

# Barrow CEVC Primary School

Inspire, Create, Discover, Together



## Safeguarding / Child Protection Policy

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# 1. INTRODUCTION

## 1.1 What is Safeguarding?

Children should be free from harm and danger. It is everyone's responsibility to ensure that they are. Safeguarding means protecting children from harm and acting on concerns for a child's safety and wellbeing. This includes physical, sexual, emotional abuse and neglect.

*Barrow CEVC Primary School* fully recognises the responsibility it has under section 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' 2020. All staff must be made aware of their duties and responsibilities under part one of this document, which are set out below.

Staff should read the above document together with 'Annex A' of 'Keeping Children Safe in Education' (September 2020) and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015).

Through their day-to-day contact with pupils and direct work with families all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern.

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Local Safeguarding Children Board (LSCB) procedures.

This Safeguarding Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school. In particular, this policy should be read in conjunction with the other School policies, listed in Appendix A.

## 1.2 Purpose of Safeguarding Policy

The purpose of this Safeguarding Policy is to:

- To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.

## 1.3 Objectives of Safeguarding Policy

The objectives of this Safeguarding Policy are to:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.
- Establish and maintain an environment where school staff, governors and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well being of a child.
- Ensure children know that there are adults in the school whom they can approach, if they are worried.
- Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Contribute to the five outcomes which are key to children's wellbeing:
  - be healthy
  - stay safe

- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The School follows the procedures established by the Suffolk Safeguarding Children Board; a guide to procedure and practice for all agencies in Suffolk working with children and their families.

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.

This Safeguarding Policy will be implemented through the School's induction and training programme, and as part of day to day practice.

This policy applies to all staff, parents, governors, volunteers, visitors and pupils.

#### **1.4 Role of School Staff, Governors and Volunteers**

All school staff, governors and volunteers have a responsibility to provide a safe environment in which children can learn.

The staff and governors of Barrow School are committed to ensuring that every child who is a registered pupil at our school is safe and protected. Our school recognises fully the contribution it can make to protect children from harm and promote the welfare of all its pupils.

School staff, governors and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children. The school recognises that children sometimes suffer abuse from those who should be caring for and protecting them. Abuse can take place within any socio-economic group and can occur at home or in institutions, such as schools.

All school staff will receive appropriate safeguarding children training (which is updated regularly – Suffolk Safeguarding Children Board advises every 3 years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. It is good practice for the DSL to deliver an annual update.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the DSL.

This document sets out the procedures which Barrow School has in place for exercising its duties in relation to safeguarding pupils. It is shared with and made available to staff, governors and volunteers in school. It is also published on the School's website.

This Safeguarding Policy, Keeping Children Safe in Education – part 1 and the Prevent duty guidance published by the DfE for schools will be provided to all staff, governors and volunteers. A log will be maintained by the School for recipient's signatures to acknowledge receipt of these documents and that they have indeed read them.

## **2. STATUTORY FRAMEWORK**

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

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- Keeping Children Safe in Education (DfE, 2020)
- Working Together to Safeguard Children (DfE, 2015)
- The Education (Pupil Information) (England) Regulations 2005
- Counter Terrorism and Security Act 2015 (Section 26 and statutory guidance under Section 29 – The Prevent Duty and Guidance)
- What to do if you are worried that a child is being abused- Advice for Practitioners (DfE, 2015)

The School will also follow guidance in relation the specific safeguarding issues covered by documents listed in Appendix B.

Furthermore, Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, 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.

In addition, Keeping Children Safe in Education (DfE July 2020) places the following responsibilities on all schools:

- Schools should be aware of and follow the procedures established by the area's Local Safeguarding Children Board (LSCB). For Suffolk, this is the Suffolk Safeguarding Children Board
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- A Designated Safeguarding Lead should have responsibility for co-ordinating action within the school and liaising with other agencies
- Staff with the Designated Safeguarding Lead should undergo updated child protection training every two years

### **3. WORKING TOGETHER AND THE SUFFOLK SAFEGUARDING PARTNERSHIP.**

The safeguarding and protection of children cannot be achieved by schools or agencies working alone. The Children Act 2004 encourages partnerships between agencies, placing a duty on them to co-operate in promoting the wellbeing of children and young people and to make arrangements to safeguard and promote the welfare of children.

Our LSCB - The Suffolk Safeguarding Children Board is made up of representatives from all the groups, including the Education Service, whose work brings them into contact with children. There is an obligation on all member agencies of the Suffolk Safeguarding Children Board to comply with these procedures, at all times. The procedures outlined in this document therefore reflect those of the Suffolk Safeguarding Children Board. Staff can find the most up to date safeguarding information on the safeguarding children website ([www.suffolkscb.org.uk](http://www.suffolkscb.org.uk)).

In addition to Suffolk Safeguarding Children Board Procedures, Barrow School will have particular regard to the DfE publication, '*What to Do If You're Worried a Child Is Being Abused*' 2015 - Advice for practitioners.

### **4. ROLES AND RESPONSIBILITIES**

#### **4.1 Designated Safeguarding Lead (DSL)**

As required by statutory guidance, Barrow School has a designated senior member of staff, known as the **Designated Safeguarding Lead (DSL)**, who is responsible for co-ordinating child protection issues within the School and for liaising with other services. There is also two further trained and named DSL's who acts in the DSL's absence/unavailability. At Barrow we ensure that there is always a DSL available during school hours, during term time to discuss any safeguarding concerns. All staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DPs are not available.

These roles are undertaken by:

- **Mrs Joanne Woodland** as the Designated Safeguarding Lead
- **Mrs Helen Ashe and Miss Nadine Fairweather** as the Alternate Designated Safeguarding Leads

These people's names will be given, when requested, to the Local Authority.

The broad areas of responsibility for the DSL are:

#### **Record Keeping**

The DSL will:

- Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.
- Ensure all paper records are kept securely, separate from the main pupil file, and in a locked location.
- Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with 'Keeping Children Safe in Education' (September 2018) and the 'Education Child Protection Record Keeping Guidance'. The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.

- Make parents aware that such records exist except where to do so would place the child at risk of harm.
- Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

### **Managing referrals**

Refer all cases of suspected abuse to the local authority children's social care and:

- Police (cases where a crime may have been committed).
- Liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- 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

### **Training**

The DSL should receive appropriate training carried out every two years in order 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 school's or college's child protection 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 young carers
- Be able to keep detailed, accurate, secure written 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

### **Raising Awareness**

- The DSL should ensure the school or college's policies are known and used appropriately:
- Ensure the school or college's child protection 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 policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- Link with the local LSCB (Suffolk Safeguarding Children Board) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file

It is the DSL's responsibility to ensure that all staff, teaching and support, paid and volunteers know who the DSL, alternate DSL and responsible governors are. It is the DSL's responsibility to ensure that the safeguarding self review tool is updated at least annually. The self review assessment will be shared with the Local Authority who has an auditing role in ensuring the school is meeting its safeguarding responsibilities.

All adults including the DSL have a duty to refer all known or suspected cases of abuse to the relevant agency including social services or the police in line with the School's procedures.

Where a disclosure is made to a visiting staff member from a different agency (e.g. school nurse), it is the responsibility of that agency staff to report formally the referral to the DSL, in the first instance.

## **4.2 The Governing Body**

*Governing bodies and proprietors (in Part two, unless otherwise stated, this includes management committees) must ensure that they comply with their duties under legislation. They must 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. (DfE Sept 2016)*

The member of the Governing Body with responsibility for safeguarding is:

**Mr Andrew Wilson**

In particular, the Governing Body must ensure that the responsibilities placed on governing bodies and proprietors are discharged effectively. These 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
- appointing a designated safeguarding lead who should undergo child protection training every two years
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- making sure that children are taught about how to keep themselves safe.

## 5. TRAINING

The DSL and Alternate DSL will be released from school to attend specialised safeguarding training, which will be up-dated every two years. The named Governors will also receive training. Every member of staff will be expected to undertake safeguarding training in school every three years.

It is the Designated Safeguarding Lead's responsibility to ensure that all staff, teaching and support, paid and volunteers **all** receive, on a regular basis, information which enables them to identify child protection matters and respond appropriately. When staff join our school they will be informed of the safeguarding arrangements in place and told who our DSL is.

Barrow School will ensure that staff members are trained to recognise signs of possible abuse or neglect and will know what to do if they suspect a child is suffering harm.

All staff members will be asked to read and confirm that they understand their role in keeping children safe by reading Part 1 of Keeping Children Safe in Education. All members of staff that work directly with children will also be asked to read and understand their role in Annex A.

## 6. SCHOOL RESPONSIBILITIES AND PROCEDURES

### 6.1 Staff Responsibilities

If any member of staff is concerned about a child, he or she must inform the DSL.

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, using the appropriate form.

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 and Specialist Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

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 and a written record will be kept.

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

As a person who works with children, staff have a duty to refer safeguarding concerns to the DSL for child protection. However if:

- concerns are not taken seriously by an organisation or
- action to safeguard the child is not taken by professionals and
- the child is considered to be at continuing risk of harm

Then staff should again speak to a DSL in their school.

If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately.

Anybody in School can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

If the allegations raised by the staff member are against other children, the school should follow the procedure in section 9 of this policy.

The administration staff will ensure that every child in school has 2 emergency contact numbers for each pupil. It is preferred that every child has 2 different people that can be contacted in cases of emergency.

Ensure every member of staff and every governor knows:

- the name of the designated person/s and their role;
- how to identify the signs of abuse and neglect;
- how to pass on and record concerns about a pupil;
- that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring child protection concerns to the DSL/DP;
- that they have a responsibility to provide a safe environment in which children can learn;
- where to find the Inter – Agency Procedures on the LSCB website;
- their role in the early help process;
- the process for making referrals to children’s social care.

## **6.2 Safe staff**

All staff will be expected to know our school’s policy for safe restraint. There will be occasions when some sort of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times, the agreed policy for safe restraint must be adhered to.

All voluntary helpers in school will be given a classroom helper information leaflet which draws attention to our Safeguarding Policy and reminds volunteers of who to speak to, if they have concerns about a particular child or adult. It also reminds them not to put themselves in the position where they are working with an individual or group out of sight of another adult. For further information please refer to our Reasonable Force & Safe Handling Policy.

## **6.3 Recruitment and selection of staff**

Barrow School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment. Recruitment will be carried out in line with the DfE guidance Keeping Children safe in Education, Sept 2020. Since Brexit, any recruitment from overseas will still be in line with part 3 of KCSiE 2020, school will obtain an enhanced DBS certificate with barred list information. School will make further checks if appropriate following the Home Office guidance. Also school will carry out checks for teaching roles which may include information about their past conduct by contacting overseas teaching authorities.

Before confirmation of appointment, all staff who apply to work at Barrow School will be subject to a rigorous recruitment process to ensure, as far as possible, their suitability to work with children. References will be taken up and they will be required to give evidence of their qualifications, identity and details of previous experience and work history. A Section 128 check for prohibitions will be completed for all senior management roles including Governors, Headteacher and Senior Leadership Team

As part of this recruitment process, all potential staff and volunteers will be required to disclose any criminal record. All staff, governors and volunteers who work in the school regularly will be subject to an appropriate DBS check to confirm that there is no known reason why they should not work with children.

All DBS checks at the appropriate level for existing staff, governors and volunteers will be updated if we feel there is a risk to the children, in which case a risk assessment will be put in place and a DBS completed. Staff will complete a DBS Self Declaration form annually to declare no or any incidents that they feel need to be raised.

At Barrow School we will ensure that our Single Central Record (SCR) is up to date and that it is monitored by the SLT as well as the Safeguarding Governor every term, preferably every half term. The SCR is available to the SLT and Safeguarding Governor but otherwise it is a private document that is kept securely protected by a double password encryption matrix.

## **6.4 Staff, governor, volunteer and visitor identification**

All staff, governors, volunteers and visitors will be provided with an identification badge, which must be worn and visible when in School. Staff and governors will be provided with photo identity cards on neck straps.

Regular volunteers (adults and students / pupils from other schools) and occasional visitors will be provided with visitor badges, which must be worn and visible when in School. These badges will provide a quickly and easily recognisable distinction between those who require supervision and those who do not require supervision. Supervision procedures will be displayed clearly in every classroom and workspace where children are taught.

## **6.5 Mandatory Reporting Duty**

All staff at Barrow School recognise that 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 social workers and healthcare professionals, 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.

## **6.6 Curriculum and Ethos**

Our school will establish and maintain an ethos where our pupils feel secure, are encouraged to talk and are listened to. Barrow School will strive to create a safe environment for the children on its roll. The curriculum will therefore aim to equip children with the skills they need to stay safe and encourage them to develop essential life skills. Through the curriculum, children will be helped to understand what is and is not acceptable behaviour towards them. They will be taught about staying safe from harm and the importance of speaking to a member of staff, if they have worries or concerns. The curriculum will be instrumental in preparing children for their future responsibilities as adults.

## **6.7 Child exploitation and e-safety**

Children and young people can be exploited and suffer bullying through their use of modern technology such as the Internet, mobile phones and social networking sites. In order to minimise these risks, pupils at Barrow School are taught how to use technology safely and are advised of how to keep safe when using the Internet both at home and at school. Barrow School will ensure that we have in place appropriate measures such as security filtering and an acceptable use policy linked to e-safety.

Guidance on cyber bullying and reporting is available to parents on the School's website.

We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites. Our acceptable use and e-safety policy will clearly state that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business. Where it is suspected that a child in our school is at risk from Internet abuse or cyber bullying, we will report our concerns to the appropriate agency.

## **6.8 Preventing Radicalisation**

From 1<sup>st</sup> July 2015, schools have a duty under the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people being drawn into terrorism - The Prevent duty. The statutory Prevent guidance provided summarises the requirements on schools under four themes:

- Schools are expected to assess the risk of children being drawn into terrorism, including the support of extremist ideas that are part of terrorist ideology.
- The Prevent duty builds on existing local partnership arrangements.
- 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.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the Internet in school.

School staff need to understand when it is appropriate to make a referral to the **Channel** programme, which focuses on providing support, at an early stage, to people identified as being vulnerable to being drawn into terrorism.

The Prevent guidance is available in School. This explains what governors and staff can do if they have any concerns relating to extremism or terrorism. The Department for Education has set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk).

## **6.9 School Attendance**

At Barrow School, we will encourage the full attendance of all of our children. "Basic to safeguarding children is to ensure their attendance in school" Ofsted 2002.

Regular school attendance has a very important part to play in safeguarding children. A child whose parents/carers repeatedly fail to provide adequate reasons for absence, or whose absence is on-going without medical evidence, will be referred to the Education Welfare Service. Such absences will not be authorised by the School. Where we have a concern that a child is missing education because of suspected abuse we will liaise

with the appropriate agency including the EWS to effectively manage the risks and to prevent abuse from taking place.

### **6.10 Extra curricular activities**

All after school clubs or activities run in the school or on the school site are run in accordance with safeguarding requirements and all staff are appropriately Disclosure and Barring Service (DBS) checked. Clubs run offsite (e.g. French Club) are not endorsed by Barrow School. Parents are advised to make the appropriate enquiries regarding supervision, insurance and other matters.

### **6.11 Bullying and Peer to Peer Abuse**

It is important that children should be safe from each other in school. Barrow School will not tolerate bullying or peer to peer abuse amongst its pupils and is committed to dealing with all complaints of such a nature. (See appendix C for further advice on peer to peer abuse.) Strategies for dealing with bullying and peer to peer abuse are explained in the school's Anti-Bullying Policy.

Members of staff need to understand that children as well as adults can be abusers. Where a child discloses abuse by a fellow pupil the matter will be referred to **Customer First** by the DSL in the usual way. Both sets of parents will be informed by the school, unless **Customer First**, having taken account of the particular circumstances, advises otherwise.

### **6.12 Safeguarding disabled children**

Disabled children have exactly the same rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children. Disabled children do however require additional action. This is because they experience greater risks and 'created vulnerability' as a result of negative attitudes about disability and unequal access to services and resources and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairments.

At Barrow School, we will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

We are aware that children with SEN and disabilities can potentially present as having additional safeguarding challenges. We know that we have to be mindful towards these issues:

- Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability.
- higher risk of peer group isolation.
- disproportionate impact of bullying; and
- difficulties with communication.

At Barrow school we would endeavour to enable additional pastoral support for children with SEN and disabilities.

### **6.13 Trafficked children**

Child trafficking involves moving children across or within national or international borders for the purpose of exploitation. If we are made aware that a child is suspected of or actually being trafficked/exploited, we will report our concerns to the appropriate agency.

### **6.14 Domestic abuse**

Staff need to understand what is required of them if children are members of a household where domestic abuse is known or suspected to be taking place. At Barrow School, we will follow our Safeguarding Policy and report any suspected concerns regarding domestic abuse to the relevant agency.

### **6.15 Private fostering**

Private fostering is an arrangement made between the parent and the private foster carer who then becomes responsible for caring for the child in such a way as to safeguard and promote his or her welfare. A privately fostered child means a child under the age of sixteen (eighteen, if a disabled child) who is cared for and provided with accommodation by someone other than

- a parent
- a person who is not a parent but has parental responsibility
- a close relative
- the Local Authority

for more than twenty eight days and where the care is intended to continue. It is a statutory duty for us at Barrow School to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

### **6.16 Young Carers**

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

### **6.17 Children at Risk of Criminal Exploitation**

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Personnel will complete the LSCB Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

### **6.18 Children Frequently Missing Education**

School recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavors to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.

When a child is missing from education, the school follows the procedure as set out in Cambridgeshire's Children Missing Education guidance. The school will inform the Education Welfare Officer and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

### **6.19 Children Misusing Drugs or Alcohol**

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern
- Where the child is perceived to be at risk of harm through any substance associated criminality

### **6.20 Children at Risk of 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.

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Personnel will complete the LSCB Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk of CSE.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions (see 3.6.4).

### **6.21 Children Living with Substance Misusing Parents/Carers**

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

### **6.22 Children Living with Domestic Abuse**

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

### **6.23 Children who have returned home to their family from care**

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire Local Safeguarding Children Board 'Inter - Agency Procedures.'

## **6.24 Privately Fostered Children**

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements.

## **6.25 Children who have Family Members in Prison**

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The school will work with the family and the child to minimise the risk of the child not achieving their full potential.

## **7. WHEN TO BE CONCERNED - RECOGNISING POSSIBLE ABUSE**

Children can be harmed in a number of ways. Abuse can be physical, sexual or emotional or it can take the form of neglect. Children sometimes suffer more than one type of abuse at a time.

All staff, governors and volunteers should be aware that the main categories of abuse (Listed in Keeping Children Safe in Education, DfE July 2019) are:

- *Physical abuse* – may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing, ill health to a child.
- *Emotional abuse* – is the persistent emotional ill-treatment 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, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.
- *Sexual abuse* – involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, encouraging children to behave in sexually inappropriate ways.
- *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, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.

Further details to help identify abuse are contained in a separate document entitled INDICATORS OF HARM.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

The witnessing of abuse can also have a damaging effect on those who are party to it as well as the child subjected to the actual abuse and in itself will have a significant impact on the health and emotional wellbeing of the child.

## **8. DISCLOSURES AND REFERRALS**

### **8.1 Dealing with a Disclosure**

The school will strive to create an atmosphere in which children feel able and safe to talk about their worries and fears. Staff will listen carefully to anything children want to tell them.

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

#### **STAY CALM AND LISTEN CAREFULLY.**

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Listen, only asking questions when necessary to clarify
- Reassure the child that he/she has done the right thing in telling you.
- Reassure him or her that what has happened is not his or her fault
- Let him/her know that you will need to tell someone else. Inform your DSL Explain what has to be done next and who has to be told

#### **NOT INVESTIGATE**

- **not** ask leading questions
- **not** promise to keep the matter secret nor make promises which it might not be possible to keep
- **not** promise confidentiality – it might be necessary to refer to Children's Services: Safeguarding and Specialist Services
- **not** criticise the alleged perpetrator
- **not** attempt to investigate the situation themselves

Staff might also have concerns about a child's safety because of the way he or she is behaving. Whether suspicions arise through disclosures children make or as a result of observations or reports, the member of staff concerned **must**:

- Make a written record, signed, dated and timed with your position recorded of what was said or seen. **Forms are kept in the front of each class register.**
- Pass the information to the DSL and consult the DSL without delay, then record, sign and date this consultation.

Staff will be aware of the possibility that their records might have to be used as evidence in court, and **must therefore be aware of the need to distinguish fact from opinion.** The DSL or the alternate DP will make a referral to Social Care through **Customer First**.

#### **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 the DSL.

#### **Victim-Blaming**

At Barrow School we will ensure via our robust training that there is no victim-blaming. This is when the victim of a crime is held entirely or partially at fault for the harm that they have experienced.

### **8.2 Making Referrals to Customer First**

The DSL will refer all cases of suspected abuse to **Customer First** immediately. Where practicable, the school will inform parents of the referral before it is made, or at least as soon as possible afterwards, if contact cannot be made with them quickly. The only circumstances in which a parent will not be informed of a referral are if it is considered:

- the child might be at greater risk of harm as a result
- such action might impede a criminal investigation
- the child might be the victim of fabricated or induced illness

Referrals of suspected abuse or neglect can be made by telephone to the Duty Social Worker at **Customer First on 0808 800 4005** or in writing on the 'Multi Agency Referral Form' (MAR) via the online portal within 24 hours. <https://earlyhelpportal.suffolk.gov.uk/web/portal/pages/marf#h1>

Barrow School pastoral team may encourage parents to take onboard support from the Early Help Team via the online CAF portal, (The 'Common Assessment Framework for children and young people' form.) In these circumstances the agreement of the child's parent will be obtained and the parents enter into an agreed framework of support. <https://www.suffolk.gov.uk/children-families-and-learning/common-assessment-framework-caf/common-assessment-framework-caf-referral/>

The school will expect a prompt response once a referral has been made. If nothing has been heard within two days, the DSL will telephone the office to which the referral was made to make enquiries. This telephone call will be recorded, again noting the name of the person spoken to, and the record signed by the DSL with the date and time the telephone call was made. If there has still been no response after a week, the DSL will contact the Safeguarding Children Manager.

### **8.3 Attendance at and Reports to CAF panels and Child Protection Conferences**

If **Customer First** decides, having received a referral from the school that a child might be at risk of harm a CAF 'child in need' meeting or possibly a child protection conference may be called.

The DSL will be asked to attend this meeting or conference. It is an expectation of Barrow School that she will do so unless it is considered that another member of staff has greater or more relevant knowledge of the child, in which case that person will attend. Where a conference is held during a school holiday, the school will do its best to send a senior member of staff.

The school will provide the meeting or the conference with a written report of the child. The author of the report will be aware that the child's parents will have access to it.

If a child is made subject to a Child Protection Plan following a decision made at a child protection conference, a 'core group' consisting of those with the most knowledge of and involvement with that child will be identified. The DSL or other relevant member of staff will attend.

### **8.4 Record Keeping**

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

- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible.
- Don't destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer.

The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

### **8.5 Transfer of records**

When a child who is subject to a Child Protection Plan leaves Barrow School, the DSL will inform the relevant Social Worker and send the child protection records to the DSL at the receiving school **immediately**, in a secure manner, and separate from the child's academic file. Child Protection records will be prefaced with a contents page that which explicitly highlight how many pages are included in under each heading.

If the name of the receiving school is not known, the DSL will notify the child's Social Worker as a matter of urgency, as soon as the child leaves or appears to be missing. In these circumstances, the child protection records will remain at Barrow School until the child is known to have registered elsewhere.

When a child joins Barrow School and records from the previous school indicates he or she is subject to a Child Protection Plan, the Head teacher or DSL will notify **Customer First** immediately.

When a child who is subject to a Child Protection Plan joins Barrow School and no child protection records have been received from the previous school, the DSL will contact the DSL at that school to request the records be sent **immediately**. This request will be confirmed in writing and repeated if necessary. If they remain unavailable, the school will inform the Education Welfare Service.

## **9. MANAGING ALLEGATIONS INVOLVING SCHOOL STAFF / VOLUNTEERS**

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people in our school.

An allegation is any information which indicates that a member of staff/volunteer may have:

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

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

Allegations will usually be that some kind of abuse has taken place. They can be made by children and young people or other concerned adults.

Allegations are made for a variety of reasons:

- Abuse has actually taken place
- Something has happened to the child that reminds them of a past event – the child is unable to recognise that the situation and people are different; children can misinterpret your language or your actions.
- Some children recognise that allegations can be powerful and if they are angry with you about something they can make an allegation as a way of hitting out.
- An allegation can be a way of seeking attention.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.

Any allegation made against a member of staff or volunteer at Barrow School will be taken very seriously.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/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 Head teacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Head teacher 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 (LADO): following Suffolk County Council's '*Procedure in Respect of Allegations of Child Abuse Made Against School Staff*'

For questions and queries regarding 'grey areas', **Customer First** have provided The Professional Consultation Line on **0345 606 1499**.

The Head teacher should, as soon as possible, **following briefing** from the LADO inform the subject of the allegation.

The Head teacher will need to:

- Refer immediately to the Western Area County Strategic Resolution Officer on Tel: **01284 758641** or Alison.Jones@suffolk.gov.uk

If the Western Area County Safeguarding manager **can not** be contacted, County Safeguarding Managers, Rennie Everett or Dian Campbell can be contacted via using the LADO central telephone number **0300 123 2044** for the reporting of allegations or concerns against all staff and volunteers who work in a position of trust with children and young people.

*Contact data current as of 1/9/19.*

- Contact Chair of Governors
- Follow up in writing within 48 hours, consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser
- Contact the parents or carers of the child/young person, if advised to do so by the LADO
- Consider the rights of the staff member for a fair and equal process of investigation
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- Act on any decision made in any strategy meeting
- Advise the ISA (Independent Safeguarding Authority) where a member of staff has been disciplined or dismissed, as a result of the allegations being founded.

**See guidance in: Keeping Children Safe in Education – part 4: Allegations of abuse made against teachers and other staff (DfE Sept 2019).**

Where an allegation is made against the Head teacher, the Alternate DSL will inform the Chair of the Governors, as well as the Local Authority. The Chair of Governors will need to discuss the nature of the allegations with the LADO, in order for the appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion, depending on the allegation being made.

## **10. CONFIDENTIALITY**

Safeguarding children raises issues of confidentiality that must be understood clearly by all staff and volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff or volunteer and requests that the information is kept secret, it is important that the member of staff or volunteer tells 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.

Staff and volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. Information on child in need/child protection cases will only be shared within the school with those who need it in order to ensure the safety of the children concerned.

All school records of child protection concerns and referrals are kept in a locked cabinet in the SENCo's office, separately from the main pupil files. Only the DSL (the Head teacher) and the alternate DSL have a key to this cabinet.

Only **one** child protection file will be kept on a child. No other information of a child protection matter will be kept anywhere else in school.

The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The DSL will:

- Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).
- Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Headteacher.
- Ensure staff are clear with children that they cannot promise to keep secrets.
- Disclose information about a pupil to other members of staff on a 'need to know' basis. Parental consent may be required.
- Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)
- Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

## **11. COMMUNICATION WITH PARENTS**

Barrow School will ensure the Safeguarding Policy is available publicly on the School's website and that a paper copy is available in the School Office.

Parents should be informed prior to referral, unless it is considered that 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;
- Placing a member of staff from any agency at risk.

Barrow School will also ensure that parents have an understanding of the responsibilities placed on the School and staff for safeguarding children.

The DSL will:

- Seek advice from Social Care if the school believes that notifying parents could increase the risk of harm to the child. Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury.
- Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, record the reasons why. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

### **11.1 DISGUISED COMPLIANCE**

Disguised compliance involves parents giving the appearance of co-operating with child welfare agencies to avoid raising suspicions and allay concerns. Published case reviews highlight that professionals sometimes delay or avoid interventions due to parental disguised compliance. The learning from these reviews highlights that professionals need to establish the facts and gather evidence about what is actually happening, rather than accepting parent's presenting behaviour and assertions. By focusing on outcomes rather than processes professionals can keep the focus of their work on the child. At Barrow school it is the responsibility of all members, lead by the DSL and ADSL to encourage a culture of tenacity towards a safeguarding culture in the school.

## **12. MONITORING AND REVIEW OF THE SAFEGUARDING POLICY**

This policy will be reviewed annually by the Governing Body. Compliance with this policy will be monitored by the DSL and through staff performance measures.

The aim of these procedures is to ensure that every child on roll at Barrow School is safe and free from harm. If they are considered to be at risk or to have suffered abuse or neglect the school will take steps described to minimise the risk or protect them from further harm.

In order to monitor the effective safeguarding of Barrow School's pupils, the Governing Body will require the Head teacher to submit a termly report on safeguarding issues within the School. This report will **not** reveal details of any individual children or families.

In all its work to safeguard children, Barrow School will work in partnership with other agencies and with parents.

The adequacy of these procedures will be reviewed and the procedures formally adopted annually by the Governing Body or as legislative changes require.

## **13. APPENDIX A - LINKED SCHOOL POLICIES OFFERING FURTHER SAFEGUARDING GUIDANCE**

- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Code of Conduct/Staff Behaviour guidelines as outlined in the staff handbook
- Complaints Policy & Procedure
- E-safety and Acceptable Use of ICT Policy
- First Aid and Medicines Policy
- Health & Safety Policy
- Indicators of Harm
- Intimate Care Policy
- Mobile Phones Policy
- Peer to Peer Abuse Appendix
- Photographic Images Policy
- Reasonable Force & Safe Handling Policy
- Safer Recruitment Policy
- Visitors' Policy
- Whistle Blowing Policy

## 14. APPENDIX B – KEY ADDITIONAL DOCUMENT REFERENCES

In addition to the legislation and statutory guidance listed in section 2, these procedures are also based on:

1. *Suffolk County Council - Whole School Safeguarding Policy Framework. Published 01/08/16*
2. *The self review tool for safeguarding and child protection in schools – Suffolk County Council*

## 15. APPENDIX C – PEER TO PEER ABUSE

It is important to consider the forms abuse may take and the subsequent actions required. Types of abuse There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

An Imbalance of Power: Young people who bully use their power—such as

- Physical strength, access to embarrassing information, or popularity—to control or harm others.
- Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there

is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003.

Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

### Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

### Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

### Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

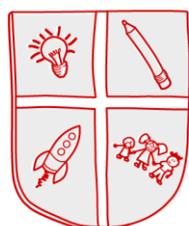
### Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm. It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

### Upskirting

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.



# Barrow CEVC Primary School

Inspire, Create, Discover, Together



## EQUALITY IMPACT ASSESSMENT

Part A :- SCREENING EIA							
General Information							
1. Title of the policy or practice being assessed:							
Safeguarding Policy							
2. Aim(s) of the policy or practice being assessed:							
Children should be free from harm and danger. It is everyone's responsibility to ensure that they are. Safeguarding means protecting children from harm and acting on concerns for a child's safety and wellbeing. This includes physical, sexual, emotional abuse and neglect.							
3. Type of policy or practice being assessed:							
Existing			Proposed				
✓							
4. Name of person responsible:							
For the policy or practice			For completing this EIA				
Jo Woodland			Jo Woodland				
5. Which members of our school community are affected/likely to be affected by the policy or practice?							
Pupils	Staff	Parents and carers	Governors	School volunteers	Visitors to the school	Other –	
✓	✓	✓	✓	✓	✓		
6. Does or could this policy have a negative impact on any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
X	✓	X	X	X	X	X	X
<b>Undertake a full EIA if any answer is 'yes' or 'not sure'.</b>							

7. Does or could this policy help promote equality for any of the following?

Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
✓	✓	✓	✓		✓	✓	✓

***Undertake a full EIA if any answer is 'no' or 'not sure'.***

***Any adverse impacts are explored in Part B :- the Full Impact Assessment below.***

<b>Part B :- FULL EIA</b>				
<p>1. Identify the aims of the policy and how it is implemented.</p> <ul style="list-style-type: none"> <li>➤ Children should be free from harm and danger. It is everyone's responsibility to ensure that they are.</li> <li>➤ Safeguarding means protecting children from harm and acting on concerns for a child's safety and wellbeing. This includes physical, sexual, emotional abuse and neglect.</li> </ul>				
2. Assessment of impact (with regard to protected characteristics)				
Protected Characteristics	Assessment of impact	Consideration of alternative measures or adjustments.	Consultation	Data to support the Assessment
Age	All children's safety, irrespective of age, is protected by the policy and their presentation in behaviour is not misidentified as tantrums or hormones.			
Disability	All children's safety, irrespective of SEN need or disability, is protected by the policy and their presentation in behaviour is not misidentified as a part of their diagnosis.	Ensuring that there are supportive communication strategies for children with poor social and verbal skills to be able to express feelings and accounts of incidents that have happened to them.		
Gender	All children's safety, irrespective of sex, is protected by the policy and their presentation in behaviour is not misidentified as typical gender behaviour.			
Gender identity	All children's safety, irrespective of how they identify, is protected by the policy and			

	their presentation in behaviour is not misidentified as anything else.			
Pregnancy or maternity				
Race	All children's safety, irrespective of how they identify, is protected by the policy and their presentation in behaviour is not misidentified as anything else.			
Religion or belief	All children's safety, irrespective of religion, is protected by the policy and their presentation in behaviour is not misidentified as cultural.			
Sexual orientation	All children's safety, irrespective of their sexual orientation, is protected by the policy and their presentation in behaviour is not misidentified as anything else.			
<p>3. Monitor for adverse impact in the future</p> <ul style="list-style-type: none"> <li>➤ Ensuring training is current and regular for all members of staff, governors and volunteers to enable all adults that work with children as comprehensive understanding of current issues and potential threats to children without prejudice or ignorance.</li> <li>➤ Listening to adult conversations and monitoring the terminology used to describe events and issues to determine level of understanding and effectiveness in supporting children.</li> <li>➤ Monitoring who and how often courses are attended by members of staff and key stakeholders.</li> </ul>				
<p>4. Publication of results of the impact assessment</p> <ul style="list-style-type: none"> <li>➤</li> <li>➤</li> <li>➤</li> </ul>				

**Part C :- EIA ACTION PLAN**

Actions recommended as a result of this impact assessment.

<b>Issue/Objective</b>	<b>Action required</b>	<b>Lead person</b>	<b>Timescale</b>	<b>Resource implications</b>	<b>Comments</b>