



Great Coates Primary School
Cromwell Road
Grimsby
North East Lincolnshire
DN37 9EN

Great Coates Primary Child Protection / Safeguarding Policy 2018 - 2019

Authors	Emma Emson and Christine Gunn Updated by: Kate Wood (November 2018)
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Designated Safeguarding Lead	Andrea Norman
Deputy Safeguarding Lead	Sharon Billingham
Headteacher	Andrea Norman
Nominated Governor	

The School Philosophy

The purpose of the safeguarding policy is to provide a secure framework for safeguarding and promoting the welfare of pupils who attend Great Coates primary school. This policy aims to ensure that:

- All pupils are safe and protected from harm;
- Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices;
- Staff, pupils, governors, visitors, volunteers and parents/carers are aware of the expected behaviours' and the establishment's legal responsibilities in relation to pupils.

Ethos

Safeguarding is considered everyone's responsibility and as such Great Coates primary school aims to create the safest environment in which every pupil has the opportunity to achieve their full potential.

Great Coates primary school recognises the contribution we can make in ensuring that all pupils registered with us feel that they are listened to and will have appropriate action taken in regard to any concerns raised. Great Coates primary school will do this by working in partnership with other agencies and establishing effective working relationships with parents/carers.

Our curriculum will support and equip all children with the skills they need; include materials and learning experiences, and will encourage all children to develop essential life skills and protective behaviours.

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2018)
- What to do if you're worried a child is being abused (DfE 2015)
- North East Lincolnshire LSCB Procedures (2016)
- Children Act 1989 (as amended 2004 Section 52)
- Education Act 2002 s175/s157
- Prevent - Section 26 of the Counter-Terrorism and Security Act 2015 (CTSA 2015)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Children and Social Work Act (2017)

Policy principles

- The welfare of the child is paramount;
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection;
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- Pupils and staff involved in child protection issues will receive appropriate support.

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities;
- To ensure consistent good practice;
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners.

Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Contextual Safeguarding:

Contextual Safeguarding is referred to in Working Together to Safeguard Children (2018) and in Keeping Children safe in Education (2018). Contextual Safeguarding highlights the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare. Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognizes that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts. Contextual Safeguarding expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts and staff need to be able to recognize these contexts.

Expectations

All staff and visitors:

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc. The 2018 regulations are made under section 75 of the Childcare Act 2006. This includes Disqualification by Association which is defined as living in the same household where another person who is disqualified lives or is employed as specified in regulation 9 of the 2018 regulations.
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse;
- Record concerns and give the record to the Designated Safeguarding Lead;
- Deal with a disclosure of abuse from a child in line with the school's guidance - you must inform a Designated Child Protection Officer immediately, and provide a written account as soon as possible.

All staff will receive safeguarding training at intervals of no more than three years and will be updated annually on procedures and expectations.

Key staff will undertake more specialist child protection training as agreed by the Governing Body.

The role and responsibilities of the Designated Safeguarding Lead is:

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff;
- is appropriately trained, with regular updates;
- acts as a source of support and expertise to the school community;
- has a working knowledge of LSCB procedures;
- makes staff aware of LSCB training courses and the latest policies on safeguarding;
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file;
- refers cases of suspected abuse to children's social care or police as appropriate;
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained);
- attends and/or contributes to child protection conferences;
- coordinates the school's contribution to child protection plans;
- develops effective links with relevant statutory and voluntary agencies including the LSCB;
- ensures that the child protection policy and procedures are reviewed and updated annually liaises with the nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate
- makes the child protection policy available publicly, on the school's website or by other means.

The deputy designated safeguarding lead(s):

Is/are trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

Staff Training

It is the responsibility of the DSL to ensure that all staff and volunteers have a child protection induction and up-to-date training, to enable them to recognise and report any concerns as they arise. Level 1 Safeguarding training is completed by all staff and reviewed every two years.

Record Keeping

Child protection files should be held in a locked cabinet with only the designated officer(s) having access. To help other staff to identify that there is a cause for concern with a child, a marker will be placed on the pupil file on the SIMS system. This will indicate to staff that there is another file without them knowing the content of the file.

The required information includes the following specific items:

- Cause for concern forms
- Child protection reports/disclosures
- Minutes of child protection conferences A copy of the child protection plan
- A copy of support plan for the young person

Each child protection file should contain a chronological summary of significant events and the actions and involvement of the school.

Where children leave the Academy ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 schools days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil Information - England) Regulations 2005. ***A copy of the chronology must be retained for audit purposes.***

There is no need to keep copies of the child protection file, apart from the chronology summary and in either of the following instances:

- Where a child transfers out of area, *(the original file should be retained by the school and a copy sent)*.
- Where the destination school is not known, *(the original file should be retained by the school)*.
- Where the child has not attended the nominated school *(the original file should be retained by the school)*.
- Where there is any on-going legal action *(the original should be retained by the school and a copy sent)*.

Children's records should be transferred in a secure manner, for example, by hand. When hand-delivering a student's records, a list of the names of those students whose records are being transferred and the name of the school they are being transferred to will be made and a signature obtained from the receiving school as proof of receipt.

If a pupil moves from our Academy, child protection records will be forwarded onto the named

designated child protection person at the new school, with due regard to their confidential nature.

If sending by post children records should be sent, "Special Delivery", a note of the special delivery number should also be noted to enable the records to be tracked and traced, via Royal Mail.

For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.

If a pupil is permanently excluded and moves to Pupil Referral Unit, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information - England) Regulations 2005.

When a designated safeguarding lead/ member of staff resigns their post/ no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

Information Sharing:

Keeping Children Safe in Education (2018), paragraph 75 states: 'The Data Protection Act 2018 and GDPR (2018) do not prevent, or limit, the sharing of information for the purposes of keeping children safe.' Paragraph 77 also states: 'This includes allowing practitioners to share information without consent.'

What should you do if you are concerned about a child's welfare?

Both for the child's well being and because of the possibility of social services or police involvement, it is important that should you suspect any form of abuse or neglect you follow the correct procedures. This is especially important since parental permission must be gained for all referrals through to relevant bodies. The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Procedures in suspected abuse

Each member of staff (including admin officer, premises staff, dinner supervisors, nursery nurses, teaching assistants, and teachers) are aware of the Child Protection Guidelines and have brief notes to act as a reminder of the actions we have identified as essential should a child choose to disclose an incident(s) of abuse to that member of staff.

If abuse is suspected:

- Discuss your concern with the Safeguarding officer in school.
- Be aware of any indications that support your suspicions e.g:

Poor attendance
Malnutrition or disturbed eating patterns
Medical symptoms

Extreme tiredness
Withdrawal
Drawings or written work

- Use the electronic monitoring system, CPOMS to record any concerns you have then use the system to alert the Designated Safeguarding Lead (DSL).
- The Pastoral team will read incidents when alerted and take appropriate action. Urgent safeguarding issues must be referred to the safeguarding coordinator immediately and then recorded on CPOMS.
- Keep the safeguarding coordinator informed so that together you can decide if and when a referral should be made.

Disclosure of Abuse

If a child chooses you to be a confidante to disclose any form of abuse, there are a few considerations you should bear in mind:

- Listen – calmly and without passing judgmental comments. Try not to directly question him or her.
- Never stop the child – allow them to bring the conversation to a close.
- As soon as possible, make notes about the discussion, including time, where it took place and who was present. These notes should be accurate, factual and never judgmental.
- Inform the Safeguarding Coordinator as soon as possible. If the Safeguarding Coordinator is not available and you have any concerns for a child's immediate safety, consult the senior member of staff in school.
- Record all subsequent events up to the time of the substantive interview.
- At all times try hard to be calm, concerned and to believe the child – don't express horror or outrage. Be reassuring that it is alright to talk but do not lead.
- Please remember that anything the child says is totally confidential and should not be discussed with anyone other than the coordinator of agencies involved.

Types of Abuse

There are four main types of abuse which are cited below but there are also other types of abuse which could come under one of the categories also.

Emotional – Emotional abuse is the ongoing emotional maltreatment or emotional neglect of a child. (This is extremely difficult to prove and involves very subjective judgments). The NSPCC website states that signs and symptoms may include:

- be overly-affectionate towards strangers or people they haven't known for very long
- lack confidence or become wary or anxious
- be aggressive or nasty towards other children and animals.
- use language, act in a way or know about things that you wouldn't expect them to know for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends.

Physical – which may involve neglect and poor parenting or may include physical harm to the child. The NSPCC website states that signs and symptoms may include:

- Bruises, burns/scalds, bite marks, fractures/broken bones and other health problems or injuries.

If a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury then this should be investigated.

Sexual – which can range from inappropriate touching and fondling to intercourse. The NSPCC website states that signs and symptoms may include:

- Children stay away from certain people
- Show sexual behavior that's inappropriate for their age
- Physical symptoms e.g. anal or vaginal soreness, discharge, pregnancy.

Neglect – Neglect is the ongoing failure to meet a child's basic needs. The NSPCC website states that signs and symptoms may include:

- Poor appearance and hygiene
- Housing and family issues
- Health and development problems

Female genital mutilation (FGM)

FGM is against the law however some communities consider FGM a religious act and cultural requirement. It is illegal for someone to arrange for a child/young person to go abroad with the intention of having her circumcised. If this area of concern is brought to the attention of staff within the school these concerns will be reported to the appropriate agency in order to prevent this form of abuse taking place.

From October 2015 it is a mandatory responsibility to report any suspicion of FGM to the police if the child is under 18 years of age.

Child sexual exploitation (CSE)

CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation.

All staff in school should be aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Therefore our staff must be vigilant for the less obvious signs, such as an excess of new electronic equipment, extra money to spend and other gifts they have received.

Staff are also aware of the signs of CSE due to whole school safeguarding training.

Child criminal exploitation (CCE)

Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology (Criminal exploitation of children and vulnerable

adults: county lines home office guidance). CCE is defined as children who are trafficked, exploited or coerced into committing crimes. These children are victims in need of safeguarding and support.

All staff in school should be aware that one of the key factors found in most cases of county lines exploitation is the presence of some form of exchange and as a result should be vigilant for this sign. The exchange can be tangible or intangible so staff need to be aware of signs in the form of promises, offers and changes in perceived 'status'.

Children missing from education (CME)

Staff in school monitor pupils' attendance through their daily register. School will notify the local authority of pupils who fail to attend regularly. Staff monitor attendance closely and address poor or irregular attendance. Parents/carers are asked to provide at least two emergency contact numbers for their child, this allows for reasonable enquiries to be made in line with section 10 of the Children Act 2004. The type of enquiries may include the appropriate person checking with relatives, neighbours, and other local stakeholders who are involved. They should also record that they have completed these procedures. If there is reason to believe a child is in immediate danger or at risk of harm, a referral should be made to children's social care (and the police if appropriate).

Peer on peer abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Peer on peer abuse can take many forms, including:

- **physical abuse** such as biting, hitting, kicking or hair pulling
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault. As defined in Sexual Violence and Sexual Harrassment between Children (May 2018).
- **sexting**, including pressuring another person to send a sexual imagery or video content
- **teenage relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Sexting

There is no accepted definition of 'sexting' but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The [UKCCIS advice document](#) refers to this as 'youth produced sexual imagery'.

All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection policy.

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded and the police will investigate. This may include seizure of devices and interviews with the young people involved.

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff have received training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

A separate policy can be found on **Prevent** on the school's website.

Concerns should be referred to the DSL/ Head teacher who have the contact details for local Prevent referrals.

Honour Based Violence

'Honour based violence' is a crime or incident which has or may have been committed to protect or defend the 'honour' of the family and /or community.' (Crown Prosecution Service). HBV is a violation of human rights; it may also be a form of domestic and / or sexual violence.

If a disclosure is made that someone (child, family member, member of the community) is at risk of 'honour' based violence, the following action must be taken:

- speak in a setting that is confidential and where they cannot be overheard;
- ensure that family members are not present;
- take the disclosure seriously; explain the limits of confidentiality and that a referral to the police and local authority will have to be made;
- obtain sufficient information from them to make a referral to safeguarding services and the police;

Breast Ironing

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa. The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as a 1,000 girls at risk. Keeping Children Safe in Education (2018) mentions breast ironing, as part of 'Honour Violence'. Staff worried about the risk of breast ironing in school should speak to the Designated Safeguarding Lead as soon as possible.

Liaison with Other Agencies

WBJs contacts the school nursing service for advice on behalf of parents as well as the school which may include weight, poor diet, bed-wetting, sleeplessness, and developmental concerns. KW will make the contact.

Social Services have two advice officers who can give general advice (no details of names of children need be given at this stage).

The coordinator knows many of the case workers and agencies concerned, eg: NSPCC, and often have informal contacts.

Health Education

Throughout their years in school the children re-visit the theme of 'keeping safe' under many headings (see PHSCE policy; science policy and long term planning). Some of these occasions will arise from day-to-day events but most will be planned into curriculum delivery as stated in the long term plan. Children will be supported to recognize when they are at risk and how to get help when they need it. Children will have E safety built into the curriculum in the form of ICT lessons and PSHCE. WBJs pastoral staff are available to deliver E safety interventions to children who are identified as requiring tailored support. It is WBJ school policy that pupil's own electronic devices (e.g. mobile phones/tablets) are not brought into school and if they are brought in (as agreed with parents/carers for individual reasons/circumstances) then they are stored securely in the school office until the end of the school day.

All the above curriculum aspects link closely with our approach to Sex Education (see Sex Education policy). They also link closely with the school's attempts to give children high self-esteem and valuing one another.

Throughout their time in school, children follow a section of the curriculum based on Personal, Social and Health Education, taught discretely in a cross curricular way and explicitly during timetabled sessions.

Allegations against staff

Any allegations against staff should be reported to the headteacher immediately or in their absence to the senior member of staff in charge or to the LA Safeguarding Officer as above.

Investigative procedures and actions would take place in line with Guidance from DFES/2044/2055 Organisation and Management Safeguarding Children document (Appendix 2). Any allegation against the headteacher should be investigated by the Chair of Governors and reported to the chair by the Deputy Headteacher and follow the same guidance as above.

Investigative procedures and actions would take place in line with NE Lincolnshire policy and the attached form would be completed (Appendix 1).

PLEASE DO NOT HESITATE to record minor concerns about any child or to discuss your concerns with the safeguarding coordinator or the senior member of staff in school.