

Child Protection and Safeguarding Policy

Whitley Abbey Primary School

September 2018

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Reviewed by: Jules Hall, 12.9.2018

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Signed by

Jules Hall, Headteacher

12.9.2018

Amy McGrory, Chair of Governors

12.9.2018

Table of Contents

1	Definitions	3
2	Introduction.....	3
3	Roles and Responsibilities	5
4	Types of abuse.....	8
5	Responding to signs of abuse	12
6	Record-keeping	18
7	Photography and Images.....	18
8	Early Help.....	18
9	Staff training	19
10	Safer Recruitment	20
11	Allegations of abuse against staff.....	20
12	Promoting safeguarding and welfare in the curriculum.....	21
13	Children Looked After.....	22
14	Children with Special Educational Needs	22
15	Use of reasonable force	22
16	Work Experience	23
17	Children staying with host families (see Annex E KCSIE)	Error! Bookmark not defined.
18	Boarding schools and residential settings	Error! Bookmark not defined.
19	Summary	23
	Appendix A	23
	Appendix B – Further Safeguarding Information.....	25

1 Definitions

1.1 'Safeguarding' is defined in Keeping Children Safe in Education (2018) as;

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2 'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

1.3 'Child' refers to everyone under the age of 18.

1.4 'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

1.5 'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of **Whitley Abbey Primary School**.

2 Introduction

2.1 We recognise that safeguarding and child protection is an essential part of our duty of care to all students and all staff have a responsibility to provide a safe environment in which children can learn. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

2.2 The purpose of this policy is to;

- Promote safeguarding and child protection and to demonstrate **Whitley Abbey Primary School's** commitment to keeping children safe;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm;
- Provide stakeholders with clear information relating to **Whitley Abbey Primary School's** safeguarding and child protection procedures;
- Ensure that staff understand, can recognise and can respond to the indicators of abuse;
- Ensure that all staff are aware of their mandatory reporting duty in relation to Section 5B of the Female Genital Mutilation Act 2003; and
- Ensure that children are protected from maltreatment or harm.

2.3 **Whitley Abbey Primary School** is committed the following principles;

- All children have the right to be protected from harm.
- Children should feel safe and secure and cannot learn unless they do so.
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.

- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

2.4 Safeguarding aims

2.4.1 The safeguarding aims of **Whitley Abbey Primary School** , in line with Keeping Children Safe in Education (September 2018) are to;

- work to identify children who are suffering or likely to suffer harm or abuse and act to protect them;
- work with relevant services and agencies to ensure that children are protected from harm;
- provide a learning environment for children which is safe and secure;
- teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm;
- ensure that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously;
- train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- maintain a robust recording system for any safeguarding or child protection information;
- ensure that everyone in **Whitley Abbey Primary School** understands the safeguarding procedures; and to
- regularly review policies and procedures to ensure that children are protected to the best of our ability.

2.5 This policy adheres to the following documents;

- [Keeping Children Safe in Education \(September 2018\)*¹](#)
- Working Together to Safeguard Children (June 2018)*
- [Guidance for Safer Working Practice for those working with children and young people in education settings \(2015\)](#)
- [What to do if you are worried a child is being abused: Advice for practitioners \(2015\)](#)

2.6 Please note that there are a number of other documents (statutory and non-statutory) that inform our policy and practice. A list of these can be found in Annex A of Keeping Children Safe in Education (September 2018).

2.7 This policy should be read in conjunction with the following policies; Behaviour Policy, Children Missing in Education Policy, Attendance Policy, Staff Code of Conduct, E-safety policy, Anti-bullying policy, Attendance Policy.

These policies can be found on the Sharepoint.

2.8 Scope

¹ Guidance marked with an asterisk (*) is statutory.

- 2.8.1 This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of **Whitley Abbey Primary School**. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.
- 2.8.2 Rather than duplicating content from Keeping Children Safe in Education (September 2018) in this policy, it should be understood that **Whitley Abbey Primary School** will always refer to this document as the benchmark for all safeguarding practice.

3 Roles and Responsibilities

3.1 The Role of the Governing Body and/or Proprietors

- 3.1.1 . Part 2 of Keeping Children Safe in Education (September 2018) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will;
- Ensure that they comply with their duties under legislation;
 - Ensure that policies, procedure and training in **Whitley Abbey Primary School** are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
 - Ensure that takes into account local authority and Coventry Local Safeguarding Board policies and supply information as requested by the CSCB;
 - Ensure that **Whitley Abbey Primary School** has an effective child protection policy, that it is published on **the school** website or available by other means and review this annually;
 - Ensure that **Whitley Abbey Primary School** has a staff behaviour policy or Code of Conduct;
 - Ensure that all staff undergo safeguarding and child protection training on induction;
 - Put in place appropriate safeguarding responses for children who go missing from education;
 - Appoint an appropriate member of staff from the senior leadership team to the role of designated safeguarding lead;
 - Ensure that appropriate filters and monitoring systems are in place to keep children safe online; and
 - Respond to allegations of abuse against the headteacher.

3.2 The Role of the Headteacher

- 3.2.1 The headteacher will;
- Ensure that this policy is reviewed annually and ratified by the governing body;
 - Ensure that this policy and associated procedures are adhered to by all staff;
 - Ensure that all staff are made aware of the named governor for safeguarding and the designated safeguarding lead;
 - Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;

- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety; **Jules Hall, Headteacher.**
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to allegations of abuse against all other members of staff;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012); and
- Ensure that children's social care have access to **Whitley Abbey Primary School** to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2018).

3.3 The Role of the Designated Safeguarding Lead

3.3.1 The Designated Safeguarding Lead for Whitley Abbey Primary School is Jules Hall. The Designated Safeguarding Lead will;

- Take overall lead responsibility for safeguarding and child protection in **Whitley Abbey Primary School's**;
- Act as a source of support and expertise on matters relating to safeguarding and child protection to ensure that other members of staff can carry out their safeguarding duty;
- Be best placed to advise on the response to safeguarding concerns;
- Liaise with the Local Authority and work with other agencies in line with 'Working Together to Safeguard Children (2015 – to be updated soon);
- Identify if children may benefit from early help;
- Make referrals to Coventry's Multi-Agency Safeguarding Hub (MASH) where children are at risk of significant harm.
- Make referrals to the Channel programme where there is a radicalisation concern and/or support staff that make a referral to Channel;
- Support the school with regards to their responsibilities under the Prevent duty and provide advice and support on protecting children from radicalisation;
- Refer cases to the police where a crime may have been committed;
- Be available during school or college hours for staff to discuss any safeguarding concerns. In the event that they are not available, a deputy will be made available;
- Undertake training to equip them with the skills to carry out the role and update this every two years;
- Ensure all staff have read and understood Part 1 and Annex A of Keeping Children Safe in Education (September 2018);
- Update their knowledge and skills regularly and keep up with any developments relevant to their role;

- Provide staff in school with the knowledge, skills and support required to safeguard children;
- Take responsibility for the accurate and timely recording of safeguarding and child protection concerns and take overall responsibility for safeguarding and child protection files;
- Take responsibility for the transfer of safeguarding files when a child leaves **Whitley Abbey Primary School**;
- Attend or ensure an appropriate representative attends multi-agency safeguarding or child protection meetings;
- Work closely with other relevant education professionals (e.g. SENCO, Virtual School Head) to ensure children with additional vulnerabilities are safeguarded;
- Promote a 'culture of safeguarding', in which every member of **the school** community acts in the best interests of the child;
- Regularly meet with the safeguarding link governor and/or Chair of Governors to review safeguarding in **Whitley Abbey Primary School**; and
- Liaise with the safeguarding team regarding safeguarding cases and issues.

3.3.2 Further details on the role of the Designated Safeguarding Lead can be found in Annex B of Keeping Children Safe in Education (September 2018).

3.4 The Role & Responsibilities of all Staff within School

3.4.1 School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children. All staff in **Whitley Abbey Primary School**:

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the safeguarding and child protection policy; the school behaviour policy; the staff code of conduct; information about the safeguarding response to children missing in education; the role of the designated safeguarding lead and systems in **Whitley Abbey Primary School** that support safeguarding and child protection;
- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2018) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;

- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).

4 Types of abuse

4.1 As outlined above, all staff will be trained in indicators of abuse and should be able to recognise signs of abuse. We recognise that abuse, neglect and safeguarding issues are complex and can rarely be covered by one label. Abuse can take many forms and can involve directly inflicting harm on a child, or failing to protect a child from harm. The four main types of abuse that staff are trained to recognise are;

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

4.2 Types of abuse (Taken from Working Together to Safeguard Children, 2015- to be updated soon.)

Type of abuse	Information
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.
Physical abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express

Type of abuse	Information
	involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.3 Indicators of abuse can be found in Appendix B.

4.4 If a child is in immediate danger or at risk of harm, a referral will be made to children's social care (through the MASH) and any member of staff can make this referral. A Designated or Deputy Designated Safeguarding Lead should be available at all times, but in exceptional circumstances the member of staff should speak to a member of the Senior Leadership Team or seek advice directly from social care and then take appropriate action. The Designated Safeguarding Lead should be made aware as soon as possible.

4.5 Staff, parents and the wider community should report any concerns that they have about the welfare of children, however minor or seemingly insignificant. Staff should not assume that someone else will report concerns.

4.6 The school recognises that any child can be the victim of abuse and may benefit from early help. However, the school will be particularly vigilant to potential need for early help if a child;

- Is disabled and have specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.²

4.7 **Whitley Abbey Primary School** recognises that abuse can take many different forms. Staff will also receive training on the following issues and action will be taken if **the school** believes that a child is at risk of or is the victim of;

² Taken from paragraph 18, Keeping Children Safe in Education (September 2018)

- physical abuse;
- sexual abuse;
- child sexual exploitation;
- emotional abuse;
- neglect;
- bullying, including cyber- or online-bullying;
- criminal exploitation (including involvement in county lines);
- domestic abuse;
- fabricated or induced illness;
- faith-based abuse;
- female genital mutilation;
- forced marriage;
- gangs or youth violence;
- gender-based violence;
- hate;
- honour-based violence;
- radicalisation;
- relationship abuse;
- sexual violence or sexual harassment (including peer on peer abuse);
- sexting;
- trafficking and modern slavery.

4.8 **Whitley Abbey Primary School** will also take action to protect;

- Children missing education;
- Children missing from home or care.

4.9 There are other familial issues that can have a detrimental impact on children.

We work with other agencies in line with Keeping Children Safe in Education (2018) to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless.

4.10 **Whitley Abbey Primary School** has a duty to refer any children who are living in a private fostering arrangement to the local authority.

4.11 All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism. See Appendix B for further information on **the school's** Prevent duty.

4.12 If any member of staff is unsure about signs of abuse or neglect, they should speak to the Designated Safeguarding Lead.

4.13 See Appendix B for further information and guidance on the above issues.³

5 Responding to signs of abuse

5.1 If a member of staff, parent or member of the public is concerned about a child's welfare, they should report it to the designated safeguarding lead as soon as possible. On occasions when the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's social care, where possible there should be a conversation with the Designated Safeguarding Lead.

5.2 If anyone other than the Designated Safeguarding Lead makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

5.2 All staff will be alert to indicators of abuse and will report any of the following to the Designated Safeguarding Lead immediately;

- Any concern or suspicion that a child has sustained an injury outside what is reasonably attributable to normal play;
- Any concerning behaviours exhibited by children that may indicate that they have been harmed or are at risk of harm, including unusual changes in mood or behaviour, concerning use of language and/or concerning drawings or stories.
- Any significant changes in attendance or punctuality;
- Any significant changes in a child's presentation;
- Any concerns relating to people who may pose a risk of harm to a child; and/or
- Any disclosures of abuse that children have made;

5.3 There will be occasions where a child discloses abuse directly to a member of staff. If this happens, the member of staff will;

- listen carefully to the child and believe what they are saying;
- not promise confidentiality, as information may need to be passed on so the child and family can receive additional support;
- only ask for clarification if something is unclear and will not ask 'leading' questions;
- report disclosure to the designated safeguarding lead as soon as possible, certainly by the end of the day;
- only discuss the issue with colleagues that need to know about it; and
- will write up the disclosure and pass it to the designated safeguarding lead. It is likely they will have a discussion with the DSL prior to this.

5.4 The designated safeguarding lead will make a decision about the action that needs to be taken following a member of staff raising a concern about a child, or following a direct disclosure. The DSL may;

- Manage support for the child internally;
- Seek advice from the social worker advice line in the MASH;

³ Please note that definitions of physical, sexual, emotional abuse and neglect are contained in the main body of the policy. Further information about other safeguarding issues and indicators of abuse can be found in Appendix B.

- Instigate single agency intervention and work directly with the family to improve the situation;
- Offer an Early Help Assessment to provide multi-agency help to a family;
- In cases where children are deemed to be at significant risk of harm, the DSL will refer cases to the MASH for statutory intervention. Parental consent will be obtained wherever possible before referring cases to the MASH. However, if **the school** is worried that telling parents will mean the child is at greater risk of harm, we may do this without informing them.
- If parents do not consent to a referral but the school believes that a child is at significant risk of harm, a referral will still be made to children's social care.

5.5 For further information about the Coventry Safeguarding Children Board's 'Right Help, Right Time' guidance, which is used by **Whitley Abbey primary School** to make decisions about protecting children, please visit <http://www.coventry.gov.uk/righthelprighttime>.

5.6 See page 16 for flowchart of actions that will be taken where there are concerns about a child (taken from Keeping Children Safe in Education, September 2018).

5.7 In cases where members of staff become aware that Female Genital Mutilation (FGM) has been carried out on a female below the age of 18, they have a mandatory duty to report this to the police without delay and will do so. Staff should refer this to the DSL, but the legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either;

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.⁴

5.8 **Whitley Abbey Primary School** understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse.

5.8.1 The school will ensure staff understand what is meant by peer on peer abuse and the school policy on peer on peer abuse by carrying out whole staff Safeguarding training and reviews.

5.8.2 The school will work to prevent peer on peer abuse by creating risk assessments for high risk activities and monitoring plans for staff to use during high risk activities.

5.8.3 In the event that an allegation of peer on peer abuse is made, **Whitley Abbey Primary School** will investigate this as follows:

If a pupil makes an allegation of abuse against another pupil:

- Staff must tell the DSL and record the allegation, but must not investigate it

⁴ *introduced in Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015

- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
 - The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
 - The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- 5.8.3 In the event that an allegation of peer on peer abuse is made, victims and alleged perpetrators will be supported by **the pastoral care team, Sally Holland and Sarah Basson.**
- 5.8.4 **The school** will never pass off peer on peer abuse as 'banter' or 'part of growing up'.
- 5.8.5 Peer on Peer abuse at Whitley Abbey Primary School could include any of the following:**
- Bullying (including cyberbullying);
 - Sexual violence and sexual harassment;
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - Sexting.
- 5.8.6 *Boarding schools and residential settings should include additional information here about the possible additional risk relating to peer on peer abuse in this setting. See paragraph 80 and Annex D KCSIE for more information.*
- 5.8.7 **Whitley Abbey Primary School** will carry out appropriate risk assessments prior to residential courses taking place.
- 5.8.8 **Whitley Abbey Primary School** will adhere to guidance set out in Keeping Children Safe in Education (2018) and Sexual Violence and Sexual Harassment in Schools (May 2018) when responding to incidents of peer on peer abuse.

5.9 Youth Produced Sexual Imagery ('sexting')

- 5.9.1 'Sexting' refers to any sharing of youth-produced sexual imagery between children. This includes;
- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18;
 - A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
 - A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.
- 5.9.2 **Whitley Abbey Primary School** has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online. **(Policies will be shared using sharepoint and by email)**
- 5.9.3 Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay.

5.9.4 Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, January 2018);
- Referrals to the police and/or MASH;
- Sanctions in accordance with behaviour policy;
- Support for young people involved to prevent reoccurrence;

5.9.5 The school recognises that safeguarding incidents can be associated with factors outside the school and may take place outside of school. We will always consider contextual safeguarding factors when responding to safeguarding incidents.

5.9.6 Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral;

- Adult involvement;
- Coercion or blackmail;
- Children under the age of 13;
- Extreme, or violent content;
- Immediate risk of harm.

5.9.7 Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies.

5.9.8 We will work with parents as necessary if their child is involved in 'sexting'.

5.9.9 We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves. Children will always be supported to retrieve and delete the images.

5.10 **Searching, Screening and Confiscation**

5.10.1 Where necessary, searching, screening and confiscation will be used to safeguard a child/children in **Whitley Abbey Primary School**.

5.10.2 **The school** adheres to 'Searching, Screening and Confiscation: Advice for Schools (May 2018).

Whitley Abbey Guidance on how to deal with Peer-on-Peer Abuse

Safeguarding concerns are reported on Cpoms and appropriate action is taken by the Safeguarding team, who inform all staff involved through the system.

Where necessary the Safeguarding team will call MASH for advice.

Physical harm will also be picked up through the school behavioural system, using the coloured slips which are given to the SLT to be investigated. Incidences which need an orange or red slip (level 3 or 4 behaviours are also recorded on Cpoms and parents are informed and asked to support the school.

A programme of assemblies and pshe work is carried out to inform the children about how we should treat each other and deals specifically with issues such as bullying. The school code of conduct is regularly shared with children.

Through E-safety lessons cyberbullying and internet safety are discussed. Concerns about internet safety are also logged on cpoms, parents are informed and depending on the issue information will be sent home to the whole year group e.g. online gaming, use of Skype, snapchat etc.

The school also follows several NSPCC programmes which link to Peer on Peer Abuse:

- **Talk Pants**
- **Making sense of relationships**
- **Share Aware – Online Safety**
- **Net Aware – Social Media**

Peer-on-Peer abuse will never be passed off as 'banter', 'part of growing up' or 'having a laugh' but will be investigated sensitively.

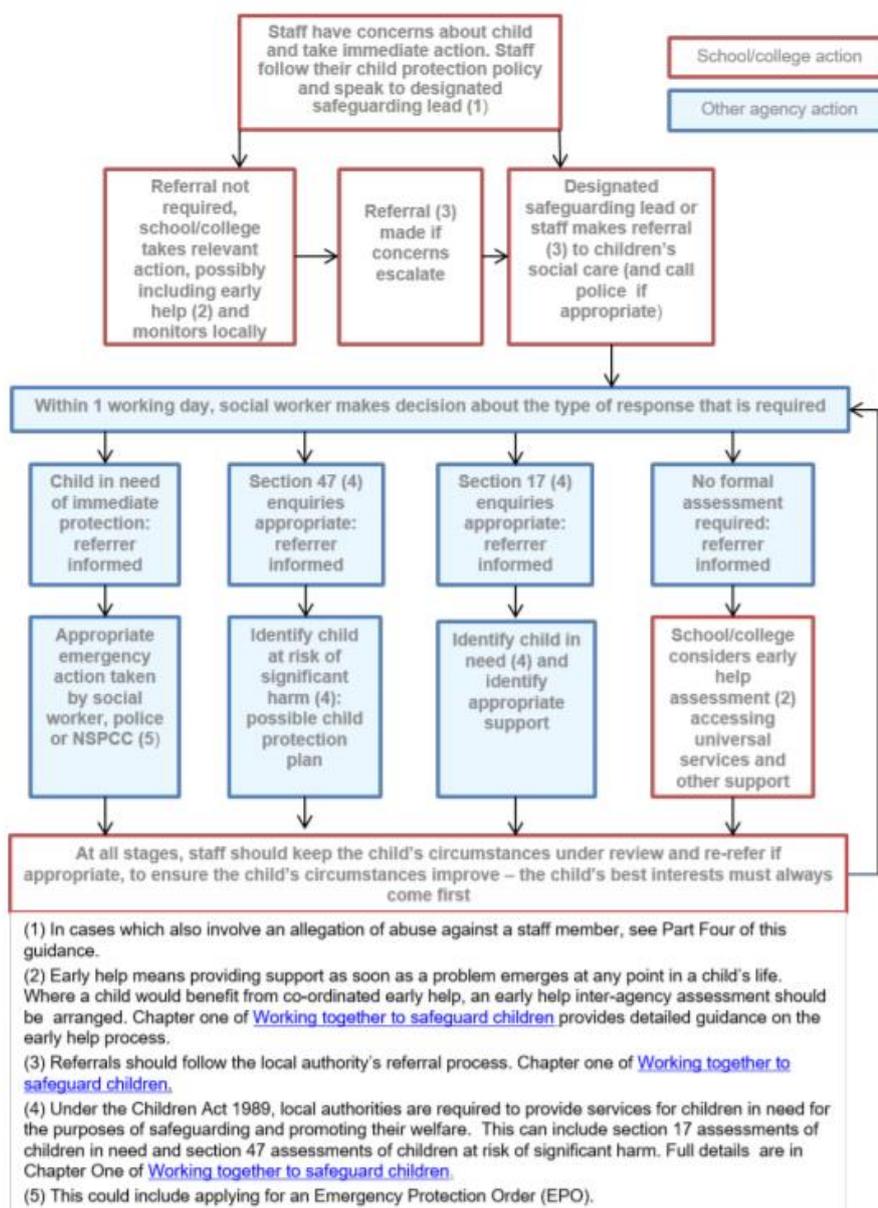
Girls are more likely to be victims and boys to be perpetrators but all forms of Peer-on-peer abuse are unacceptable and will be taken seriously.

Support – any children affected by peer-on-peer abuse will be supported by the school, particularly by our learning mentors and school counsellors. At times additional support may be sought through MASH.

Risk assessments are carried out for any activities which could place children in a vulnerable position.

5.10.3 Please see Behaviour Policy for searching, screening and confiscation information

Actions where there are concerns about a child



5.11 To raise concerns about children, members of staff should contact the Multi-Agency Safeguarding Hub (MASH) by telephone to discuss the referral. They should then complete the online Multi-Agency Referral Form (MARF) and submit this to the MASH. The school will follow up referrals if we do not receive feedback from social care.

MASH Telephone number: 02476 788 555

MASH online referral form: <http://www.coventry.gov.uk/safeguardingchildren>

Out of hours Emergency Duty Team: 02476 832 222

Prevent/Channel Referrals: Refer to MASH and to CTU_GATEWAY@west-midlands.pnn.police.uk

5.12 If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the [LSCB's Escalation Policy](#). to ensure that our concerns have been addressed and that the situation improves for the child.

6 Record-keeping

6.1 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will be kept in individual children's files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

6.2 **Whitley Abbey Primary School** keeps all safeguarding files electronically, **using a system called CPOMs**.

6.3 Staff will submit all concerns in writing to the DSL at the earliest opportunity. This may be after having a verbal conversation, but conversations will also be followed up in writing.

6.4 In the event that a child moves school, the safeguarding file will be transferred to the new setting securely and separately from the main school file. Once received by the new school, this school will not retain the information.

6.4 The school will seek at least two emergency contacts for every child.

6.5 All data processed by **Whitley Abbey School** is done so in line with the General Data Protection Guidelines. Please see the following policies for additional information;

(Data policy and privacy notice shared through sharepoint and by email)

7 Photography and Images

7.1 Consent from parents to photograph children at school events for promotional reasons will be sought when the child joins **Whitley Abbey Primary School** and at the start of every school year.

7.2 Parents can withdraw consent at any time and must notify **the school** if they do not wish their child's photographs to be used.

7.3 Photographs of children used publicly will not be displayed with their name or other personal information.

7.4 Photographs of children will be processed in line with the General Data Protection Regulation.

(The School Photography Policy is shared through sharepoint and by email)

8 Early Help

8.1 is committed to supporting families as soon as a possible problem arises. It is more effective to support a family through early help than reacting to a problem later.

Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. **Whitley Abbey Primary School** works closely with its neighbouring family hub to work with families in the community to improve outcomes for children.

(Aspire Family Hub, Gosford Primary School Site, Humber Rd, Stoke, Coventry, CV1 2SF, contact: Dinesh Ranchhod 02476788489)

8.2 **Whitley Abbey Primary School** works within the LSCB [‘Right Help, Right Time’](#) framework, available on the LSCB website.

9 Staff training

9.1 In order for staff to be able to understand and discharge their safeguarding and child protection duties, **the school** has committed to training staff throughout the academic year. All staff members will be made aware of **Whitley Abbey Primary School** safeguarding processes and structures and will receive training on these as part of their induction. As part of this training and their annual refresher, they will also receive;

- This ‘Safeguarding and Child Protection Policy’;
- The staff Code of Conduct
- Copies of Part 1 and Annex A of Keeping Children Safe in Education (September 2018)
- School procedures for Children Missing Education
- The school Behaviour Policy

9.2 **Staff at Whitley Abbey Primary School will have updates on the following and throughout the year, through either whole staff training, briefing, e-learning or emails. The Safeguarding team will attend DSL briefings and update the team as necessary.:**

Mental Health

Team Teach

Prevent

Peer on Peer Abuse, including anti-bullying.

School priorities

Awareness of vulnerable children

Governor and volunteer training in line with the whole staff training.

9.3 **Whitley Abbey Primary School** recognise that children may engage in risky behaviours that may put them at additional risk of danger. These can include drug taking, alcohol abuse, truanting and ‘sexting’⁵. Staff will be training in these areas in order to be able to further recognise if a child is at risk of harm.

⁵ Also known as ‘youth produced sexual imagery’.

10 Safer Recruitment

10.1 **Whitley Abbey Primary School** is committed to providing children with a safe environment, in which they can learn. We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- Professional qualifications check ;
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).

10.2 A record of all checks on members of staff will be held on the Single Central Record.

10.3 All new members of staff will be required to obtain DBS clearance. **The school** reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

10.4 At least one member of every interview panel will have undergone Safer Recruitment training.

10.5 We take proportionate decisions on whether to check individuals beyond what is required.

10.6 Any visitor to the school who has not been subject to the necessary checks will be supervised at all times.

10.7 All safer recruitment practices at **the school** comply with Keeping Children Safe in Education (September 2018). See Part 3 of Keeping Children Safe in Education (September 2018) for further information.

10.8 See Safer Recruitment policy for further details.

11 Allegations of abuse against staff

11.1 **Whitley Abbey Primary School** takes all allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2018) and the LSCB Guidance, '[Managing Allegations against Staff and Persons in a Position of Trust](#)'.

11.2 If a concern or allegation of abuse arises against the Headteacher, it must be reported to the **Chair of Governors, Amy McGrory** without delay.

11.3 If a concern or allegation of abuse arises against any member of staff other than the Headteacher, it must be reported to the Headteacher without delay.

11.4 Allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

11.5 The Headteacher or Chair of Governors should consider if the allegation meets the threshold for Designated Officer intervention. The Local Authority designated officer is Angie Bishop and contact details can be found at the front of this policy.

11.6 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

11.7 If a child has suffered abuse or harm, a MASH referral will also be made.

11.8 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to **the school** in managing the allegation.

11.9 A referral to the Disclosure and Barring Service will be made if a member of staff is dismissed or removed from their post as a result of safeguarding concerns, or would have been removed if they had not have resigned.

11.9 Whistleblowing

11.9.1 **Whitley Abbey Primary School** operates a culture of safeguarding and all staff should report any concerns about poor or unsafe practice, or **the school's** safeguarding processes to the senior leadership team.

11.9.2 The senior leadership team will take all concerns seriously.

11.9.3 In the event that a member of staff is unable to raise an issue with senior leadership in school, they should refer to Part 1 of Keeping Children Safe in Education for additional guidance on whistleblowing procedures.

12 Promoting safeguarding and welfare in the curriculum

12.1 **Whitley Abbey Primary School** recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

12.2 Children at **the school** will receive the following as part of our promotion of safeguarding across the curriculum:

Anti-bullying week and updates

Worries – who we can talk to

Children's Mental Health

Prevent – through diversity, belonging and sharing of cultures

How we keep the children safe

NSPCC materials including:

- **Talk Pants**
- **Making sense of relationships**
- **Share Aware – Online Safety**
- **Net Aware – Social Media**

(See Termly PSHE planning for further information)

13 Children Looked After

13.1 The most common reason for children to be looked-after is because they have experienced abuse and/or neglect. **Whitley Abbey Primary School** recognises that children looked after may have additional vulnerabilities. **The Designated Lead for Looked-After and Previously Looked-After Children is Sarah Bourne, Acting SENCo.**

13.2 Staff will receive training on how to best safeguard children who are Looked-After and Previously Looked-After.

13.3 The school will work with Personal Advisors when children leave care (where applicable).

13.4 **Whitley Abbey primary School** is committed to working with other agencies to ensure the best outcomes for Looked-After and Previously Looked-After children.

14 Children with Special Educational Needs

14.1 As outlined in Keeping Children Safe in Education (2018), **Whitley Abbey Primary School** is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.⁶

4.2 Staff will be trained in recognising signs of abuse in children with SEN and disabilities.

4.3 Staff will take into account the needs of a child when responding to concerns of abuse or when taking a disclosure. We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances.

4.4 Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it.

15 Use of reasonable force

15.1 There may be occasions when staff are required to use reasonable force to safeguard children. We will not use any more force than is necessary.

Use of Team Teach at Whitley Abbey Primary School:

All staff using Team Teach positive handling strategies must have had full up-to-date training.

⁶ Keeping Children Safe in Education, September 2018

De-escalation and positive behaviour strategies are always used first.

Where Team Teach positive handling methods are used the following should be adhered to:

- Physical interventions are viewed as a 'last resort' by staff.
- Physical interventions are carried out by two members of staff, with an 'observer' for additional support for both the child and the staff. A 'cup of tea' may be suggested to staff who need to take a break.
- A regular change of face is used, to help children in changing their behaviour.
- De-escalation and positive talk is used throughout.
- The child is given lots of reassurance following the use of positive handling and time to reconnect with the members of staff.
- All staff write up the incident in the Team Teach Manual.
- Parents and key staff members are informed and a synopsis of the event is recorded on CPOMS with an ABC chart.
- The event is reflected upon, to avoid a similar escalation of behaviour in the future.

(Further information on de-escalation techniques can be found in the behaviour policy)

16 Work Experience

All policies and procedures are shared at induction by a member of the Safeguarding Team. Anyone on work experience will also have a mentor who ensure that policy and procedures are followed at all times.

17 Summary

19.1 The school is committed to safeguarding children and will always make safeguarding decisions that are in the best interests of each child. For further information or if you have any queries about this policy, please contact the school.

Appendix A

The school's safeguarding policy is intended to be used in conjunction with the following policies, **the following policies can be found on the Sharepoint.**

The school adheres to Coventry Local Safeguarding Children Board's Policies, which can be found here:

<http://www.proceduresonline.com/covandwarksscbb/content.html>

- [Allegations Against Staff or Persons in a Position of Trust Policy \(LSCB\)](#)
- Anti – Bullying Policy
- Behaviour Policy

- Supporting children with Medical Needs
- Complaints Policy
- Critical Incident Plan
- Data Protection Policy and Privacy Notice
- [Escalation and Resolution of Professional Disagreements \(LSCB\)](#)
- Health & Safety Policy
- E-Safety Policy
- Intimate Care Policy
- IT Policy
- First Aid Policy
- Primary-Secondary Transition Policy
- PSHE Policy
- Safer Recruitment Policy
- Site Security Policy
- SEND Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Positive Handling Policy
- Whistleblowing Policy

Appendix B – Further Safeguarding Information

Types of Abuse

As outlined in paragraph 4.6, the school will take action if we believe a child is at risk of or is suffering from abuse. Abuse is not limited to physical, emotional, sexual abuse and neglect. For further information on the definitions of the types of abuse below, please refer to Keeping Children Safe in Education 2018, Annex A.

See below for policy information relating to other key safeguarding issues. All decisions taken in responding to concerns of abuse will be taken in the best interests of the child.

Bullying, including cyber- or online-bullying

The school takes all forms of bullying seriously and will respond sensitively and quickly to any reported bullying. Children should report any bullying to their form tutor, to the DSL or to any trusted member of staff and we will work to resolve it.

We also teach children about the dangers of bullying through our curriculum. See pshe curriculum and planning for further information.

Bullying can take many forms and we have several policies that cover different aspects of bullying. Please see the Anti-Bullying Policy, the Behaviour Policy and paragraph 5.8 of this policy for further information.

Domestic abuse – Whitley Abbey Primary School is part of Operation encompass and receives updates when an incident occurs, this allows us to give background support to the children in question. The SRE policy and teaching has been adapted, so that adult relationships are considered when talking about conflict, for example when discussing bullying.

Children missing from education, home or care

The school will also take action to protect;

- Children missing education
- Children missing from home or care

Children Missing Education and Children Missing from Home or Care

For further information please see our Attendance Policy and Child Missing in Education Policy.

Private Fostering

The school have a duty to refer any children who are living in a private fostering arrangement to the local authority.

We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary care-givers for more than 28 days.

For further information please see our Private Fostering Policy.

Indicators of abuse

See below for possible indicators of abuse. (Taken from *What to do if you are worried a child is being abused*, 2015)

- Children whose behaviour changes – they may become aggressive, challenging,
- disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

The school recognises that the above list of indicators is not exhaustive and staff will receive training on indicators of abuse.

