



Kislingbury CEVC Primary School Safeguarding and Child Protection Policy and Procedures

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Prologue

The details of this policy are based on the example policy produced by:

NORTHAMPTONSHIRE COUNTY COUNCIL - CHILDREN & YOUNG PEOPLE'S SERVICE

This document should be read alongside the Department of Education 'Keeping Children Safe in Education' September 2016

Please also refer to the Northamptonshire Safeguarding Children Board (NSCB) website
<http://www.northamptonshirescb.org.uk>

Named staff and initial contacts

Designated Safeguarding Lead:	Mr Neil Tyler - Headteacher
Deputy Designated Safeguarding:	Miss Claire Holland – Assistant Headteacher Miss Rachel Clavey – Acting Assistant Headteacher
Nominated Safeguarding Governor:	Mrs Dawn Lewis
Chair of Governors	Mrs Tracey Blackwell

Contact can be made with the DSL through the school number 01604 831172 or e-mail at head@kislingbury.northants-ecl.gov.uk. Out of school hours the DSL can be contacted on 07760264203.

Safeguarding Referrals must be made in one of the following ways

- By telephone contact to the Multi-Agency Safeguarding Hub: 0300 126 1000;
- By e-mail to: MASH@northamptonshire.gcsx.gov.uk;
- In an emergency outside office hours, by contacting the Emergency Duty Team on 01604 626938 or the Police.
- If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.

Multi-Agency Safeguarding Hub (M.A.S.H)

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child's welfare following contact with the helpline that is now also based in the Multi-Agency Safeguarding Hub. It makes the process of dealing with referrals quicker and more effective by improving the way county council: Children's social care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and education, work alongside other partner agency colleagues including Northamptonshire police, Northamptonshire health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

For referrals regarding adults in education

Local Authority Designated Officers 01604 367268

LADOReferral@northamptonshire.gcsx.gov.uk



Introduction

Kislingbury C.E.V.C. Primary School fully recognises the contribution it can make to protect children and support pupils in school. The pupils' welfare and safety is of paramount importance. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility all professionals should make sure their approach is child-centred. This means at all times we should, all all times consider what is in the **best interest** of the child.

Safeguarding and promoting the welfare of children is defined for the purpose of this policy as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (KCSE 2016)

It is vital as a school that we remember 'it could happen here'.

This policy is consistent with

- The statutory guidance "**Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges**" – September 2016
- The government's 'Working Together March 2015 which sets out statutory guidance for agencies.
- The legal duty on schools to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies]
- The Government 'What to do if you worried a child is being abused' March 2015
- The Northamptonshire Local Safeguarding Children Board (LSCBN) Procedures, which contain procedures and guidance for safeguarding children.

There are four main elements to our Child Protection Policy

- Prevention (e.g. positive, supportive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- Protection (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- Support (to pupils and school staff and to children who may have been abused);
- Working with parents (to ensure appropriate communications and actions are undertaken).

This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the **responsibility of all staff**. We ensure that all parents and other working partners are aware of our child protection policy by publishing it on our school website, displaying appropriate information in our reception and by raising awareness at meetings with parents.



Extended School Activities

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

Safeguarding Commitment

The school adapts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's fears and concerns will be taken seriously and children are encouraged to seek help from members of staff.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are always listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Provide opportunities to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Criminal Record and prohibition from teaching checks.

Safeguarding in the Curriculum

The following areas are among those addressed in PSHE and in the wider curriculum:

- Bullying/Cyberbullying
- Relationships
- Drug, alcohol and substance abuse
- E Safety / Internet Safety
- Fire and Water Safety
- Protective Behaviours
- Road Safety
- Stranger Awareness
- Other safeguarding issues as relevant.



Roles and Responsibilities

General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the school.

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

Governing Body

In accordance with the Statutory Guidance “Keeping Children Safe in Education” – Sept 2016, the Governing Body will ensure that:

- The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly;
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken appropriate Safer Recruitment training;
- There are clear procedures for dealing with allegations of abuse against members of staff and volunteers;
- There is a senior member of the school’s leadership team who is designated to take lead responsibility for dealing with child protection (the “Designated Safeguarding Lead”) and that there is always cover for this role;
- The Designated Safeguarding Lead undertakes local training (in addition to basic child protection training) and this is refreshed every two years;
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated (at least every two years in compliance with the LSCBN protocol); and that new staff and volunteers who work with children are made aware of the school’s arrangements for child protection and their responsibilities. All staff will be provided with this policy together with a Code of Practice and the Keeping Children Safe in Education 2016 Part 1; details of the Northamptonshire Safeguarding children’s Board Web-site and Procedures manual will also be made available to all staff.
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay;
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO);
- Effective policies and procedures are in place and updated annually including a behaviour policy/“code of conduct for safeguarding” for staff and volunteers. Information is provided to the Local Authority (on behalf of the LSCBN) through the Annual Section 11 Safeguarding Return;



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- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body;
- The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2015 and Northamptonshire County Council’s “Thresholds and Pathways Document” including providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board for Northamptonshire (LSCBN).

Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer (LADO);
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner; (please also refer to the school’s Whistle Blowing Policy)
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care Services or the Police.

Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in Annex B of “Keeping Children Safe in Education” September 2016 and include:

- Provision of information to the NSCB/Local Authority on safeguarding and child protection;
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- Referral of cases of suspected abuse to Multi-Agency Safeguarding Hub (and/or Police where a crime may have been committed);
- Acting as a source of support, advice and expertise within the school;
- Attending and contributing to child protection conferences when required;
- Ensuring each member of staff has access to and understands the school’s child protection policy especially new or part-time staff and lunch time staff who may work with different educational establishments;



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- Ensuring all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. Ensure all staff are given the guidance – Section One of the “Keeping Children Safe in Education” – September 2016 – Information for all School and College Staff” and the “Staff Code of Conduct”;
- Keeping detailed, accurate and secure written records of concerns and referrals.
- Provide access to resources and training for all staff and attend refresher training courses every two years; and to arrange staff update safeguarding training every year
- Where children leave the school, ensuring that their child protection file is copied and handed to the Designated Safeguarding Lead of the receiving school/setting and signed for in the new school/college as soon as possible. (Original records must be maintained securely by the school)
- Maintaining and monitoring child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on “Records and Monitoring” below

Records, Monitoring and Transfer

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with, or copied and passed over to, other agencies.

Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Child protection records are stored securely, with access confined to specific staff, e.g. the Designated Safeguarding Lead and the Headteacher.

Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.

When children transfer school copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method possible should be found to send copies of the confidential records to a named Designated Safeguarding Lead by registered post and original documents kept (until a child has reached 25 or 75 if the child is a looked after child). Files requested by other agencies e.g. Police, should be copied and shared as appropriate.



Support for Pupils and School staff

Support for pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence.

This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.

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

Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

Working with Parents/Carers

The school will:

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

Other Relevant Policies

The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies and guidance, for instance:

- Behaviour and Discipline
- Anti-Bullying
- Positive Handling
- Special Educational Needs
- Internal and Educational Visit Risk Assessments
- Acceptable Use and E-safety



- First Aid and the Administration of Medicines in School
- Health and Safety
- Sex and Relationships Education
- Site Security
- Single Equalities Scheme
- Intimate care
- Whistle Blowing

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

Recruitment and Selection of Staff

The school's safer recruitment processes are based on the Statutory Guidance: "Keeping Children Safe in Education" – September 2016 . The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

The school has an open safeguarding ethos and Safeguarding is addressed in every staff meeting and Governor meeting ,fostering an on-going culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Northamptonshire County Council Local Authority Safeguarding Board Website; "Making Children Safer", the "Keeping Children Safe in Education 2016 – Section 1 - Information for all school and college staff" and the "Staff Code of Conduct" are given to all staff and are the basis for the safeguarding induction.

On every interview panel for school staff at least one member (Member of the SLT/Teacher or Governor) will have undertaken safer recruitment training either online on the DfE website or by attending other another appropriate local or national accredited training course.

All employees must show DBS before/on appointment or as soon as practically afterwards. The headteacher must approve / sign off anyone working in the school who is awaiting DBS and consider the type of work and contact with children. All governors will also have DBS checks.



Useful Links

Local

Local Safeguarding Children Board Northamptonshire (NSCB):
<http://www.northamptonshirescb.org.uk/>

Ground Floor John Dryden House 8-10 The Lakes Northampton NN4 7YD

01604 364036

Thresholds and Pathways guidance: <http://www.northamptonshirescb.org.uk/schools/toolkits-docs-schools/>

Early Help

Request for services contact a EHA Co-ordinator

Tel: 0300 126 1000 option 1 then option 2

Email: earlyhelpsupport@northamptonshire.gov.uk

e-mail multi-agency form to:

MASH@northamptonshire.gcsx.gov.uk

Directory of services for Early Help

<http://families.northamptonshire.gov.uk/directory-search>

Directory of services for children with disabilities

<http://www.northamptonshire.gov.uk/en/councilservices/children/disabled-children/pages/default.aspx>

Education Entitlement Service online referral form available at:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Safeguarding Adults access advice:

Safeguarding Adults Team

Northamptonshire County Council

John Dryden House, 8-10 The Lakes

Northampton NN4 7YD

01604 362900 (Internal Ext 62900)

adultsafeguardingadmin@northamptonshire.gcsx.gov.uk (secure email)

e-referral form at:

<http://www.northamptonshire.gov.uk/en/councilservices/socialcare/adults/Pages/Safeguarding-Adults.aspx>



Complex Case Meetings

Complex Case Meetings and Locality Forums operate across Northamptonshire:

Meetings take place every two weeks in each district or borough – and more frequently if needed. The aim is to provide a responsive service to families and professionals. Schools can complete an online request form e-mailed to the appropriate address for your area, detailing the risks and issues and intended outcomes from a case discussion. Schools must have the family's consent for case discussion. If the concerns raised can be resolved without coming to a meeting, a CAF coordinator or Troubled Families coordinator will contact the schools to offer advice and to agree actions. If the outcome of a complex case meeting is a referral to a particular service, this will be made by the chair of the meeting.

Locality Forums

The county's Early Help Forums have been replaced by ten Locality Forums that will build on existing relationships between professionals. This will help us all to move to an early intervention response that addresses the needs of the local area and build a shared understanding of the profile and emerging priorities of each local area.

Joining up resources and developing solutions to address local needs will be a key role of the new Locality Forums, which will be made up of key local stakeholders including schools, children's centres, NCC education, GPs and school nurses.

National

National Society for Prevention of Cruelty to Children (NSPCC):

<http://www.nspcc.org.uk/>

0808 800 5000

Childline:

<http://www.childline.org.uk/Pages/Home.aspx>

0800 1111

Child Exploitation and Online Protection (CEOP):

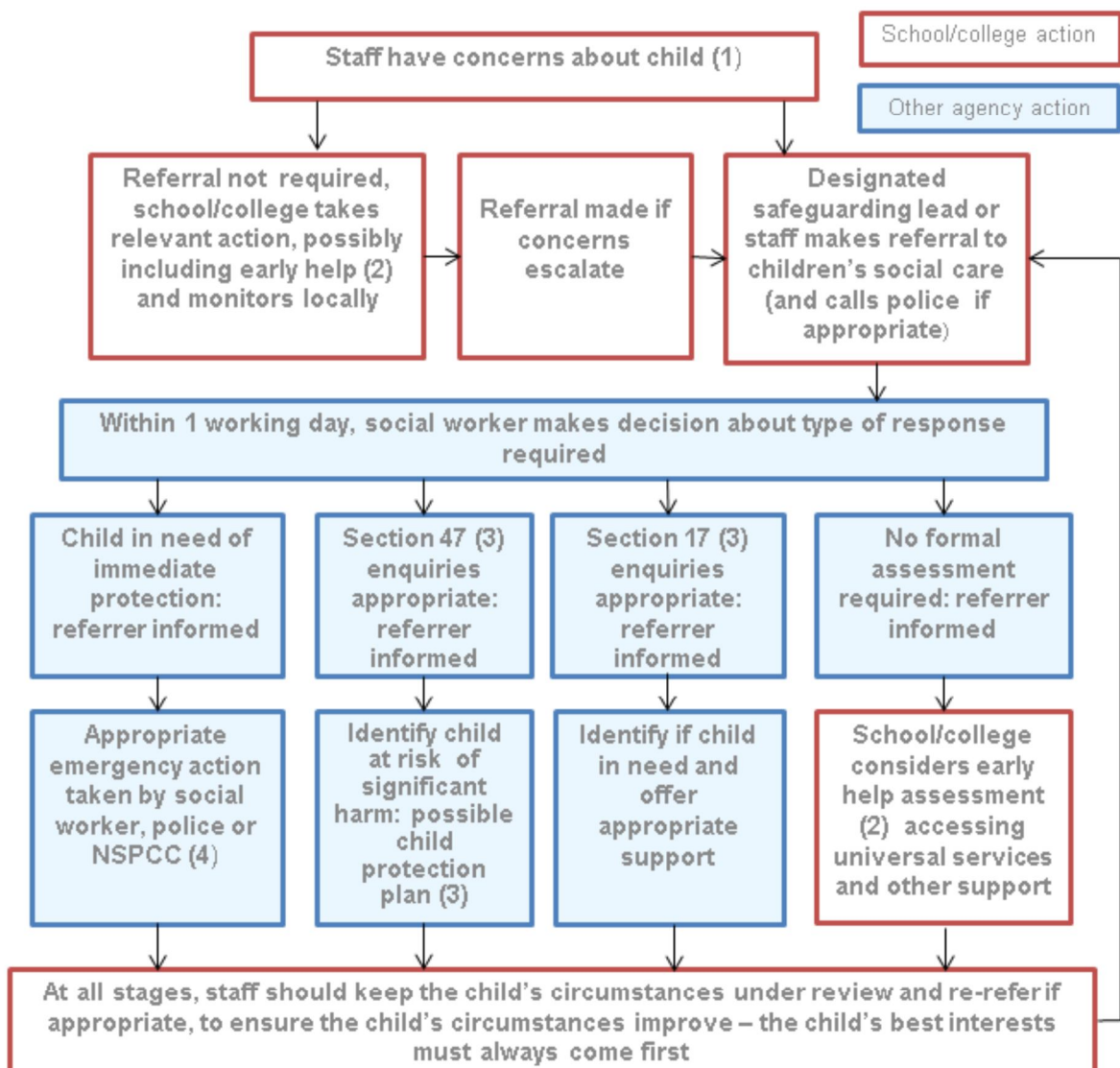
<http://ceop.police.uk/>

0870 000 3344 NCC Safeguarding Policy - Example Page 14

Appendix One

Flow Diagram of Procedures Should you be Concerned About a Child Definitions of Abuse

Actions where there are concerns about a child





Appendix Two

Definitions of Abuse

from 'Keeping Children Safe in Education' June 2016

What is Child Abuse?

“A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. They may be abused by an adult or adults or another child or children.”

Physical Abuse

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

Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

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, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, rubbing or touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can commit sexual abuse, as can children.

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. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born Neglect may involve a parent or carer failing to:

- provide adequate food and clothing, shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care takers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to a child's basic emotional needs.



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, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of Emotional Abuse is involved in all types of maltreatment of a child, though it may occur alone.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) –
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

For greater detail on these specific areas reference should be made to the Keeping Children Safe in Education Document September 2016



Specific Areas of National Concern

There are a number of specific areas of Safeguarding which are of current national concern. It is important that as a school we are aware of these aspects of safeguarding and the risks to our children. It is also vital that we **never** fall in to the trap of thinking 'not in our school'. These risks to children are there in every community and every school.

Children missing from Education

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

The School has an admission register and an attendance register. All pupils must be placed on both registers. Staff must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. We will regularly encourage parents to inform them of any changes whenever they occur.

The school will monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

It is essential that the school comply with these duties, so that the local authority can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.

The department of Education provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to



the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in school and the previous school is unknown, we should contact the local authority who will be able to search the database.

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:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Honour – based violence

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, 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.

Female Genital Mutilation

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.



Forced Marriage

Forcing a person into a 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 marriage. 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 fm@fco.gov.uk.

Peer on Peer Abuse

It is important that we all are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include: bullying (including cyber bullying) gender based violence, sexting, and assaults. Please refer to the schools Anti-bullying and E-safety policy for specific guidance.

Further information on preventing radicalisation

Protecting children from the risk of radicalisation should be seen as part of the schools' 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.

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.

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

We need to be 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. If you feel a child is at risk your concerns should be reported to the DSL at the earliest opportunity.



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The DSL and DDSL together with senior staff and governors will be take part in the Channel Awareness Training to provide advice and support to staff on protecting children from the risk of radicalisation.

The School will ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

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.

Channel

The school safeguarding lead should understand when it is appropriate to make a referral to the Channel programme. 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.



Appendix Three

Procedure To Follow in Cases of Possible, Alleged or Suspected Abuse, or Serious Cause for Concern About a Child

A. General

The Local Safeguarding Children Board for Northamptonshire Procedures contains the inter-agency processes, protocols and expectations for safeguarding children. (Available on NSCB website www.northamptonshirescb.org.uk). The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes and with NCC "Thresholds and Pathways".

It is important that all parties act swiftly and avoid delays.

Any person may seek advice and guidance from the Multi-Agency Safeguarding Hub particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.

In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children's Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps (see appendix 5)

When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next. It is important that the child's wishes / views are discussed and recorded.

As soon as possible complete a dated, timed and signed note on the school form of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school. Blank forms are kept by the designated Safeguarding Lead and on the Safeguarding board in the Staff Room. All completed forms are to be passed the DSL and are held securely in the office.

If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed. The Headteacher will contact the LADO to seek advice.



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If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Local Authority Allegations Manager (LADO). See contacts on Pages 3 of this policy.

If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – Main Procedural Steps

Begin a case file for pupils where there are concerns, with an overview chronology, which will hold a record of communications and actions. This must be stored securely (see Section on Records and Monitoring).

Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the Multi-Agency Safeguarding Hub: 0300 126 1000.

Share information confidentially with those who need to know.

Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the Multi-Agency Safeguarding Hub should be contacted immediately by phone. Written confirmation should follow within 24 hours on the LSCBN Agency Referral Form. All other referrals should be made firstly through a telephone conversation with the Multi-Agency Safeguarding Hub and then by following up with the online form, where requested to do so. The Multi-Agency Safeguarding Hub is available for advice on the advice line number given in the contact details on page 3 of this document.

If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the Multi-Agency Safeguarding Hub (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, the Multi-Agency Safeguarding Hub should be updated and the Police should be contacted immediately.



Appendix Four

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS

(References to staff in this process include staff in schools, central services and volunteers).

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

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Relevant documents:

DfE "Keeping Children Safe in Education: Statutory guidance for schools and colleges" – July 2015 (part 4).

LSCBN procedures – Section 5.

A. Individual Staff/Volunteers/Other Adults who receive the allegation

- 1) Write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Report immediately to the Headteacher.
- 3) Pass on the written record.
- 4) If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the LADO as soon as possible or if unavailable contact the Multi-Agency Safeguarding Hub on the same day.)

B. Headteacher

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Before taking further action notify and seek advice from the LADO, or if unavailable the Multi-Agency Safeguarding Hub on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 4) Report to the Multi-Agency Safeguarding Hub if the LADO, so advises or if circumstances require a referral.
- 5) Ongoing involvement in cases:
 - Liaison with the LADO
 - Co-operation with the investigating agency's enquiries as appropriate.



- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

C. Chair of Governors

(only relevant in the case of an allegation against the Headteacher)

- 1) If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- 2) Notify the LADO, or if unavailable the Multi-Agency Safeguarding Hub on the same day.
- 3) You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- 4) Report to the Multi-Agency Safeguarding Hub if the LADO so advises or if circumstances require a referral.
- 5) Ongoing involvement in cases:
 - Liaison with the LADO
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.



Appendix Five

Early Years Foundation Stage (EYFS) / Whole School Policy for the use of Cameras and Mobile Phones

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones, lap tops and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students).
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas.
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices.
- The school holds a mobile phone which should be taken on school trips to use to contact parents or carers in an emergency. Staff personal mobile numbers should not be given out. All telephone contact with parents or carers must be made on the school phone and a note kept. Personal mobile phones should not be used.
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.
- Staff and parents are advised against the misuse of network sites such as Facebook and Twitter to share confidential or potentially negative or abusive comments or information regarding the school, a member of staff, parent or child.