguarding children published by Ofsted and aims to achieve these. This includes the new inspection framework 'Inspecting Safeguarding in Early Years, education and skills Settings' (September 2019) and any accompanying inspection evaluation schedules and handbooks

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828763/Inspecting_safeguarding_in_early_years__education_and_skills.pdf

4. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people at Fairfields Primary School and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities under child protection procedures for the current year are listed at the front of this document.

It is the role of the Governing Body and the School Leadership Team to ensure that the Designated Leads for Safeguarding have received the necessary training, have access to the resources needed to enable them to carry out their responsibilities and have regular professional supervision to support them in this role. They will be given time to effectively fulfil the duties that their role demands.

4.1 Designated Safeguarding Lead

- The Designated Safeguarding Lead will refer cases of suspected abuse to the Milton Keynes Local Authority.
- The Trustees have ensured that Fairfields Primary School designates an appropriate senior member of staff to take lead responsibility for Child Protection. This person has the status and authority within the school to carry out the duties of the post including committing resources and where appropriate, supporting and directing other staff.
- It is the role of the Designated Lead for Safeguarding to ensure that the Child Protection procedures are followed within the school and to make appropriate, timely referrals to the Milton Keynes Multi-Agency Safeguarding Hub (MASH) in accordance with MKSCB multi agency safeguarding procedures.
- The Designated Safeguarding Lead is to ensure contact is made with, Police (cases where a crime may have been committed) and to the Channel Programme where there is a radicalisation concern.
- It is the role of the Designated Safeguarding Lead to ensure that all staff who are employed within the school, including temporary staff and volunteers, are aware of the school's internal procedures in addition to the Government Guidance, Keeping Children Safe in Education: Information for All School and College Staff; to advise other staff and to offer support to those requiring this.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Share information with appropriate staff in relation to a Child Looked After (CLA) legal status and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's Social Worker and the name of the Virtual School Headteacher in the authority that looks after the child.
- The Headteacher, in conjunction with the Designated Leads for Safeguarding, will provide an annual report for the Governing Body detailing any changes to the policy and procedures; training undertaken by all Staff and Governors; and other relevant safeguarding issues. This report is provided to the Head of Safeguarding, Milton Keynes Council by the end of Term 2 (December) to be collated with other Annual Reports to Governing Bodies for the purposes of providing assurance to MKSCB.
- The DSL and or a Deputy should always be available to staff during school hours in term time.

The Designated Safeguarding Leads will undergo formal training every two years. The Designated Safeguarding Lead will also undertake Prevent Awareness training. In addition to this training, their knowledge and skills will be refreshed (for example via e-bulletins, meeting other DSL's or taking time to read and digest safeguarding developments) at least annually to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how Local Authorities conduct a Child Protection Case Conference and a Child Protection Review Conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the Fairfields Child Protection and Safeguarding Policy and Procedures, especially new and part time staff.
- Be alert to the specific needs of Children in Need, those with Special Educational Needs and Disabilities and Young Carers.
- Understand and support Fairfields with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Be able to keep detailed, accurate, secure records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

See Appendix 1 for DSL Job Description

4.2 Staff Training

- The Designated Safeguarding Lead ensures all members of staff are provided with opportunities to receive training by the Designated Teacher in order to develop their understanding of the signs and indicators of abuse every three years. However, at Fairfields this happens yearly in order for all staff to be up to date with current issues and changes.
- The Designated Safeguarding Lead is 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, MindEd and the NSPCC websites. School and college staff can access government guidance as required below via GOV.UK and other Government websites.
- All staff receive weekly safeguarding updates via the Andrew Hall Safeguarding Website and at staff briefings. In addition to this staff receive annual refresher training through meetings and online training.

4.3 Raising Awareness

- The Designated Safeguarding Lead should ensure Fairfields Policies are known, understood and used appropriately.
- Ensure our Child Protection and Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with Governing Bodies or proprietors regarding this.
- Ensure the Child Protection and Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role Fairfields has in this.
- Link with the Milton Keynes Safeguarding Children's Board to make sure staff are aware of training opportunities and the latest local Policies on Safeguarding.
- Where children leave Fairfields, the file for Safeguarding and any Child Protection information is sent to any new school / college as soon as possible but transferred separately from the main pupils file.
- Schools should obtain proof that the new school / education setting has received the Safeguarding File for any child transferring and then destroy any information held on the child in line with data protection guidelines.

4.4 Governors

Governing Bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the Policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

The Nominated Governor for Child Protection is:

Name: **Nicolette Green (Chair of Governors)**

The responsibilities placed on the Governing Body include:

- Their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective Child Protection Policy is in place, together with a Staff Behaviour Policy.
- Ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2020) – Appendix 1 and are aware of specific safeguarding issues (**See Appendix 6 of this Policy for more details of specific safeguarding issues**).
- Ensuring that staff induction is in place with regards to Child Protection and Safeguarding.
- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead.
- Ensuring that all of the Designated Safeguarding Leads should undergo formal Child Protection training every two years (in line with LSCB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in age appropriate way as part of providing a broad and balanced curriculum.
- Ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support Governing Bodies and proprietors is provided in Annex C of Keeping Children Safe in Education (DfE 2020) – available at <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.

5. When to be Concerned

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals must make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

All staff at Fairfields Primary School form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

Fairfields staff are aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.

See Appendix 2 for information on indicators of abuse and Appendix 3 for specific safeguarding issues.

5.1 Early Help

All staff should be aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead any ongoing / escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and / or specific additional needs
- Children with Special Educational Needs
- Children who are acting as a young carer
- Children who are showing signs of engaging in anti-social or criminal behaviour
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence
- Children who are showing early signs of abuse and / or neglect

5.2 Inclusion and Diversity

Some children may be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

Our school ethos promotes and accepts the differences between all children and adults. In practice this is about ensuring inclusion of individuals and treating them fairly and equally, no matter the diversity of their race, gender, age, disability, religion or sexual orientation.

Promoting equality and diversity in education is essential for both teachers and children. The aim is to create a classroom environment where all children can thrive together and understand that individual characteristics make people unique and not 'different' in a negative way.

In line with Keeping Children Safe in Education (DfE 2020), to ensure that all of our pupils receive equal protection, we will also give special consideration to additionally vulnerable groups (as outlined in our Child Protection Policy), for example Children with Disabilities or Special Educational Needs, Young Carers, children with English as an additional language. Special consideration is also given in the provision of safeguarding information and resources in accessible formats for children and adults with communication needs.

5.3 Children with Special Educational Needs and Disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEND can be disproportionately impacted by things like bullying – without outwardly showing any signs
- Communication barriers and difficulties
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse
- Lack of choice / participation
- Isolation

5.4 Peer on Peer Abuse – Allegations against another child

Fairfields Primary School is an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children’s Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

Peer on peer abuse is when a child might have been abused by another child. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, any concern must be referred to the DSL particularly if:

When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender-based violence / sexual assaults, sexting, teenage relationship abuse and peer-on-peer exploitation.

Procedures

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL would contact the MASH to discuss the concern. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.

5.5 Preventing Extremism and Radicalisation

From 1st July 2015, all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty for Schools.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Fairfields Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. We recognise that safeguarding against radicalization and extremism is no different to safeguarding against any other vulnerability in today’s society. There is no place for extremist views of any kind in our school, whether from internal sources – Pupils, Staff or Governors, or external sources – school community, external agencies or individuals.

Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes

for children and so should be addressed as a safeguarding concern. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

As a school, we assess risk regularly in regard to radicalization and extremism. This can be found in our Prevent Risk Assessment. Our Designated Safeguarding Leads, teaching staff and key support staff are Prevent trained. The DSL is to carry out their role in accordance with their responsibilities outlined in Annex B of 'Keeping Children Safe in Education' and as a part of this responsibility, they will act as the point of contact within our school for any concerns relating to radicalization and extremism. The 'Prevent Awareness' trained DSL will make referrals in accordance with the Local Authority MASH Team and Channel Programme.

5.6 Honour-Based Violence Including FGM

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and / or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, all Fairfields staff must speak to the Designated Safeguarding Lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38 – 41 of the Multi Agency Statutory Guidance on FGM. (pages 59 – 61 focus on the role of the schools).

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Where FGM has taken place, since 31st October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of Female Genital Mutilation procedural information. Teachers must personally report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the Teacher has a good reason not to, they should also consider and discuss any such case with the school or college's Designated Safeguarding Lead and involve Children's Social Care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. 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. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf

5.7 Child Sexual Exploitation

Child Sexual Exploitation is a form of Child Sexual Abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and / or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Some of the following signs may be indicators of sexual exploitation:

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicion of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

At Fairfields Primary School, we strive to support and teach learners about how to make positive choices and informed decisions in their relationships so that they develop awareness and can protect themselves from all potential forms of sexual exploitation and abuse. Fairfields Primary School promotes healthy friendships through the school ethos, school policies and the curriculum. An awareness of the risk factors and signs and indicators of CSE is key for all staff, as is how to access support and guidance.

If staff have concerns regarding Child Sexual Exploitation, they **MUST** inform the Designated Safeguarding Lead immediately.

See Appendix 3 for specific safeguarding issues

5.8 ‘County Lines’ – Child Criminal Exploitation

“County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move [and store] the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.”

The Home Office’s 2010 document “Safeguarding children and young people who may be affected by gang activity” sets out the following signs that a young person may be involved in gang activity (while recognising that many are common behaviours for adolescents):

- “Child withdrawn from family.
- Sudden loss of interest in school. Decline in attendance or academic achievement (although it should be noted that some gang members will maintain a good attendance record to avoid coming to notice).

- Being emotionally ‘switched off’, but also containing frustration / rage.
- Starting to use new or unknown slang words.
- Holding unexplained money or possessions.
- Staying out unusually late without reason or breaking parental rules consistently.
- Sudden change in appearance – dressing in a particular style or ‘uniform’ similar to that of other young people they hang around with, including a particular colour.
- Dropping out of positive activities.
- New nickname.
- Unexplained physical injuries, and/or refusal to seek / receive medical treatment for injuries.
- Graffiti style ‘tags’ on possessions, school books, walls.
- Constantly talking about another young person who seems to have a lot of influence over them.
- Breaking off with old friends and hanging around with one group of people.
- Associating with known or suspected gang members, closeness to siblings or adults in the family who are gang members.
- Starting to adopt certain codes of group behaviour e.g. ways of talking and hand signs.
- Expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends in the past.
- Being scared when entering certain areas.
- Concerned by the presence of unknown youths in their neighbourhoods. An important feature of gang involvement is that, the more heavily a child is involved with a gang, the less likely they are to talk about it.

5.9 Upskirting

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

6 Dealing with a Disclosure

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone – as this may ultimately not be in the best interests of the child
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- A written record to be logged on Safeguard
- Pass the information to the Designated Safeguarding Lead without delay

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff / volunteer should therefore, consider seeking support for him / herself and discuss this with a member of the Designated Safeguarding Team.

If a Fairfields staff member received a disclosure about potential harm caused by another staff member, they should see section 11 of this policy – Allegations involving school staff / volunteers.

See Appendix 4 for the flow chart for ‘What to do if you are worried a child is being abused’.

7 Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded.

When a child has made a disclosure, the member of staff / volunteer should:

- Discuss immediately with the DSL and record the disclosure as soon as possible after the conversation
- Record statements and observations rather than interpretations or assumptions.
- Staff are to use their record / notes made to support them if they are required to ‘make a concern’.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Use the body map if necessary.

All disclosures/concerns are to be recorded on Safeguard Software promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005. If a pupil who is / or has been the subject of a Child Protection Plan changes school, the Designated Safeguarding Lead will inform the Social Worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child’s academic file.

8 Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff / volunteers at Fairfields Primary School.

- If a child confides in a member of staff / volunteer and requests that the information is kept secret, it is important that the member of staff / volunteer tell the child in a manner appropriate to the child’s age / stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.
- Staff / volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a ‘need to know basis’ only.
- Fairfields Primary School is *guided by local procedures for information sharing and confidentiality, which are set out in chapter 2.4 Milton Keynes Safeguarding Children Board Procedures*.

9 Procedures

9.1 Fairfields Primary School and Local Child Protection Procedures

Fairfields Primary School is aware of and compliant with multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Board (MKSCB) and which are based on statutory guidance Working Together 2018.

Milton Keynes Safeguarding Children Board Procedures

MKSCB procedures include detailed chapters on what to do if you have a concern and how to make a referral; safer recruitment guidance; and managing allegations against staff (LADO guidance). They also include a range of other information and guidance regarding more specialist safeguarding topics.

We also acknowledge and adhere to the recommendations and requirements stated in the Keeping Children Safe in Education 2020.

We ensure that:

- The Governing Body understands and fulfils its safeguarding responsibilities.
- We have designated senior members of the Leadership Team for child protection who has undertaken Advanced Safeguarding Training for Designated Staff in accordance with Milton Keynes Child Protection Committee, and who undertakes other training as recommended by the Local Authority (LA) every two years.
- We have a member of staff who will act in the Designated Safeguarding Leads absence who has, also received Advanced Safeguarding Training for Designated Staff, and who will have been briefed in the role.
- All members of staff are provided with opportunities to receive training by the Designated Lead in order to develop their understanding of the signs and indicators of abuse every three years. However, at Fairfields this happens yearly in order for all staff to be up to date with current issues and changes.
- All Staff, Volunteers and Governors know how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it in our prospectus/brochure and website.
- Our Lettings Policy will seek to ensure the suitability of adults working with children on school sites at any one time.
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- External Education Providers (e.g. Sports Companies) who run extra curricular activities outside the school day are required by the school to sign and agree a safeguarding declaration stating that the necessary background checks have been carried out on their staff and that their staff are familiar with Fairfields Child Protection and Safeguarding procedures.
- Our Safer Recruitment Policy includes all checks on staff suitability including –Disclosure and Barring Service (DBS) checks as recommended by the Local Authority and in accordance with current legislation.
- The name of any member of staff considered not suitable to work with children will be notified to the DfES Teachers' Misconduct Team, with the advice and support of Education Personnel and in accordance with the Barring Regulations.
- Our procedures will be annually reviewed and up-dated.
- The names of the Designated Safeguarding Team will be clearly shown around the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- All adults, (including supply teachers and volunteers) new to our school will be given a written statement about the school's policy and procedures; a copy of our Safeguarding and Child Protection Policy; the name and contact details of the Designated Lead and the booklet "What to do if You're Worried a Child is being abused", and have these explained as part of their induction into the school.

See Appendix 5 Fairfields Safeguarding Induction Leaflet

In addition to this all staff are required to complete the Fairfields signing agreement in relation to our Child Protection Policy and Keeping Children Safe in Education on an annual basis

See Appendix 6 Fairfields Signing agreement

- The "Barring Regulations" are the Procedures for Barring or Restricting People Working with Children in Education" DfES July 2003.
- If any member of staff is concerned about a child, he or she must inform the Designated Safeguarding Lead. The DSL will decide whether the concerns should be referred to Children's Services: Safeguarding and Specialist Services. If it is decided to make a referral to Children's Services: Safeguarding Specialist Services, this will be discussed with the parents, unless to do so would place the child at further risk of harm.
- While it is the DSL's role to make referrals, any staff member can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out Female Genital Mutilation, FGM), a referral should be made to Children's Services

and/or the Police immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

- If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of FGM appeared to have been carried out on a girl under the age of 18, the **teacher** must report this to the Police immediately. **This is a mandatory reporting duty.**
- The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.
- In accordance with the School's Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.
- We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.
- Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan.
- If a pupil who is/or has been the subject of a Child Protection Plan changes school, the Designated Safeguarding Lead will inform the Social Worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.
- The Designated Safeguarding Lead is responsible for making the Senior Leadership Team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

9.2 Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children and will ensure that staff are able to attend or appropriately contribute to all relevant meetings including Family Support (Child in Need) Meetings, Child Protection Conferences, Core Groups, Strategy Meetings.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

9.3 Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, **Martin Gallop, Assistant Head, Pupil Support**, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

9.4 Complaints

The school has a Complaints Procedure available to parents, pupils and staff who wish to report concerns. This can be found on the school website.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific procedures for Managing Allegations Against Staff.

10 Communication with Parents

Fairfields Primary School is committed to working in partnership with parents / carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

The school shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted. We are committed to working with parents positively, openly and honestly. Fairfields Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. We encourage parents to discuss any concerns they may have with a member of staff.

We will:

- Make parents aware of the school/setting statutory role in safeguarding and promoting the welfare of children and young people, including the duty to refer children and young people on where necessary, by making all school/setting policies available on the school/setting website or on request.
- Provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff.
- Consult with and involve parents/carers in the development of school/setting policies to ensure their views are taken into account.
- Ensure a robust complains system is in place to deal with issues raised by parents and carers.
- Provide advice and signpost parents and carers to other services and resources where children and young people need extra support.
- Advise parents on the availability of early help and support them through the referral and support process.

If at any time a referral has been requested, parents will be informed prior to the referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed.
- Leading to an unreasonable delay
- Leading to the risk of loss of evidential material
- Where it would place a member of staff at risk

11 Allegations against members of staff and other staff including supply teachers and volunteers (LADO Procedures)

Fairfields Primary School recognises that it is possible for staff, supply staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. The local arrangements for managing allegations are understood and followed. All staff know who to talk to if they are concerned about the behaviour of an adult.

Keeping Children Safe in Education Part 4: Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers sets out the duties of employers and employees in handling allegations and also in caring for their employees. This section covers a range of relevant processes, incorporating the role of the Local Authority Designated Officer (LADO).

Fairfields Primary School is guided by local procedures for managing allegations against staff, carers, supply staff and volunteers, which are set out in chapter 2.8 Milton Keynes Safeguarding Children Board Procedures.

If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors.

In the event of allegations of abuse being made where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the LADO. Staff may consider discussing any concerns with the Designated Safeguarding Lead if appropriate and make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2020, for information).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. She / he should not investigate or ask leading questions if seeking clarification, it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Headteacher.

The Headteacher / Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer: **Jo Clifford**.

Fairfields Primary School recognises that there may be circumstances where staff and children and young people feel unable to raise concerns or incidents of malpractice within the school / setting environment as there is reasonable doubt that these would be dealt with adequately. We have a Whistle Blowing Policy which is easily accessible.

All staff and volunteers have a legal duty to raise concerns where they feel individuals or schools are failing to safeguard and promote the welfare of children. Where it is not possible to raise concerns within the school / setting, staff and volunteers may report concerns to Milton Keynes Head of Delivery for Setting and School Effectiveness: 01908 254683.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 or email help@nspcc.org.uk

11.1 Safer Working Practice

- All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.
- The Teachers' Standards (DfE, 2011) are augmented by standards of personal and professional conduct e.g. ethics and behaviour, in and out of school. Teachers are expected to 'uphold public trust in the profession by showing tolerance and respect for the rights of others, not undermining fundamental British Values and ensuring that personal beliefs are not expressed in ways which will exploit pupils' vulnerability'.
- All staff will be provided with a copy of our school's Code of Conduct / Staff Behaviour Policy / handbook at induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.
- The link below will direct you to the current government guidance on safer working practice which we share with staff:
- <https://www.safeguardinginschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>
- All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.
- In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person aged 18 or over intentionally to behave in certain sexual ways in relation to a child aged under 18, where the adult is in a position of trust in respect of the child, even if the behaviour is consensual.
- Our recruitment process selects, screens, trains and supervises staff and volunteers so that the appointment of unsuitable people can be deterred and rejected from working with children.
- The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and / or HR.
- Our school also adhere to the guidance issued by the Department for Education in 2015 regarding persons who are qualified under the Childcare Act 2006.

12 Security

The security measures put into place at Fairfields Primary School have taken into account the need to balance, yet still retain, a welcoming environment, whilst ensuring the safety of all of our children and staff. A security risk assessment will be completed and reviewed annually (or earlier if deemed necessary). The findings will be used in the review of this security policy and shared with staff.

13 Cross Reference to Other Policies

Fairfields Primary School recognises that a number of other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore this Child Protection Policy should be read in conjunction with the policies listed below:

- Preventing Bullying Policy
- E-Safety Policy
- Photography and Videos(included within E-Safety Policy)
- Health and Safety Policy
- Educational Visits Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Staff Induction Policy
- Whistleblowing Policy
- Attendance Policy
- Behaviour Policy
- Complaints Procedure
- Equality Statement and Objectives
- Data Protection Policy
- Data Breach Procedures
- Intimate Care
- Managing Allegations
- Medical Needs Policy
- Administration of Medicine Policy
- Positive Handling Policy
- Prevent Risk Assessment
- Prevent Statement
- Health and Safety Policy
- Special Educational Needs and Disability (SEND)
- Personal, Social, Health Education(PSHE)
- Sex and Relationship Education (SRE)
- Social, Moral, Spiritual and Cultural (SMSC)
- Children Missing Education

14 Policy Review

The Governing Body is responsible for reviewing this Policy annually and ensuring that it is compliant with current legislation and good practice. Also, for ensuring that the school maintains an up to date list of key contacts and related policy procedures are kept up to date.

15 Contacts and further information

To make a referral or consult Children's Services regarding concerns about a child:

Multi-Agency Safeguarding Hub (MASH)

Tel 01908 253169 or 01908 253170 during office hours or

Emergency Social Work Team 01908 265545 out of office hours

Email: children@milton-keynes.gov.uk

For allegations about people who work with children contact the MASH as above

Or:

Local Authority Designated Officer (LADO)

Tel: **Jo Clifford** 01908 254300

Email: lado@milton-keynes.gov.uk

If in doubt – consult

For information about safeguarding training for schools and education settings contact the secretary to the Children and Families Head of Safeguarding

Tel: 01908 254962

For general enquiries regarding safeguarding, please feel free to contact the Children and Families Head of Safeguarding:

Tel: 01908 254307 or email: jo.hooper@milton-keynes.gov.uk

More information and guidance about safeguarding children, including inter-agency training opportunities, can be found on:

Milton Keynes Safeguarding Children Board website: www.mkscb.org/mkscb/

APPENDIX 1

Fairfields Designated Safeguarding Lead (DSL) Job Description

The role of the DSL

A practitioner must be designated to take lead responsibility for safeguarding children. Before identifying your lead, it is important for the person with overall responsibility for the academy to ensure this person understands the responsibilities of this role and to consider whether this person is confident and competent to act upon any concerns appropriately. The Designated Safeguarding Lead (DSL) is responsible for liaison with local statutory children services agencies and with the Local Authority Safeguarding Children Board. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a Child Protection Training Course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect. A Deputy DSL is also identified and trained to cover in case the Lead DSL is called away from the school or is off sick.

Points to consider:

- Do you have a Lead and Deputy DSL?
- It is considered best practice for the Headteacher not to be the DSL, if an allegation against the Headteacher occurs it can be difficult to investigate if they are the DSL.
- Have DSLs completed the recommended safeguarding training for this role? Do they refresh their training every two years?
- Do all staff and parents know who the named DSLs are for your academy and what their role and responsibilities are?

Job description for DSL

Job Title: Designated Safeguarding Lead

Responsible to: Headteacher

Main purpose

The DSL will take lead responsibility for safeguarding and child protection across the school. They will take part in strategy discussions and inter-agency meetings and contribute to the assessment of children.

They will advise and support other members of staff on child welfare and child protection matters and liaise with relevant agencies such as the local authority and police.

Deputy DSL - Marilyn Jones

Designated Safeguarding Officers: Matthew Shotton, Martin Gallop, Emily Castle and Kirsty Outram

Some safeguarding activities may be delegated to deputies, although the DSL will retain lead responsibility for the work of deputies and will ensure it is completed to the highest standard.

Duties and responsibilities

Managing referrals

- Refer cases of suspected abuse to the local authority children's social care
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or left due to risk or harm to a child
- Refer cases where a crime may have been committed to the police
- Keep detailed, accurate and secure written records of concerns and referrals

Working with staff and other agencies

- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part time staff)
- Inform the headteacher of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations
- Liaise with the case manager and the local authority's designated officer for child protection concerns in all cases where a member of school staff is involved
- Liaise with staff on matters of safety, safeguarding, and when deciding whether to make a referral
- Act as a source of support, advice and expertise for staff
- Understand the assessment process for providing early help and intervention
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- Attend and contribute to child protection case conferences effectively when required to do so

Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role
- Undergo Prevent training and be able to:
 - Support the school or college in meeting the requirements of the Prevent duty
 - Provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to:
 - Provide advice and support to staff on protecting and identifying children at risk of FGM
 - Report known cases of FGM to the police, and help others to do so
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role
- Obtain access to relevant resources

Raise awareness

- Ensure the school's child protection policies are known, understood and used appropriately
- Work with the governing board to ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community

- Ensure that parents have read the safeguarding policy, and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this
- Link with the local safeguarding children board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them

Other areas of responsibility

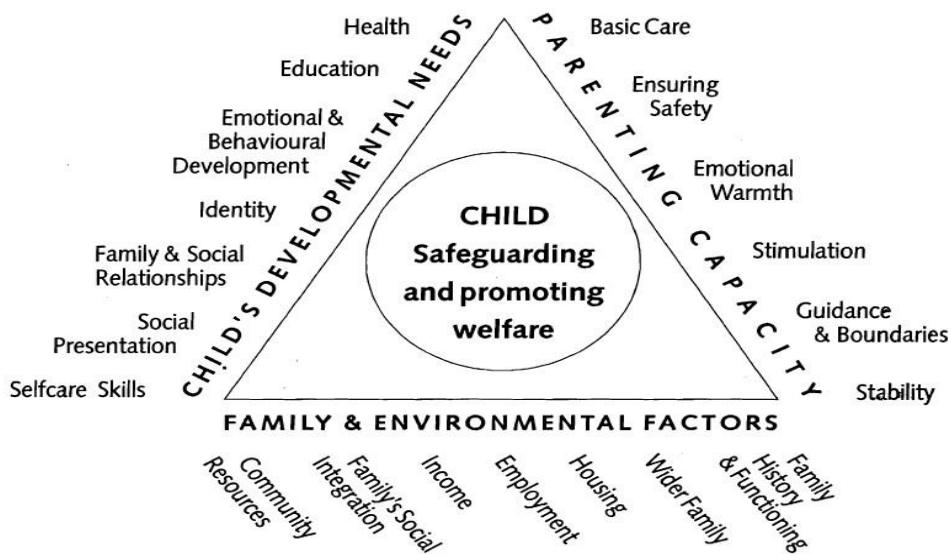
- Where children leave the school, securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file
- Undertake safer recruitment training and support the school to follow best practice
- Monitor the single central record and ensure it complies with all relevant legislation
- Provide safeguarding reports to the governing board
- Model best practice and uphold the principles of confidentiality and data protection at all times

The DSL will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person but can also be via phone or video calling in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

APPENDIX 2: **Indicators of Abuse and Neglect**



Working Together to Safeguard Children (DFE, 2018)

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Child

Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate – hearing the ill-treatment of another and serious bullying (including cyber bullying).

Child

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner', frozen watchfulness particularly pre-school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect

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

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.

Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet the child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse

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 or non-contact activities, such as involving children in looking at sexual images or being groomed online / child exploitation.

Child

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	

Parent

Family/environment

History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

APPENDIX 3

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 that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be 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, NSPCC offers information for schools/academies and colleges on the TES website <http://www.tes.co.uk/> and also on its own website www.nspcc.org.uk. Schools and academies and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- Child Sexual Exploitation (CSE) – See also below
- Bullying, including Cyberbullying
- Criminal Exploitation of children and vulnerable adults: County Lines
- Domestic Violence
- Drugs
- Fabricated or Induced Illness (FII)
- Faith Abuse
- Female Genital Mutilation (FGM) – See also below
- Forced Marriage
- Gangs and Youth Violence
- Gender-Based Violence / Violence Against Women and Girls (VAWG)
- Mental Health
- Private Fostering
- Radicalisation
- Sexting
- Teenage Relationship Abuse
- Trafficking

Children Missing Education (CME)

To ensure children's safety, and help us meet Government guidelines, we request that parents contact the school before 8.45 am on the first day of absence to inform us of their children's absence. Parent/carers are required to call in or log in to their ParentMail account to inform us about any children absent for any reason. If the school is not contacted, a call home will be made to ensure all children are accounted for. If school cannot make contact with any of the people on the contact list, a home visit will be made. We require a minimum of two emergency contacts.

- Parent/carers are required to contact the School Reception Office on the day of the absence, informing them of the reason for absence and before the registration period at 8.45 am
- Each reason will be recorded on the child's registration document
- The parents/carers are required to contact the school EVERY day the child is absent.
- If parents/carers do not contact the school and the school is unable to speak to anyone about the child's absence, the school will conduct a home visit to check the child is safe. If we are concerned for the child's safety, a referral will be made to the MASH or the police may be called
- If the school are concerned about a 'Child Missing in Education, (statutory guidance for local authorities September 2016')', the procedures stated within the Children Missing in Education Policy will be followed.

Persistent absence/poor attendance:

Attendance Below 96%

Parents will be contacted with a letter to outline the decline in attendance and the offer of support to the family via a member of the school's SLT (Senior Leadership Team)

Attendance Below 90%

Parents will be contacted with a letter requesting a meeting with a member of the SLT to outline the decline in attendance and the offer of support to the family. This letter will also identify procedures that will be followed should the attendance figure continue to drop. A child attending school only 90% of the time or less is considered to be 'persistently absent' according to the Government's expectations of attendance.

Attendance of 85% or Less

If a child's attendance reaches this level, parents/carers will be invited into a meeting outlining the School's concerns. Depending on the circumstances surrounding the attendance figure, an action plan will be set up and parents will be invited into school to discuss the situation in greater detail. The school will request where necessary medical evidence to support the reasons for failing to attend school.

Fixed Penalty Warning Letters and Prosecutions

A Fixed Penalty Warning Letter will be issued where there are at least 10 unauthorised sessions over a 12-week period.

If the issuing warning letters does not lead to the desired improvement, Colin Mayo (Senior Attendance Officer – Legal Interventions) will be contacted.

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 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.

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. Other professionals, for example GPs surgeries and schools, also have a responsibility to report to the Local Authority where they are aware or suspect that a child is subject to a private fostering agreement (see Replacement Children Act 1989 Guidance on Private Fostering 2005 paragraph 2.6).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf

Child Sexual Exploitation

Child Sexual Exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);

- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Honour Based Violence, including Female Genital Mutilation, Forced Marriage and Breast Ironing

Further information on so-called ‘honour based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing (a practise whereby the breasts of girls typically aged 8-16 are pounded using tools such as spatulas, grinding stones, hot stones, and hammers to delay the appearance of puberty). All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi Agency Statutory Guidance on FGM (pages 59 – 61 focus on the role of schools and colleges) and pages 13 – 14 of the Multi Agency guidelines.

Female Gentile Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Where FGM has taken place, since 31st October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of Female Genital Mutilation procedural information. Teachers must personally report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the Teacher has a good reason not to, they should also consider and discuss any such case with the school or college’s Designated Safeguarding Lead and involve Children’s Social Care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. 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. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children’s Social Care.

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. a lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into a marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. Section 5B (11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term ‘teacher’:

“teacher” means – (a) in relation to England, a person within section 141A (1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England). Section 5b (6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk

Further information on preventing radicalisation:

Protecting children from the risk of radicalisation should be seen as part of schools’ and colleges’ wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel Programme. Prevent from 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent Duty Guidance: for England and Wales are specifically concerned with schools (but also cover childcare).

The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT Policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means Extremism is 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. According to the Prevent Duty Guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (Section 1 (1) to (4) of that Act). Being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing Safeguarding Policies. It is not necessary for schools to have distinct Policies on implementing the Prevent Duty.
- The Prevent Duty builds on existing local partnership arrangements. For example, Governing Bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child’s parents in line with the individual school’s safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

- The Prevent Guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The department has also published advice for schools on the Prevent Duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. There is additional guidance. Prevent Duty Guidance: For further education institutions in England and Wales that applies to colleges. The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue. School and college staff should understand when it is appropriate to make a referral to the Channel Programme.
- Channel Guidance Awareness: Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required. Section 36 of the CTSA 2015 places a duty on Local Authorities to ensure Channel panels are in place. The panel must be chaired by the Local Authority and include the Police for the relevant Local Authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

Additional Prevent Duty Guidance

Fairfields must comply with Annex A in 2019 statutory guidance provided in KCSIE. The Prevent strategy, published by the Government in 2011, is part of the Government's overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to "prevent people from being drawn into terrorism".

The 2015 Prevent strategy has three specific strategic objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- Work with sectors and institutions where there are risks of radicalisation that need to be addressed

Since July 2015, there is a duty to have due regard to the need to prevent people from being drawn into terrorism. The duty relates to provisions in the Counter-Terrorism and Security Act 2015. The guidance states that schools / academies should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. All schools within IFTL must comply with this duty.

At Fairfields, we are required to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. The Prevent Duty is not intended to limit discussion of these issues. However, everyone must be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Each school 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 (DSL).

Definitions:

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

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.

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.

Risk assessment

All schools within IFtL need to demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate

All schools must assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding shared with partners, of the potential risk in the local area.

The Governing Body, the Headteacher and the DSL / SPOC will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND Policy, assemblies, the use of school premises by external agencies, integration of pupils by gender and SEND, Anti-Bullying Policy and other issues specific to the school's profile, community and philosophy.

Training

All schools within IFtL must make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help. Prevent awareness training will be a key part of this.

IT and Safe Use Policies

Young people can be exposed to extremist influences or prejudiced views, particularly those via the internet and other social media. All schools are required to ensure children are safe from terrorist and extremist material when accessing the internet in the school, including by establishing appropriate levels of filtering.

Reporting concerns

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the DSL / SPOC.

Responsibilities

The DSL / SPOC is responsible for:

- Ensuring that staff are aware that you are the DSL / SPOC in relation to protecting pupils from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism or forms of extremism which lead to terrorism
- Raising awareness about the role and responsibilities of the academy in relation to protecting pupils from radicalisation and involvement in terrorism
- Monitoring the effect in practice of the academy's RE curriculum and assemblies to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raising awareness within the academy about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism
- Acting as the first point of contact within the academy for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism
- Collating relevant information in relation to referrals of vulnerable pupils into the LA Multi Agency Safeguarding Hub (MASH) Team or Channel Process
- Reporting progress on actions to the Local Authority Multi Agency Safeguarding Hub (MASH) Team or Channel Co-ordinator; and
- Sharing any relevant additional information in a timely manner

APPENDIX 4

What to do if you are Worried a Child is Being Abused: Advice for practitioners (DfE 2015) Flowchart

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSL) .

Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice, refer to the Head of School, if the concerns are about the Head of School, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's Designated Safeguarding Lead (DSL)
- Responsibility to take appropriate action, do not delay.

Refer

- DSL will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Mk MASH on 01908 253169 Or 01908 253170 or out of hours - 01908 265545.

APPENDIX 5: Safeguarding Induction Leaflet

Everyone at Fairfields Primary School shares an objective to help keep children and young people safe by providing a safe environment, identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action.

This leaflet has been given to you to make sure you understand what is expected of you.

Please seek advice from your Fairfields Designated Safeguarding Leads (Donna Tagg and Marilyn Jones or Matthew Shotton, Designated Safeguarding Officer (DSO)) for Child Protection if you are unclear about anything in this leaflet.

When and what might I be concerned about?

At any time, you may be concerned about information which suggests a child is being neglected or experiencing physical, emotional or sexual harm.

You may observe physical signs, notice changes in the child's behaviour or presentation, pick up signs of emotional distress or have a child disclose a harmful experience to you.

Harm to a child can be caused by:

A parent/carer
A family member/friend
Another child
A stranger
A member of staff/volunteer

What should I do if a child discloses that she/he is being harmed?

1. Listen

Listen carefully to what is being said to you, do not interrupt.

2. Reassure

Reassure the pupil that it is not their fault. Stress that it was the right thing to tell. Be calm, attentive and non-judgemental.

Do not promise to keep what is said a secret.

Ask **non-leading** questions (**TED**) to clarify if necessary:

Tell me more...

Explain that to me...

Describe what happened....

Allow the child to say what they need to say, do not stop them.

Then follow the steps in the flowchart

The information you have may not be enough on its own for a Child Protection referral, however it will help your Designated Safeguarding Lead to make a decision about risk of harm to the child.

What should I do if the alleged abuser is a member of the staff or a Volunteer?

If your concern is about a staff member or volunteer, you should report this to the Designated Safeguarding Lead.

If your concern is about the Designated Safeguarding Lead, you should report such allegations to the Local Authority Designated Officer. Contact details can be found on the bottom of this leaflet.

What Must I do?

Recognise Your Concern

**Respond – inform your Designated
Safeguarding Lead without delay
Safeguarding a child is paramount**

Make a record on Safeguard
Software (using the child own
words) Sign & Date it

Important Contact Information

The Child Protection Policy has been given to me, signed and it can be found:

In Reception, on the Portal, on the Website and via the Safeguarding Team

In line with this, **any concern must be reported**:

Your Designated Safeguarding Lead is:

Donna Tagg

Your Deputy Designated Safeguarding Lead is:

Marilyn Jones

Other Designated Safeguarding Officer:

Matthew Shotton, Kirsty Outram, Emily Castle, Martin Gallop

Chair of Governors:

Nicolette Green

Local Authority Designated Officer is : **Jo Clifford, 01908 254300**

Milton Keynes Referral Hub (MASH) is : **01908 253169/70**

MASH out of Hours: **01908 265545**

APPENDIX 6
Declaration for Staff

Child Protection Policy and Keeping Children Safe in Education (DfE 2020)

Fairfields signing agreement:

Trust name: Inspiring Futures Through Learning; IFtL. **Role:**

Start date:

Please sign and return to Donna Tagg (DSL) on the first day of commencement of your role.

I, _____ have been given a copy of, read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

- (1) The Fairfields Child Protection Policy
- (2) Part 1 and Annex A of 'Keeping Children Safe in Education' DfE Guidance, 2020
- (3) Staff Handbook (Fairfields)
- (4) Staff Code of Conduct (Fairfields and MKSCB)
- (5) Fairfields Behaviour Policy
- (6) Fairfields Whistleblowing Policy
- (7) Fairfields Managing Allegations Against Staff Policy
- (8) Fairfields Social Network for School Staff
- (9) What to do if you're worried a child is being abused Advice for practitioners' March 2015

I know that further guidance, together with copies of the policies mentioned above, are available on the Fairfields website, in the Fairfields main reception office and with the DSL's.

I understand that if I do not understand any information in the Policy or in the above documents, I can see any of the Safeguarding Designated Teachers.

I am aware that the Safeguarding Designated Officers are:

.....
.....
.....
.....

I understand it is my legal duty of care to speak to one of the above people and complete an Fairfields Child Protection red form if I have any concerns with regards to Safeguarding or Child Protection. I understand that it is important to share any concerns and if I am unsure if it is child protection or not, I will always discuss to clarify this. We operate 'it is better to check than be sorry later' approach.

I am aware that if it is a Child Protection Issue I must inform one of the above people IMMEDIATELY so appropriate actions can be taken as soon as possible, the same day.

PREVENT:

I have been provided with training on Prevent and understand that if I have any concerns to possible extremism or radicalisation, whether it be a pupil, parent/ carer, member of staff or any member of the community including visitors, I must report this using the Child Protection red form and to one of the Designated Safeguarding Teachers (as recorded above) immediately.

POSITIVE HANDLING:

I understand I must adhere to the permitted actions in line with government guidelines on the restraint of children. The Education Act 1996 forbids corporal punishment but permits staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school.

I understand the use of positive handling is never endorsed unless for the safety of the child or others and is as a last resort. If there is another member of staff present when positive handling is required (for safety reasons) who has the appropriate training, I would not need to positively hand the child. For any positively handling conducted, I will always ensure I inform a member of the senior leadership team and complete the positive handling bound book.

USE OF TECHNOLOGY:

I understand that I can only take appropriate and purposeful photographs of pupils on school equipment and that they must not be taken off site with photographs stored on them. I am aware I need to check that we have parental;/ carer permission to take their photographs and they must not be stored in 'clouds' nor on memory sticks. I must not take photos using any personal device, including mobile phones.

Use of Social Media, including Instagram, Facebook etc.:

I understand that under no circumstances will I communicate with a pupil via any form of social media, messaging via emails or texting and the like. I understand I will not share my email address, mobile number, Instagram, Facebook details etc. with any pupil, including when they leave the school.

Additionally, I am aware and understand that I must not talk about or mention the schools and IFtL within social media, including Facebook, nor comment in any way that might show them in a negative light. I understand the importance of confidentiality in all areas of school and IFtL life and that any comments cannot be made about the schools or IFtL under any circumstances. Additionally, I understand that I must take care that any photos or information shared on Facebook is appropriate and will not reflect myself and the schools or IFtL in a negative light. I understand that breach of this can result in disciplinary action.

Appropriate and suitable behaviour for working with children:

I am aware that I must ensure my behaviour towards and with children is appropriate at all times both during and outside of working hours. I understand an allegations of abuse against staff or volunteers can be made if I have:

- behaved towards a child or children in a way that has harmed 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 s/he is unsuitable to work with children.

Inappropriate behaviour would be including contacting any pupil via social media, texting and the like and taking photographs on personal devices as stated above.

I can confirm I am aware of and understand what I need to do in an event of a disclosure and my legal responsibility to share any concerns and behave in an appropriate way towards children at all times.

Signed _____ Date _____

Approval: Child Protection and Safeguarding Policy

This policy was ratified by Governors

Date:

Signed:

Next Review on or before:

September 2021

*This policy will be reviewed annually and approved
by the Trustees at on an annual basis*