Child Protection Policy

Trust Level
Approved (Trust Board):   24/09/20
Review Date: September 2021
Responsible Officer: Director of Education & Trust Board

School Adopted
School Name: Church Hill Infant School
Review Date: Sep 2021
Responsible Officer: Head Teacher & Local Advisory Board

Contents

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1   Named Staff and Contacts

Training Received:

	Name	Date
Designated Safeguarding Lead Deputy DSL Deputy DSL	**Meera Bulsara** Claire Elliott Heather Creighton	27.1.20 9.10.18 4.2.19
Safer Recruitment inc Allegations Management	**Meera Bulsara** Claire Elliott Liz Weston	15.1.19 14.3.18 24.6.19

School and Trust Contact Details:

	Name	Position	Contact Details
Designated Safeguarding Lead	Meera Bulsara	Head	0116 2692083 mbulsara@churchhillinfants.co.uk
Deputy Designated Safeguarding Lead/s	Claire Elliott Heather Creighton	Deputy Assistant Head	0116 2692083 celliott@churchhillinfants.co.uk 0116 2692083 Hcreighton@churchhillinfants.co.uk
Prevent Single Point of Contact (SPOC)	Meera Bulsara	Deputy	0116 2692083 mbulsara@churchhillinfants.co.uk
Designated Teacher for Children in Care	Claire Elliott	Deputy	0116 2692083 mbulsara@churchhillinfants.co.uk
Nominated Safeguarding Governor	Balinder Kazi	Chair	admin@chuhrchhillinfants.co.uk
Trust HR Contact	Lauren Gray	Director of Human Resources	Telephone: 07799056805 Email: lauren@bepschools.org
Trust Safeguarding Lead (DSL Trained/Trainer)	Diane Cresswell	Attendance & Welfare Lead	Telephone: 07423628850 Email: diane@bepschools.org

Safeguarding and Performance Unit contacts:

	Name	Position	Contact Details
Safeguarding and Performance Service	Kelda Claire	Head of Service	Telephone: 01163059084 07507686100
LADO/Allegations	Kim Taylor/Lovona Brown	Designated Officer	0116 305 7597
LA Safeguarding	Simon Genders Ann Prideaux	Safeguarding Development Officers	0116 305 7750 0116 305 7317
First Response Children's Duty (Same-day referrals)	Telephone: 0116 3050005 Email: childrensduty@leics.gov.uk Address: First Response Children's Duty		

	Room 100b
	County Hall
	Championship Way
	Glenfield
	LE3 8RF
All other referrals including Early Help Services	http://lrsb.org.uk/childreport
Early Help queries and Consultation Line	0116 3058727

Other Contacts

Name	Contact
The NSPCC whistle blowing helpline number	Telephone: 0800 028 0285.

1   Introduction

1.1   Bradgate Education Partnership and ==Church Hill Infant School== fully recognises the contribution it can make to protect children and support pupils in school. 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.

1.2   The pupils' welfare is of paramount importance, therefore safeguarding our pupils is the priority of Bradgate Education Partnership and Church Hill Infant School. This is reflected throughout Trust and school policies and is embedded into school life.

1.3   The policy aims to support all workers involved with the Trust and Church Hill Infant School and outline the responsibilities and expectations of all when it comes to the safeguarding and welfare of our pupils.

2   Scope & Principles

2.1   This policy applies to all workers involved with Bradgate Education Partnership and Church Hill Infant School. This includes volunteers, 3rd party and self-employed workers.

2.2   This policy complies with:

2.2.1 the legal duty to safeguard and promote the welfare of children, as described in section 157 of the Education Act 2002 for independent schools and academies and the statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges, September 2020"* and *"Working Together to Safeguard Children, 2018".*

2.2.2 the Leicestershire and Rutland Safeguarding Children Partnership - Multi-Agency Safeguarding Arrangements.

2.3   There are four main elements to our Child Protection Policy:

2.3.1 **Prevention** – creating a positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures;

2.3.2 **Protection** – by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns;

2.3.3 **Support** – to pupils and school staff and to children who may have been harmed or abused;

2.3.4 **Working with parents** – to ensure appropriate communications and actions are undertaken.

2.4   This policy applies to all staff, volunteers, governors and visitors to the school, anyone who is defined as a 'worker'. We recognise that child protection is the responsibility of all adults in school. We will ensure that all parents and other working partners are aware of our Child Protection Policy via our school prospectus, displaying appropriate information in our reception, on the school website and by raising awareness at meetings with parents and carers as appropriate. The policy will be built into the culture of school and Trust life;

2.5   All staff will act within the parameters of confidentiality and be mindful of GDPR requirements at all times, but will also be aware that matters in relation to safeguarding are disclosed at all times.

3   Safeguarding Commitment

3.1   The school adopts an open and accepting attitude towards pupils as part of its responsibility for pastoral care. Staff encourage pupils, parents and carers to feel free to talk about any

concerns and to see school as a safe place when there are difficulties. Pupil's worries and fears will be taken seriously and pupils are encouraged to seek help from members of staff.

3.2 Our schools will therefore:

3.2.1 Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to;

3.2.2 Ensure that pupils know that there are adults in the school whom they can approach if they are worried or are in difficulty;

3.2.3 Include in the curriculum activities and opportunities for PSHE/Citizenship which equip pupils with the skills they need to stay safe from abuse (including online and other contexts pupils are in), and to know to whom they can turn for help;

3.2.4 Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;

3.2.5 Ensure that staff receive safeguarding training on an **annual basis**;

3.2.6 Establish a robust system for reporting safeguarding concerns and ensure that all workers are fully aware of how and who to report concerns to;

3.2.7 Operate safer recruitment procedures in line with the Trust's Safer Recruitment Procedure document and appendices and make sure that all appropriate checks are carried out and recorded on the single central record for all workers who will work with children, in line with the checks required under Keeping Children Safe in Education (2020).

4   Safeguarding in the Curriculum

Pupils are taught about safeguarding in school. The following areas are among those addressed in Personal, Social, Relationship, Health Education and in the wider curriculum:

4.1. Bullying (including Cyberbullying)

4.2. Drugs, alcohol and substance abuse (including awareness of County Lines and the Criminal Exploitation of children where appropriate)

4.3. Online safety

4.4. The danger of meeting up with strangers

4.5. Fire and water safety

4.6. Road safety

4.7. Domestic Abuse

4.8. Healthy Relationships / Consent

4.9. (so called) Honour Based Violence issues (HBV) e.g. forced marriage, Female Genital Mutilation (FGM), chest/breast ironing

4.10. Sexual exploitation of children (CSE), including online and upskirting

4.11. Child criminal exploitation (including cybercrime)

4.12. Preventing Extremism and Radicalisation

4.13. Equality

4.14. British Values

These areas may be covered through our infant age appropriate curriculum but will not necessarily be referred to using the above terminology.

5   Roles and Responsibilities
5.1 **All Workers**

All adults working with or on behalf of pupils 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 to the Designated Safeguarding Lead. The name of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for the current year are listed at '*Named Staff & Contacts*' section. All staff must:

5.1.1 Ensure they follow the school reporting procedures for all safeguarding concerns;
5.1.2 Commit to following the information within this policy.

5.2 **Trust Board**
In accordance with the statutory guidance "Keeping Children Safe in Education" September 2020, the Trust Board will ensure that:

5.2.1 Each school has their own Child Protection Policy in place to ensure that members of the Trust and schools act in a timely manner to safeguard and promote pupil welfare;
5.2.2 A Trustee is nominated to oversee the safeguarding work across the Trust;
5.2.3 A Designated Safeguarding Lead is appointed within each school at the Trust;
5.2.4 A Code of Conduct is in place for the Trust workers to include the appropriate training and induction for staff to ensure that clear expectations are outlined with regards to expected standards of behaviour and conduct;
5.2.5 That schools have an appropriate safeguarding response to pupils (children) who go missing from education (CME);
5.2.6 Ensure that appropriate staff members are in place within the central staffing team to provide support and advice to schools with regards to safeguarding advice, guidance and training as and when appropriate;
5.2.7 All serious safeguarding concerns are escalated to Trust Board for review and determination of any potential actions that need to be taken and lessons learned so that this can be shared across the Trust.

5.3 **Central Team**
The Trust's Central Team will also play a vital role in supporting each school in creating a proactive and ongoing culture of vigilance through:

5.3.1 Providing the appropriate staffing to support schools with safeguarding issues and to facilitate information sharing where appropriate to ensure that schools across the Trust are aware of lessons learned;
5.3.2 Set out its approach to Safer Recruitment and maintenance of schools individual Single Central Records;
5.3.3 Ensuring that there are procedures for dealing with allegations of abuse against members of staff and volunteers providing advice, guidance, support as and when required;
5.3.4 Ensure that the appropriate training is in place in relation to Safer Recruitment to include allegations management of staff/volunteers/workers within schools;
5.3.5 Ensure that appropriate Trust wide policies and procedures are in place to support schools in dealing with safeguarding concerns and setting expectations in relation to expected standards of conduct;
5.3.6 Ensure that the appropriate annual safeguarding training is taking place within schools with all staff.
5.3.7 Ensure that the following statutory information is provided to staff at Trust induction stage, as a minimum:
 5.3.7.1   Keeping Children Safe in Education (2020)
 5.3.7.2   Child Protection Policy
 5.3.7.3   Code of Conduct

5.4 **Local Advisory Board (LAB)**
In their role as support, advice and challenge to the school the Local Advisory Board will ensure that:

5.4.1 The school adopts the Trust's Child Protection Policy and ensures that it has relevant local information available within it;

5.4.2 A Local Advisory Board member is appointed to audit and review the safeguarding systems within the school once per term in line with Trust procedures and produce a report that is submitted to the Trust Board once per term highlighting any exceptions as required.

5.4.3 Any deficiencies or weaknesses brought to the attention of the Head Teacher/Designated Safeguarding Lead will be rectified without delay.

5.4.4 The LAB member for safeguarding supports the Head Teacher with the completion of the Trust's Safeguarding Annual Return.

5.4.5 Support the Trust and school with the ongoing culture of vigilance

5.5 **Head Teacher**
The Head Teacher of the school will ensure that:

5.5.1 They set an ongoing culture of vigilance within the school to ensure that safeguarding children remains the number one priority. Ensure that all staff are aware that 'it can happen here' to avoid complacency at all times.

5.5.2 The Trust policies and procedures are effectively implemented and followed by all staff;

5.5.3 Ensure that a Designated Safeguarding Lead is appointed within the school;

5.5.4 All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails within school and Trust support mechanisms, to report these directly to Children's Social Care (Children's Services) or the Police.

5.5.5 Sufficient resources and time are allocated to enable the Designated 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;

5.5.6 Appropriate safeguarding training is in place **annually** for all staff.

5.5.7 The Head Teacher must ensure that the DSL/deputy DSL is always available to cover with appropriate arrangements for before/after school, out of term time and trips and educational visits.

5.5.8 All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in line with the Trust's Whistleblowing Policy.

5.5.9 Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to children or young people are notified to the Local Authority Designated Officer and to the Trust, in accordance with Bradgate Education Partnership's LADO process (Appendix 2).

5.5.10 Ensure that the Trust's Safer Recruitment Procedures are adhered to at all times, ensuring that no one is employed or engaged in any work without the appropriate safeguarding recruitment checks being in place.

5.5.11 The Single Central Record is compliant and that all staff and workers are listed and all checks are completed in line with Keeping Children Safe in Education and the Trust's Safer Recruitment Procedures.

5.5.12 The Designated Safeguarding Lead undertakes effective DSL training (in addition to basic child protection training) and this is refreshed **every two years**. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding briefings etc.

5.5.13 The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2018 including providing a co-ordinated offer of Early Help for pupils who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

5.6 **Designated Safeguarding Lead**

The responsibilities of the Designated Safeguarding Lead are found in Annex B of "Keeping Children Safe in Education 2020" and include:

5.6.1 Provision of information to the Safeguarding Children Partnership on safeguarding and child protection;

5.6.2 Liaison with the Head Teacher on any deficiencies in safeguarding practices within the school and how these should be rectified without delay. Failing that, escalation to the Director of Education.

5.6.3 Management and referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and/or Police where a crime may have been committed);

5.6.4 Act as a source of support, advice and expertise within the school;

5.6.5 To attend and contribute to child protection conferences and other social care meetings when required;

5.6.6 Be alert to the specific needs of children in need - those with special educational needs, disability and young carers;

5.6.7 Ensure each member of staff has access to and understands the school's Child Protection Policy especially new or part-time staff who may work with different educational establishments;

5.6.8 Ensure all staff have induction training covering child protection, the pupil behaviour policy, children who go missing (CME). Staff will be trained by the DSL to recognise, record and report any concerns immediately as they arise

5.6.9 Ensure that the CPOMS system is used at all times to keep detailed, accurate and secure records of concerns and referrals, including monitoring and acting upon individual concerns, patterns of concerns (e.g. pupils who repeatedly go missing) or complaints, in accordance with the section on "Records, Monitoring and Transfer" below.

5.6.10 Obtain access to resources and effective training for all staff and attend DSL refresher training courses **every two years**. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.

5.6.11 A DSL must always be available to cover with appropriate arrangements for before/after school, out of term time and trips and educational visits. This can be arranged with the Head Teacher via a rota basis.

6   Disclosures from Pupils

It is vital that our actions do not harm the pupil further or prejudice further enquiries. For example:

6.1. listen to the pupil, if you are shocked by what is being said, try not to show it;

6.2. accept what the pupil says;

6.3. stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as "*what did s/he do next?*". Workers' role is to listen – not to investigate;

6.4. use open questions such as "*is there anything else you want to tell me?*" or "*yes?*" or "*and?*";

6.5. do not criticise the perpetrator, the pupil might have a relationship with them;

6.6. do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the DSL) and why; and, depending on the pupil's age, what the next stage will be. It is important that you avoid making promises that you cannot keep.

7   Workers Raising Concerns/Recording Disclosures (Appendix 1)

7.1   All safeguarding concerns must be escalated and logged with the DSL immediately

7.2   The concern must then be logged into the CPOMS system ensuring that the date, time, place and context of disclosure are recorded. Facts only eg. If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow". Do not take photographs.

7.3   Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms').

7.4   Staff must ensure that any concerns they have raised are kept confidential and left with the DSL to determine which appropriate staff need to know about the issue raised

7.5   Where possible the DSL will aim to provide feedback, however this may not always be possible due to the nature of the safeguarding concern

8   Dealing with Allegations Against Staff

8.1   Where appropriate, allegations made against staff will be dealt with in line with the Trust's 'Allegations Management Process' **(Appendix 2)**. The below table outlines the appropriate person to raise concerns to in relation to staff members:

Staff Group who the concern is against	Report to	
Staff/Workers	Escalate to DSL	**Seek advice and guidance from the Trust's Director of Human Resources**
DSL	Escalate to Head Teacher	
Head Teacher	Escalate to Director of Education	
Director of Education	Escalate to Chief Executive Officer	
Chief Executive Officer	Escalate to Chair of Trustees	

**Central Team staff – escalate to Chief Executive Officer

8.2   Where an allegation arises it must be reported immediately

8.3   A statement must be provided to disclose the nature of the allegations, the statement must provide as accurate information as possible and must be dated

8.4   Those staff who raise concerns will be supported in line with the Trust's Whistleblowing Policy

8.5   All staff must note that allegations against workers should be raised, this includes volunteers, 3rd party and agency workers.

9   Records, Monitoring and Transfer

9.1   All schools must use the Trust's CPOMS system to record all safeguarding concerns and information. The CPOMS system is a secure and confidential system, and appropriate levels of access are provided to ensure that GDPR requirements are met.

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

9.3   It is expected that all information within CPOMS is reviewed regularly by the DSL and appropriate Trust staff 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. Any actions taken are clearly indicated.

9.4 When pupils transfer schools their safeguarding records are also transferred. The school will ensure that the child protection files paper and electronic (CPOMS) are passed confidentially between the outgoing and new school.

9.5 A record of allegations made against staff is kept in a confidential individual personal file by the Trust's Director of Human Resources where appropriate.

9.6 All racial incidents/cases must be documented separately so that these can be easily identified. The Head Teacher must ensure that the guidance on recording this in CPOMS is adhered to, if there are any issues then these must be discussed with the Trust's Attendance & Welfare Lead.

10   Support to Pupils and School Staff

10.1 **Support to Pupils** – Our school recognises that pupils who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way. For such pupils, school may be one of the few stable, secure and predictable components of their lives. Other pupils may be vulnerable because, for instance, they have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs or a disability. We will seek to provide such pupils with the necessary support and to build their self-esteem and confidence. The context in which safeguarding incidents and/or behaviours occur, whether in school or outside (including online), will be considered by staff, particularly the DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care (this is known as contextual safeguarding). General indicators of abuse and neglect (from Part 1 of the statutory guidance), "Keeping Children Safe in Education 2020".

10.2 **Sexual Health & Sex Education** It is important to deliver high quality and inclusive Relationship and Sex Education (RSE) this can be part of the broader PSHE education programme incorporating everything from online safety, online bullying to mental health and drugs and alcohol. Students should feel supported and age appropriate information and advice should be available in the school setting. Including advise on contraception, pregnancy and sexual health.

10.3 **Peer on Peer Abuse** – This school recognises that pupils sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as "*banter*" or "*part of growing up*". Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support.
This abuse could for example include but not limited to:

10.3.1 sexual violence and sexual harassment, upskirting;
10.3.2 initiation/hazing type violence;
10.3.3 all forms of bullying;
10.3.4 aggravated sexting and physical violence experienced by both boys and girls;
There are separate school and local authority or Safeguarding Children Partnership guidances and policies to address these concerns including but not limited to:
10.3.4.1   the Behaviour Policy;
10.3.4.2   Anti-Bullying Policy (includes cyber bullying/ homophobic bullying);
10.3.4.3   E-safety Policy;
10.3.4.4   "*Guidance for schools working with children who display harmful sexual behaviour*" (Leicestershire LA Guidance)

The DSL/and senior staff will identify appropriate support and actions for the child (and family if appropriate) to prevent further abuse occurring. Where peer on peer abuse is reported the school will always respond by following procedures set out above.

10.4 **Sexting –** School will always respond if informed that pupils have been involved in 'sexting' (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, "Sexting in schools and colleges: responding to incidents and safeguarding young people" will be used to guide the school's response on a case by case basis. The key points being:

10.4.1 Inform the Head Teacher/DSL as soon as possible

10.4.2 Support the victim as appropriate and in accordance with their best interests

10.4.3 Inform all parents of involved children unless by doing so you put a pupil at risk

10.4.4 Images will not be viewed by school staff – **staff must not ask to look at the images**

10.4.5 If school is to deal with the matter, involve parents in ensuring the images are deleted

10.4.6 If there is evidence of exploitation or the targeting of a vulnerable student, inform the police

10.5 **Sexual violence and sexual harassment** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes.

'Upskirting' is now a criminal offence and typically involves taking a picture under a person's clothing without them knowing in order to obtain sexual gratification or to cause humiliation, distress or alarm. Evidence shows that girls, children with SEN and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However, sexual violence and sexual harassment can occur between children of any gender.

10.6 **Curriculum** – Planned PHSE and Relationship and Sex Education (RSE) will include 'healthy and respectful behaviours'. This will be appropriate to pupils' age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system.

10.7 **Responding to an incident** – School will follow the DfE guidance, '*Sexual violence and sexual harassment between children in schools and colleges*', May 2018:

10.7.1 The school will liaise with the police, social care and parents as appropriate.

10.7.2 The school will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.

10.8 **Children Missing (including absence from school) (CME)** – our school recognises the entitlement that all pupils have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. We also recognise that pupils who go missing is a sign that they may have been targeted by Child Sexual Exploitation perpetrators and/or drug related criminals (County Lines). Pupils may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Pupils who attend an alternative education provision are more likely to be vulnerable to these forms of exploitation. The local authority will also be informed where children are to be removed from the school register to:

10.8.1 to be educated outside the school system;

10.8.2 for medical reasons;

10.8.3 because they have ceased to attend;

10.8.4 because they are in custody;

10.8.5 because they have been permanently excluded.

10.9 **Child sexual exploitation (CSE)** – is a form of sexual abuse where pupils 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. A significant number of pupils who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

10.10 **Child Criminal Exploitation (CCE)** – Criminal exploitation of children is a form of harm that can affect pupils in both a physical environment and online. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime is associated with this form of criminal activity together with child sexual exploitation. Pupils may also be exploited into committing cybercrime or money laundering offences. Organised criminal groups or individuals exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Pupils with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money.

10.11 **Racist / Hate Incidents –** Race /Hate or faith targeted bullying can vary from ill-considered remarks to deliberate physical attacks causing serious injury. It is recommended that schools keep their own records and have a system for reporting such incidents via DSL. A hate incident is where someone has been targeted because they are seen as different, this can be because of prejudice against their age, disability, ethnic origin, gender identity, race, religion/belief or sexual orientation. Restorative mediation between the perpetrator and victim is a useful tool to restore balance and improve understanding of diversity. Serious incidents should be reported to Welfare Lead at the trust.

10.12 **Female Genital Mutilation –** Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" April 2016. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

10.13 **So-called 'honour-based' violence (HBV)** – encompasses crimes which have been committed to protect or defend the so-called "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 concerns will be passed

to the Designated Safeguarding Lead for onward referral as required. This can also include '*witchcraft practices*'.

10.14 **Extremism & Radicalisation (PREVENT Duty) –** our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism. These include:

10.14.1   Assessing the risk of pupils being drawn into terrorism, **Appendix 4** will be used by each school annually to assess the level of risk

10.14.2   Working in partnership with relevant agencies under the Safeguarding Children Partnership procedures

10.14.3   Appropriate staff training

10.14.4   Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Single Point Of Contact (SPOC) (usually a Designated Safeguarding Lead or Head Teacher) who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

10.15 **Private fostering arrangements** – Where a pupil under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, aunt or sibling).

10.16 **Complaints** – Where complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school's Complaints Policy.

10.17 **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 pupil 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 they require. The Designated Safeguarding Lead should seek to arrange the necessary support and may seek advice from the Head Teacher and/or Human Resources Department. The Trust will also provide access to the Employee Wellbeing Service **(Appendix 3)**

11   Working with Parents/Carers
11.1   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 transparently from the

outset in regular school communications and by making information available on the school website;

11.2 The school will also undertake appropriate and supportive discussions with parents/carers and seek necessary consent prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

12   Other Relevant Policies

The Trust and LAB'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, for instance

12.1   Pupil Behaviour Policy

12.2   Staff Code of Conduct

12.3   "Guidance for Safer working practice"

12.4   Racist incidents

12.5   Anti-Bullying (including Cyberbullying)

12.6   Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")

12.7   Special Educational Needs and Disability

12.8   Trips and visits

12.9   Work experience and extended work placements

12.10 First aid and the administration of medicines

12.11 Health and Safety

12.12 Relationships and Sex Education

12.13 Site Security

12.14 Equal Opportunities

12.15 Toileting/Intimate care

12.16 E-safety

12.17 Extended school activities

12.18   Use of Cameras and Mobile Phones (school based policy – written in line with Code of Conduct and IT Acceptable Use)

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

13   Recruitment and Selection of Staff

13.1 The Trust's safer recruitment processes follow the statutory guidance: "*Keeping Children Safe in Education September 2020, Part Three: Safer Recruitment*." The Trust has set out its approach to safer recruitment in its Safer Recruitment Procedure to which all schools are expected to adhere when undertaking pre-employment checks on prospective new employees. This also apples to any worker that is engaged in activity with the school.

13.2 The Safer Recruitment Procedure and associated appendices outlines the expectations in relation to pre-employment checks that must be completed for each type of worker. New starters will not be permitted to start work without pre-employment checks being in place. Exceptional circumstances will only be permitted under a risk assessment signed off by the Head Teacher and Director of Human Resources.

13.3 In line with statutory requirements, every recruitment process for school staff will have at least one member who has undertaken Safer Recruitment Training. The Trust expect that those who have completed Safer Recruitment Training, refresh this training every two years.

13.4 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the Trust's Code of Conduct for adults working with our pupils. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.

13.5 The school will provide all the relevant information in references for a member of staff about whom there have been formal processes in place for concerns about child protection/inappropriate conduct.

14   Whistleblowing
Where staff feel that it is appropriate to raise a whistleblowing concern they must refer to the Trust's Whistleblowing Policy.

Appendix 1 – Workers Raising Concerns/Recording Disclosures

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┌─────────────────────────────────────────┐
│         Concern/disclosure arises        │
└─────────────────────────────────────────┘
                     │
                     ▼
┌─────────────────────────────────────────┐
│   Report to the Designated Safeguarding  │
│              Lead immediately            │
└─────────────────────────────────────────┘
                     │
                     ▼
┌─────────────────────────────────────────┐
│               Log on CPOMS               │
└─────────────────────────────────────────┘
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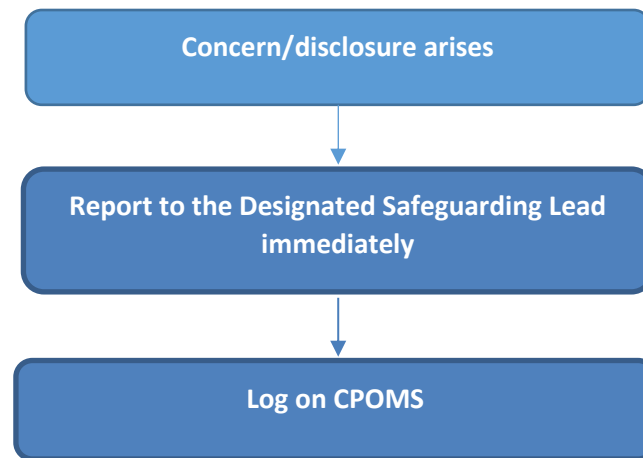
General Procedural Steps Taken By the DSL:

- The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes;
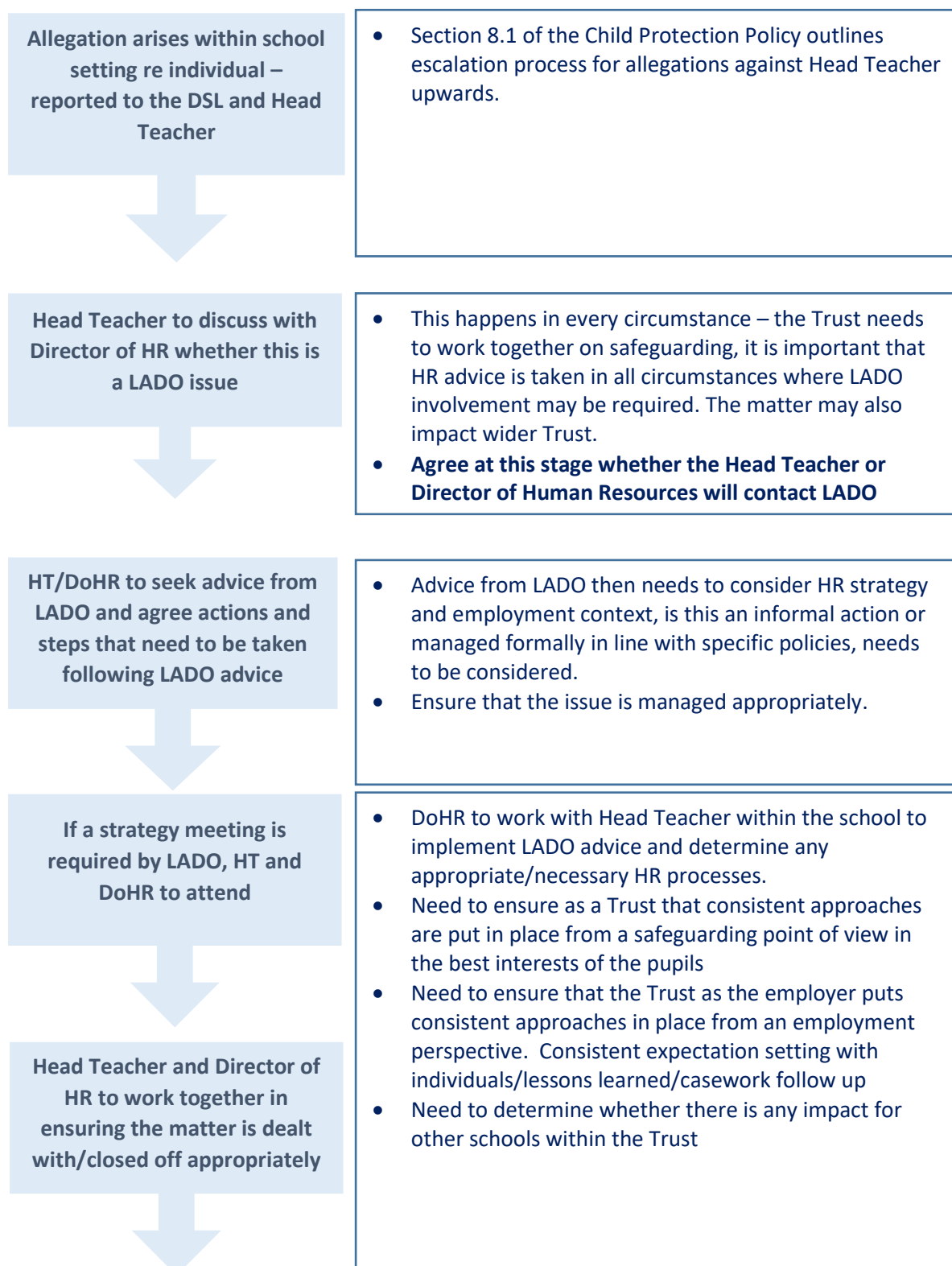- Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies;
- 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 might put the child at risk and/or undermine Police enquiries, and in individual cases, advice from Children's Social Care will need to be taken.
- 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 Attendance & Welfare Lead and/or First Response Professionals consultation line.
- Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone. Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link http://lrsb.org.uk/childreport).
- If the concern is about children using harmful sexual behaviour, refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).

- 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 First Response Professionals Consultation line (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 takes 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 (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

Appendix 2 – Allegations Management/LADO Process

Allegation arises within school setting re individual – reported to the DSL and Head Teacher	• Section 8.1 of the Child Protection Policy outlines escalation process for allegations against Head Teacher upwards.
Head Teacher to discuss with Director of HR whether this is a LADO issue	• This happens in every circumstance – the Trust needs to work together on safeguarding, it is important that HR advice is taken in all circumstances where LADO involvement may be required. The matter may also impact wider Trust. • **Agree at this stage whether the Head Teacher or Director of Human Resources will contact LADO**
HT/DoHR to seek advice from LADO and agree actions and steps that need to be taken following LADO advice	• Advice from LADO then needs to consider HR strategy and employment context, is this an informal action or managed formally in line with specific policies, needs to be considered. • Ensure that the issue is managed appropriately.
If a strategy meeting is required by LADO, HT and DoHR to attend	• DoHR to work with Head Teacher within the school to implement LADO advice and determine any appropriate/necessary HR processes. • Need to ensure as a Trust that consistent approaches are put in place from a safeguarding point of view in the best interests of the pupils • Need to ensure that the Trust as the employer puts consistent approaches in place from an employment perspective. Consistent expectation setting with individuals/lessons learned/casework follow up • Need to determine whether there is any impact for other schools within the Trust
Head Teacher and Director of HR to work together in ensuring the matter is dealt with/closed off appropriately	

FIRST 24 HOURS ARE CRITICAL

Appendix 3 - Employee Support Service Information

Employee Assistance HELPLINE

This helpline offers you and your family counselling and advice on a variety of personal, family or workplace issues.

The service is paid for by your employer and is provided by a professional organisation, *Wellbeing Solutions Management*. There is no cost to you and all calls are confidential.

Whatever our age, background or role in life, from time to time we all have problems – whether personal, family, or work-related. Talking to a counsellor or an advisor can help us understand a problem, try a different approach or just learn how to cope with a situation that we can't change. Our aim is to help you find your own solution to whatever is worrying you.

Confidentiality

This is a confidential and anonymous service provided by an independent organisation. No personal or identifying information is communicated to your employer.

Only in the most extreme and unusual circumstances would your confidentiality and anonymity ever be broken, for example, if our clinical professionals considered that you may be a significant danger to yourself or others around you. In these circumstances, you would be informed when this happens.

Legal   Older People

Emotions   Money

Work   Relationships

Health   Addictions

Family

How to get Support

Making Contact:
You and any family member (living at your address and aged over 16) can contact the Employee Assistance Helpline 24-hours a day, 365 days a year. We'll ask for the name of your employer and a convenient time for one of our counsellors or advisors to call you back.

Alternatively you can book an appointment online: employee**assistance**.org.uk

Emotional Support:
If you would like the support of a counsellor, we will arrange a telephone counselling session at a time to suit you. Our counsellor may recommend further counselling sessions to help you overcome a more troubling issue.

Practical Advice:
If you need professional advice or factual information on any legal, money, health, work or personal issue, we can arrange for a free telephone consultation with one of our many specialist advisors.

24/7 freephone:
0800 328 1437

From outside the UK: +44 (0) 1482 661 814
Minicom: 01482 661 911 (8.30 am – 6.00pm)

Online:
employee**assistance**.org.uk

Appendix 4 – Extremism & Radicalisation Risk Assessment – School Level

School Name	Church Hill Infant School
Head Teacher Name	Meera Bulsara
Date of Risk Assessment	29.9.20
Distribution	All Staff

Risk Area	Hazard	Individuals at risk	Control Measures	Comments	Risk Rating
Welfare & Safeguarding	Workers are not aware of the school procedure for handling concerns and or do not feel comfortable sharing issues internally	Staff and pupils	- Designated Safeguarding Lead (DSL) has received 'Prevent' awareness - DSL is named as the SPOC re Prevent Duty and published to staff and clearly visible to visitors - Staff training completed annually - All visitors are not left unsupervised - 3rd party contractors/volunteers are all provided with school safeguarding information - Preventing young people from being exposed to radicalisation or extremism is part of safeguarding policies and procedures i.e. Child Protection & E-safety - Records are held of any referrals with an audit trail being maintained by the DSL - Regular monitoring by the DSL/SPOC that policies and procedures are in place - Trust Whistleblowing Policy in place - Clear reporting procedures in place in each school	Child Protection Policy available on the shared areas and website	Low
	Young people are radicalised by factors internal or external to the school	Pupils	- We have a range of activities to promote the moral, social and emotional needs of young people aimed at protecting them from radical and extremist influences - Staff deliver training to help young people develop critical thinking around influence, social media and other on-line safety - Staff and other adults working with young people are challenged if opinions or language expressed are contrary to community cohesion or 'British values' - Staff are able to challenge pupils, parents or governors if opinions expressed are contrary to community cohesion or 'British values' - Staff are aware of factors which might have an influence on young people		low

Risk Area	Hazard	Individuals at risk	Control Measures	Comments	Risk Rating
			- Staff undertaking home visits are briefed on the signs to look out for around the home environment		
Curriculum	School not having curriculum or substantial PHSE curriculum in place to address extremism views	Pupils	School has a structured PHSE/RHE curriculum School subscribes to PHSE association to support its curriculum Relevant themes relating to PREVENT/ Safeguarding are prioritised and embedded into the wider curriculum British values are woven into the curriculum School values and ethos is closely linked to PHSE themes		Low
Organisational Culture	Workers (includes volunteers, 3rd party and self-employed workers) do not buy into the values and ethos of the Trust/School	Pupils and staff	- Trust and Local inductions in place - Staff Code of Conduct must be read and signed for - Keeping Children Safe in Education disseminated annually to staff - Recruitment and selection processes in place to ensure appropriate safeguarding procedures are followed - Reporting procedures and Whistleblowing policies in place		Low
ICT/Online Access	Young people accessing inappropriate materials via online and social media platforms	Pupils and staff	- ICT network adds filters (EMBC) - ICT network monitors what staff are accessing - Administration rights to IT accounts/social media accounts across the Trust are held centrally		Medium
Community/Working with Parents/Carers			Updates through relevant literature/ newsletters Equality "Protected characteristics" are embedded in practice Safer recruitment for volunteers		Low
Additional Notes:					