

Marlborough Primary School



SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY

This policy was originally developed on **September 2016** and adopted on 13th October 2016.

The name of the Designated Safeguarding Lead is: **Rachel Summers**

The name of the Deputy Designated Safeguarding Lead is: **Sarah Murts/Andy Dore**

The name of the link Nominated Safeguarding Governor is: **Lara Sinclair**

The name of the Designated Teacher for Looked After Children is: **Rachel Summers**

1. Policy Statement and Commitment

Marlborough Primary School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children and we will provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. This will be underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are listened to. We recognise that all staff have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. We will ensure that all adults who have contact with children in our school have been properly vetted and deemed suitable to work and support children in our care/charge. We will also ensure that all adults who have contact with children in our school have been trained to undertake their safeguarding responsibilities effectively. We maintain an attitude that 'it could happen here' where safeguarding is concerned.

2. Purpose

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school, and to inform parents and guardians how we will safeguard their children whilst they are in our care/charge.

3. Definitions

Within this document:

Child Protection is an aspect of safeguarding but is focussed on how we respond to children who have suffered significantly harm or are likely to suffer significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

Child or Children refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments.

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

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and/or failure to provide proper care. Explanations of these types of abuse are contained within Appendix I to this policy document.

4. Principles and Values

Children have a right to feel safe and secure, and cannot learn effectively unless they do so.

All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

5. Aims

The aims of this policy are to:

- Provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- Ensure consistent good practice across the school.
- Demonstrate our commitment to protecting children.
- Support the child's development in ways that will foster security, confidence and resilience.
- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- Acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.

- Develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.
- Develop effective working relationships with all other agencies involved in safeguarding children.
- Ensure that all adults within our school who have access to children have been checked as to their suitability. This includes agency staff and other community users of our facilities.

6. Legislation and Guidance

This policy has been developed in accordance with the principles established by the Children Act 1989 and in line with government publications, local guidance and procedures including:-

- “Working Together to Safeguard Children” 26th March 2015.
- “What To Do If You Are Worried a Child Is Being Abused” 26th March 2015.
- “Keeping Children Safe in Education Guidance” 5th September 2016.
- “South West Child Protection Procedures” Website (www.swcpp.org.uk).

7. Procedures

Our school procedures for safeguarding children will be in line with the Plymouth Safeguarding Children Board (PSCB) Multi Agency Child Protection Procedures (www.swcpp.org.uk).

We will ensure that:

- the governing body understands and fulfils its safeguarding responsibilities;
- there is a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead, who have undertaken role specific training, and also multi agency Child Protection Awareness Training, delivered through the PSCB. Both staff members will undertake other training as recommended by the PSCB every two years;
- all staff will receive appropriate safeguarding and child protection training in order to develop their understanding of child protection and, in particular, the signs and indicators of abuse, that is regularly updated (at least every three years). In addition, all staff will receive safeguarding and child protection updates (for example via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- all staff will receive training on preventing radicalisation and extremism as part of the PREVENT duty;
- all staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing

information with other professionals to support early identification and assessment, and in some cases, acting as the lead professional in undertaking an early help assessment;

- all staff are aware of the process for making referrals to Children, Young People and Families Services and for statutory assessments under the Children Act 1989, that may follow a referral, along with the role they may be expected to play in such assessments;
- all staff know how to respond to a pupil who discloses abuse, and the procedure to be followed in sharing, appropriately, a concern of possible abuse or a disclosure of abuse;
- all parents are made aware of the school's responsibilities in regard to child protection procedures, through publication of the school's Child Protection and Safeguarding Policy, and we will make reference to it in our prospectus/brochure and home school agreement;
- our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time;
- community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures;
- our recruitment and selection policy/code of practice includes all appropriate checks on staff suitability including Disclosure and Barring Service checks. A minimum of two individuals have completed Safer Recruitment Training (e.g. Headteacher, Member of School Leadership Team or a nominated Governor) and we will ensure that at least one trained individual participates in all recruitment within the school;
- the name of any member of staff considered not suitable to work with children (and the rationale for this decision) will be notified to the Disclosure and Barring Service and/or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the school's Human Resources Provider and/or the Local Authority Designated Officer;
- all relevant staff, visiting officers etc. have been vetted in accordance with the 'Childcare Disqualification Requirements' and 'Disqualification by Association' statutory guidance, and been deemed suitable for working with the relevant age range of children within the school;
- the name of the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Nominated Safeguarding Governor will be clearly displayed in the school and on our website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse;
- all staff (including those from a supply agency) new to our school, will be given or directed to a copy of the Child Protection and Safeguarding Policy, the booklet "What To Do if You're Worried A Child is Being Abused", and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the school. In addition, all such staff will be made aware of the 'Guidance for Safer Working Practice for Adults who work with Children and Young People' booklet, available for reference within the school;

- our child protection procedures will be reviewed annually and up-dated as necessary.

8. Responsibilities

We understand that our responsibility to safeguard children requires that we all share appropriately any concerns (as soon as it is suspected or known) that we may have about children. The first point of contact is the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead, in their absence. Where there are no Designated Safeguarding Leads available, staff are directed to a member of the School Leadership Team, to avoid any undue delay in making a referral. All members of the School Leadership Team are fully trained in how to manage a safeguarding concern in the absence of a Designated Safeguarding Lead or their Deputy. The Designated Safeguarding Lead will inform the Headteacher of the referral. If any staff member is involved, the report is made to the Headteacher. If the Headteacher is involved then the Chair of Governors should be informed.

The Designated Safeguarding Lead is a member of the School Leadership Team and is responsible for:-

- Referring, by telephone, a child's details if there are concerns about his/her welfare, possible abuse or neglect to Children, Young People and Families Services. A written record of the referral will be faxed/posted/emailed to Children, Young People and Families Services, using the multi-agency referral form, as soon as possible within the school day;
- Ensuring that written records of concerns about a child are kept, even if there is no need to make an immediate referral;
- Ensuring that all such records are kept, confidentially and securely, and are separate from general pupil records, with a front sheet (in chronological order) listing significant events in the life of the child;
- Ensuring that an indication of further record-keeping (e.g. a separate child protection file) is marked on the general pupil records;
- Acting as a focal point for staff to discuss concerns (including signposting to pastoral support services if required by staff) and liaising with other agencies and professionals;
- Attending (or delegating this requirement to another appropriately informed member of staff) Common Assessment Framework (CAF) meetings; case conferences; family support meetings; core groups; allegations management strategy meetings or other multi-agency planning meetings, contributing to the Framework for Assessment Process, and providing a report (when required) which has been shared with the parents;
- Ensuring that any pupil currently with a child protection plan, who is absent without explanation for two days, is referred to their key worker in Children, Young People and Families Services;
- Ensuring that all staff are aware of this policy and know how to recognise and refer any concerns;

- Providing, with the Headteacher, an annual report for the governing body, including any changes to the policy and procedures; child protection training undertaken by the Designated Safeguarding Lead, their Deputy and by all other staff and governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to Children, Young People and Families Services, allegations against staff and numbers of children subject to child protection plans (anonymised);
- Keeping up to date with knowledge to enable them to fulfil their role, including attending relevant training provided by the PSCB, or the Local Authority.

Should this school make the decision to combine the roles of Designated Safeguarding Lead and SENCO, cases and concerns will be discussed regularly with the Senior Leadership Team and formally recorded.

Full details of the role of the Designated Safeguarding Lead can be found in Annex B within the Keeping Children Safe in Education Guidance 5th September 2016.

9. Supporting Children

We recognise that a child who is abused, who witnesses violence, or who lives in a violent environment, may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child, in these circumstances, may range from that which is perceived to be normal, too aggressive or being withdrawn.

Our school will support all pupils by:

- encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum;
- promoting a caring, safe and positive environment within the school;
- liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- notifying Children, Young People and Families Services as soon as there is a significant concern;
- ensuring that a named teacher is designated with responsibility for the attainment, progress and welfare of all Looked After Children (LAC) within the school and that an up to date list of LAC is regularly reviewed and updated. The Virtual School for Children and Young People in care, within the Local Authority, will be made aware of all LAC in the school (including those enrolled from other local authorities);

- ensuring that the named teacher for LAC provides relevant staff with the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child;
- providing continuing support to a pupil (about whom there have been concerns) who leaves the school, by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headteacher at the pupil's new school as a matter of urgency.

10. Confidentiality

We recognise that all matters relating to child protection are confidential.

The Headteacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only.

All staff will be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff will be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child.

We will always undertake to share our intention to refer a child to Children, Young People and Families Services with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children, Young People and Families Services.

11. Supporting Staff

We recognise that staff working in the school, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties and concerns with the Designated Safeguarding Lead and to seek further support where necessary. This could be provided by, for example, the Headteacher, Occupational Health and/or a teacher/trade union representative as appropriate.

Staff will have access to advice on the boundaries of appropriate behaviour. The booklet "Guidance for Safer Working Practice for Adults who work with Children and Young People" provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of abuse. These matters form part of staff induction and are referred to in the staff handbook.

We recognise that designated staff should have access to support in the same way as all staff above. In addition they will be encouraged to engage in appropriate workshops, courses or meetings as organised or arranged through the Local Authority or other recognised body.

12. Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (Further information around these matters can be found in the booklet 'Guidance for Safer Working practices for Adults who work with Children and Young People').

All staff should be aware of the Whole School Positive Behaviour Policy. This can be found in the policy folder on Staff on Server.

We understand that a pupil may make an allegation against a member of staff.

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- The Headteacher/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the South West Child Protection Procedures (www.swcpp.org.uk) and the School's Managing Allegations Policy.
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors, who will consult the LADO as above, without notifying the Headteacher first. Where the Chair of Governors cannot be contacted, the LADO should be contacted, immediately, for advice.
- In all occasions identified above, the school will follow the South West Child Protection Procedures and the School's Managing Allegations Policy for managing allegations against staff and volunteers, a copy of which can be found in **the policy folder in staff on server**.
- Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and we will consult with the LADO and our HR Provider in making this decision.
- In line with this policy and other school procedures for incident reporting/recording, staff and pupils may provide accounts of events that will be stored under our own secure systems and may be produced in the event of any allegation. We recognise that such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage. All such accounts will be hand written by the individual completing the report, signed and dated, with the full name of the writer clearly visible on the document.
- Our lettings agreement, for other users of school premises, requires that the organiser will manage the suspension of adults, where necessary, from the relevant school site.

13. Abuse of Position of Trust

All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand, that under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where the person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of school staff and a pupil under age 18 may be a criminal offence, even if that pupil is over the age of consent.

14. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff are aware of their duty to raise concerns about the attitude or actions of colleagues or any other person working on the school site. If necessary, they should speak to the Designated 'Whistleblowing' Governor or the Local Authority Designated Officer within Children, Young People and Families Services for further advice and guidance. Full details of the school whistleblowing policy are available in the policy folder in staff on server.

15. Physical Intervention/Positive Handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Whole School Positive Behaviour Policy.

Such events should be recorded and signed by a witness or witnesses.

Staff who are likely to need to use physical intervention will be appropriately trained in accordance with agreed standards.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

16. Anti-Bullying

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

17. Equalities and Racial Tolerance

Within the School Prospectus there is a statement around "equalities/equal opportunities" which asserts that:

Equality Duty Statement (From Equality Duty Policy 2013)

The primary aim of Marlborough Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

Marlborough Primary School will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school improvement plan.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- Staff will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.

- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, the school will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. This will be set out as equality objectives in the school improvement plan.
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy.
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
- The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- Training and awareness sessions will be set out in the school improvement plan.
- The school will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- The school has an equality page on its website to show how it is complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.
- When drawing up policies, it is best practice to carry out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. As a minimum, the governing body must consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the Duties (DCC policies will have already had EIAs carried out).

The school has a single "Equality Policy" that has a section on racial tolerance. This includes information about what the school, through education, challenge and discussion, will do to ensure incidents do not happen.

Racism is tackled in both the RE and in the PSHE curricula. The children will take part in discussions designed to raise awareness and address prejudices. This work ensures that racial tolerance is at the forefront of everything we do.

18. Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

19. Domestic Abuse

Our response on Domestic Abuse is set out in the Child Protection guidance from the PSCB (please see www.swcpp.org.uk and search 'domestic abuse'). It recognises that exposure to domestic abuse can have a serious impact on a child's development and emotional well-being and acknowledges that staff, themselves, can be victims or perpetrators of domestic abuse.

20. General Prevention of Harm

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will:

- establish and maintain an ethos, that is understood by all staff, that enables children to feel safe and secure and encourages them to talk, knowing that they will be listened to;
- ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
- provide opportunities across the curriculum, including PSHE, that equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

21. Health & Safety

Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children, both physically within the school environment, and when away from the school, when undertaking school trips and visits.

The Headteacher, with the site supervisor and a nominated school governor with responsibility for health and safety oversee the policy and 'Person in Control (PIC)' log book. Any concerns from staff or children are reported to any of these individuals and the site supervisor carries out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill, that practices the efficient evacuation from the school buildings.

The school conducts an annual fire risk assessment.

There is a critical incident plan that details what staff and parents should do in the case of emergencies.

22. First Aid

In the school, the following staff members are trained to oversee first aid:

(Insert Details)

When a child is unwell, or has suffered an accident in school, or on the school grounds, the following steps are followed:

- Step 1:** A trained first aider is immediately called to provide assistance and advice.
- Step 2:** The incident/accident is logged in the incident/accident register.
- Step 3:** The parent is notified of the incident/accident as soon as necessary.
- Step 4:** The Local Authority Health and Safety Team and/or the Health and Safety Executive are notified of the incident/accident where there is a statutory duty to do so.

23. Supporting Pupils in School with Medical Conditions

The school will ensure that relevant staff are trained to administer medicines.

24. Site Security

(Insert Name of School) aims to provide a secure school site and recognises that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules that govern it. It is recognised that laxity can cause potential problems to safeguarding and so the school ensures that:

- gates are locked except at the start and end of each day;
- gates are kept closed to prevent intrusion;
- whenever possible visitors and volunteers only enter through the main pedestrian entrance and must sign in at the office;
- children are only allowed home with adults/carers with parental responsibility or confirmed permission has been received in advance;
- empty classrooms have closed windows;
- children are not allowed to leave school alone during school working hours and, if collected by an adult (whose responsibility for the child has been confirmed beforehand), signed out;

- should a child leave the school premises, without permission, then staff have been informed never to chase after a child, but rather to report immediately to the school office. Parents and Police will then be immediately informed of the circumstances;
- at break and lunchtimes, staff are on duty to provide a presence at dedicated key points on the school site.

25. Self-Harm

This school is committed to supporting children who self-harm or attempt to self-harm and our full response/commitment is laid out in a separate 'Managing Self Harm Policy' document available on the school website.

Self-harm is any self-injurious behaviour where the intent is to deliberately cause harm to one's own body or suicidal thoughts or actions.

This Managing Self Harm Policy document describes the school's approach to self-harm and is intended as guidance for all staff.

The Managing Self Harm Policy aims to:

- increase understanding and awareness of self-harm;
- alert staff to warning signs and risk factors;
- provide support to staff dealing with students who self-harm;
- provide support to students who self-harm and their peers and parents/carers.

26. Preventing Radicalisation

The Counter Terrorism and Security Act 2015 "places a duty on specified authorities, including local authorities and childcare, education and other children's services providers to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent duty'). The Counter Terrorism and Security Act 2015 also places a duty on local authorities to ensure 'Channel' panels are in place. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism. Schools and Colleges are listed in the Act as "partners of the panel". The Act requires partners (such as Schools and Colleges) of Channel panels to cooperate with the panel in carrying out its functions and with the Police in undertaking the initial assessment as to whether a referral is appropriate.

Channel is a programme which focuses on providing support at an early stage, to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals, if they are concerned that an individual might be vulnerable to radicalisation. It should be noted that an individual's engagement with the programme is entirely voluntary at all stages. Our school staff understand when it is appropriate to make a referral to the Channel programme.

This school is committed to working with the local authority, Police and the Channel Panel to maintain a safe learning environment for children and young people in our care/charge. Wherever possible, preventing radicalisation will be promoted through both the curriculum and all other school related activities.

This school will help build pupils' resilience to radicalisation by promoting fundamental British values (as set out in DfE documentation 'Promoting Fundamental British Values' 2014) and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with radicalisation (that can lead to terrorism) and develop the knowledge and skills to be able to challenge extremist arguments.

The statutory guidance makes clear that schools are expected to assess the risk of children being drawn into radicalisation (that can lead to terrorism), including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the local area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. This school is in an important position to identify risks within the local context. It is important that the school understands any particular risks so that it can respond in an appropriate and proportionate way. In addition, the school continues to be aware of the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people through the use of social media and the internet. The School is able to obtain contextual information around these matters from both the local authority and the Police to help understand such risks in the area.

It is recognised that there is no single way of identifying an individual who is likely to be susceptible to radicalisation (including terrorist ideology). As with managing other safeguarding risks, staff will be alert to changes in children's behaviour that could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Our school staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers to carry out unnecessary intrusion into family life but, as with any other safeguarding risk, they will take action when they observe behaviour of concern.

27. Female Genital Mutilation (FGM)

The Female Genital Mutilation Act (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and health professionals, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under age 18.

This school will ensure that all relevant staff working in the school receive appropriate training to understand and/or recognise when FGM may be likely to happen or has happened.

This school will ensure that where all relevant staff working in the school discover that an act of FGM appears to have been carried out, the Schools' Designated Safeguarding Lead will be notified and the matter reported to the Police immediately.

This school will ensure that where all relevant staff working in the school suspect that an act of FGM may be undertaken, the matter will be discussed with the Schools' Designated Safeguarding Lead who will involve Children, Young People and Families Services as appropriate.

This school recognises that it will be rare to see visual evidence that an act of FGM has taken place and that it should not be examining pupils but the definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom the mandatory duty applies.

28. Safer Recruitment and Selection

This school pays full regard to current government guidance 'Keeping Children Safe in Education' 5th September 2016. We will ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult, including staff, volunteers, those employed/engaged by contractors and governors.

Best safer recruitment practices include scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews and, where appropriate, undertaking Disclosure and Barring Service (DBS) Children's Barring List checks, full Enhanced DBS checks, Prohibition Order checks (where necessary), Childcare Disqualification Order checks (where necessary) and providing honest and accurate references when individuals move on.

In line with statutory changes, underpinned by regulations, the following will apply:

- an Enhanced DBS Disclosure check (with or without a Children's Barring List check in accordance with 'regulated activity' requirements and statutory guidance) will be obtained for all new appointments to our school workplace (including volunteers, where appropriate);
- this school is committed to keeping an up to date single central record detailing a range of pre-employment checks carried out on our staff, volunteers and governors;
- all new appointments to our school workforce from overseas or UK nationals, who have lived or worked outside of the UK for more than 3 months, will be subject to additional checks as appropriate (e.g. Certificate of Good Conduct);
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- identify/right to work in the UK checks will be carried out on all appointments to our school workforce before the appointment is confirmed.

The following staff have undertaken and completed Safer Recruitment training and one of these staff members will be in attendance at interview for all staff and volunteer appointments:-

Headteacher: **Rachel Summers**

School Governor: **Lara Sinclair**

Other Staff: **Sarah Murts**

Safer working practices ensure that children are kept safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues, where possible, in situations open to question;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incident or decisions made;
- apply the same professional standards regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity;
- are aware of the confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Our school Recruitment and Selection Policy/Code of Practice, set out in a separate document, explains the schools for commitment to safer recruitment practices both pre and post-employment.

29. The Design of the Curriculum

The curriculum deals with safeguarding in two ways.

Firstly, in subjects such as Personal, Social and Health Education, Citizenship and RE, relevant learning and assessment regarding related issues take place with the children. Topics include such themes as Drugs, Alcohol, Sex and Relationships, Stranger Danger, and Online safety issues (including safer use of social media and gaming). Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues, within the subject, are discussed and safe practices explained, such as using equipment properly in PE and Design and Technology.

Appropriate staffing levels will be maintained, at all times, when the curriculum is being delivered within and outside of the school site.

Appropriate and agreed pupil/adult ratios will always be maintained.

The lead adult (the School Educational Visits Coordinator) will always risk assess visits and trips to ensure children are safeguarded and protected from harm before the event is finally authorised by the Headteacher.

Visiting speakers, with correct clearance and/or constant supervision are always welcome into school so that they can give specialist knowledge to the children.

30. Internet/Online Safety

The school Internet/Online Safety Policy set out in a separate document states that children are encouraged to use the internet in a safe way.

Parents will be asked to give permission for their children to use the internet on entry to the school.

Parents, children and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the IT system in and beyond the school. If staff know of misuse, either by a teacher, other staff member, volunteer or child, the issue must be reported to the Headteacher without delay.

The Headteacher has overall responsibility for internet safety and will have access to all email addresses and passwords provided.

The school follows guidelines for Internet use/Online safety laid down by a range of organisations including the South West Grid for Learning, the Local Authority, Plymouth Safeguarding Children Board and in its Acceptable Use Policy.

The school will ensure that:

- software is in place to minimise access and to highlight any person accessing inappropriate sites or information;
- pupils will be encouraged to discuss, openly, their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the Designated Safeguarding Lead should be informed immediately);
- every effort is made to encourage pupils not to give out their personal details, phone numbers, school, home addresses, computer passwords etc;
- pupils adhere to the school policy on mobile phones;
- training is provided to pupils, staff and volunteers on e-safety matters where necessary.

31. Inclusion Opportunities

Within the School Prospectus there is a statement around “Inclusion Opportunities” that asserts:

“At **Marlborough Primary School** we welcome all children. Where a child has a recognised disability we will make all reasonable adjustments to accommodate their needs in school. This will include the availability of resources and accessibility of the school building and site. We will make every effort to ensure that children with Special Educational Needs maintain their entitlement when they enter the school”.

32. Whole School Behaviour Policy

The full, Whole School Behaviour Policy is set out in a separate document. It is recognised that good behaviour is essential in any community and at we have high expectation in this area. The school has a Whole School Behaviour Policy and a Code of Behaviour that must be adhered to by all children and the document is published on the school website. Although the emphasis is always on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children.

Staff are discouraged from handling children but where they deem it the safest thing to do, after exhausting all other de-escalation strategies, guidance and training has been given on safe methods of restraining a child so that they do not harm either themselves or others.

33. Anti-Bullying Policy

The school’s response to this is unequivocal.

The Headteacher must be informed immediately and action will take place.

Children are told that silence is the bully’s best friend. Although bullying in this school is rare, the school always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated.

There is a more detailed Anti-bullying Policy available on the school website.

34. Photographing and Videoing of Children in School

At **Marlborough Primary School** we have taken a sensible and balanced approach to photographing and videoing children on the school site. We have a formal policy regarding “taking photographs and video images of children” and a copy of the document is available from the school website.

Taking photographs and video images of children’s achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains, in detail, the school’s requirement to obtain parental permission (where necessary) while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

35. Welcoming other Professionals

Visitors with a professional role, such as the school nurse, social workers or members of the Police should have been vetted to work with children through their own organisation. When there is a planned visit to the school, the Headteacher will ensure that written confirmation has been received from the employing organisation that the said individual has been vetted through the DBS and deemed suitable to work with children.

When the said individuals make adhoc or unplanned visits to the school, they will be accompanied by a DBS vetted staff member, at all times, and not allowed to have any unsupervised access to the children until confirmation of their vetting status has been received. No examination/medical treatment of any child will be allowed unless the professional has suitable clearance prior to their visit.

It is recognised that in emergency situations, when the Police are called, perhaps to deal with an unruly pupil/adult, it may not always be possible to confirm their identity before access to the school site is allowed. The Headteacher will use their professional judgement to manage these situations effectively.

36. Safeguarding Information for Pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. Learning resources we use to help pupils learn how to keep safe are:

CAP UK training workshops over 3year cycle.

PCSO visits.

E Safety Curriculum planning

37. Partnership working with Parents

This school shares a purpose with parents to educate, keep children safe from harm and promote their welfare.

We are committed to working with parents positively, openly and honestly.

We ensure that all parents are treated with respect, dignity and courtesy.

We respect parents' rights to privacy and confidentiality and will not share sensitive/personal information unless we have permission to do so or it is necessary to protect a child from harm or potential harm.

Marlborough Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the school.

We make parents aware of our Safeguarding and Child Protection Policy and parents are aware that they can view the policy on our school website.

38. Policy Review

The Governing Body of our school will review the Child Protection and Safeguarding Policy on an annual basis.

Appendix I

Types of Abuse and Neglect

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Definition of the term Abuse

Abuse is 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 by another child or children.

Physical Abuse

Physical abuse is 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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and 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 their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, 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.