



**The
Boleyn
Trust**



Monega
PRIMARY SCHOOL

Early Help, Safeguarding and Child Protection

Policy Creation and Review	
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Summary of policy:

Child Protection and Safeguarding Policy

Definitions

Safeguarding and promoting the welfare of children means:

- a. Protecting children from maltreatment.
- b. Preventing impairment of children's health or development.
- c. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- d. Taking action to enable all children to have the best outcomes.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

- a. **Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.
- b. **Neglect** is a form of abuse and 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. Appendix 1 defines neglect in more detail.
- c. **Children** include everyone under the age of 18.
The appendices are based on the Department for Education's statutory guidance, **Keeping Children Safe in Education 2018**
www.gov.uk/government/publications/keeping-children-safe-in-education--2

1 Introduction and Policy Statement

- 1.1 Monega Primary School (herein known as "the School") understands the term safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. All staff also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.
- 1.2 All staff at the School believe that a range of other school policies are central to many aspects of the school's Early Help, Safeguarding and Child Protection Policy, and this document should therefore be read in conjunction with our Policies for:
- a) Anti-Bullying Policy
 - b) Anti-Violence, Aggressive and Anti-Social Behaviour Policy
 - c) Behaviour Principles Written Statement
 - d) Complaints Policy
 - e) Complaints Procedure Policy
 - f) Data Protection Policy
 - g) Dealing with allegations against School Personnel, Volunteers, Headteacher and Pupils Policy
 - h) Disclosure and Barring Service Checks Policy
 - i) Equality and Diversity in Employment Policy
 - j) Equality Policy
 - k) Female Genital Mutilation (FGM) Statement
 - l) Freedom of Information Policy
 - m) Health and Safety Policy
 - n) Induction of New Staff Policy
 - o) Online Safety Policy
 - p) Promoting British Values Policy
 - q) Safer Recruitment Policy
 - r) Volunteering Policy
- 1.3 The School 's Safeguarding and Child Protection Policy is written with due regard to the Department for Education statutory guidance Keeping Children Safe in Education 2018 which states provides clarity that schools should have their own individual safeguarding policy.
- 1.4 This policy should meet the needs of their children in their community, with the particular kinds of issues that may be most

important for the school and will be reviewed each time any subsequent guidance is issued by the Secretary of State.

- 1.5 The School's procedures for safeguarding children will always be compliant with the London Child Protection Procedures produced by the London Safeguarding Children Board and have been adopted at available from the Newham Safeguarding Children Board.
- 1.6 The School's procedures will be followed by all adults, including volunteers, working with or on behalf of the school.
- 1.7 The School's policy was adopted in **October 2017** and is reviewed annually by the Governors of the School, the Headteacher and the Designated Safeguarding Lead.
- 1.8 It will be reviewed in **September 2022** together with the review of the Annual Report to Governors (Section 11 Safeguarding Audit).
- 1.9 This policy is available to all parents either in hard copy or from our website: www.monega.boleyntrust.org

2 Scope

- 2.1 Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors and Boleyn Trust members in the school and is consistent with the procedures of the Local Safeguarding Children Board. The School's policy and procedures also apply to extended school and off-site activities.

3 Legislation and Regulation

- 3.1 This policy is based on the Department for Education's statutory guidance, *Keeping Children Safe in Education 2018* and *Working Together to Safeguard Children*, and the *Governance Handbook*. The School complies with this guidance and the procedures set out by our Local Safeguarding Children Board.
- 3.2 This policy complies with our funding agreement and articles of association.
- 3.3 This policy meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.
- 3.4 This policy is also based on the following legislation:
- a. Section 175 of the **Education Act 2002**, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.
 - b. The **School Staffing (England) Regulations 2009**, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.
 - c. Part 3 of the schedule to the **Education (Independent School Standards) Regulations 2014**, which places a duty on school and independent schools to safeguard and promote the welfare of pupils at the school.

- d. **The Children Act 1989** (and 2004 amendment), which provides a framework for the care and protection of children.
- e. Section 5B(11) of the *Female Genital Mutilation Act 2003*, as inserted by section 74 of the *Serious Crime Act 2015*, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- f. Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- g. The *Rehabilitation of Offenders Act 1974*, which outlines when people with criminal convictions can work with children.
- h. Schedule 4 of the *Safeguarding Vulnerable Groups Act 2006*, which defines what 'regulated activity' is in relation to children.
- i. Statutory guidance on the Prevent duty, which explains schools' duties under the *Counter-Terrorism and Security Act 2015* with respect to protecting people from the risk of radicalisation and extremism.

4 Safeguarding – Providing a Safe Environment

- 4.1 All parents and carers of pupils attending Monega Primary School must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. The School will do this by:
- a. Promoting a caring, safe and positive environment within the school;
 - b. Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken;
 - c. Ensure that our staff are fully inducted and comply with the school's staff behaviour/code of conduct policy;
 - d. Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become

aware of danger and risk and what acceptable behaviour is and what is not and know who to turn to for help;

- e. Working in partnership with all other services and agencies involved in the safeguarding of children;
- f. Displaying appropriate posters that detail contact numbers for child protection help-lines;
- g. Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school;
- h. Welcoming visitors in a safe and secure manner;
- i. Undertaking risk assessments when planning out of school activities or trips; and
- j. Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.

5 Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. The School is committed to anti-discriminatory practice and recognise children's diverse circumstances. The School will ensure that all children have the same protection, regardless of any barrier they may face.

5.1 The School will give special consideration to children who:

- a. Have special educational needs and/or disabilities;
- b. Are young carers;
- c. May experience discrimination due to their race, ethnicity, faith and belief or no faith, age, gender identification; sexuality;
- d. Pregnancy/paternity,

- e. Marriage/civil partnership;
- f. Have English as an additional language;
- g. Are known to be living in difficult situations - for example, temporary accommodation or where there are issues such as substance abuse or domestic violence;
- h. Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation; and
- i. Are asylum seekers.

6 Responsibilities

6.1 All staff

6.2 All staff will read and understand part 1 and Annex A of the Department for Education statutory safeguarding guidance, Keeping Children Safe in Education 2018, and review this guidance at least annually.

6.3 All staff will be aware of:

6.4 The School's systems which support safeguarding, including the staff code of conduct policy, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to children who go missing from education.

6.5 The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment; the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play; what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including statutory duties such as reporting FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;

6.6 The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation.

7 The Designated Safeguarding Lead (DSL)

7.1 The DSL takes lead responsibility for child protection and wider safeguarding.

7.2 During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

7.3 The contact details of the DSL and deputy DSL can be found on the cover sheet of this policy.

7.4 When the DSL is absent, the deputy/deputies will act as cover.

7.5 If the DSL and deputy/deputies are not available, the head teacher must arrange for appropriate cover (for example, during out-of-hours/out-of-term activities).

7.6 The DSL will be given the time, funding, training, resources and support to:

- a. Advice and support to other staff on child welfare and child protection matters;
- b. Take part in strategy discussions and inter-agency meetings and/or support other staff to do so;
- c. Contribute to the assessment of children; refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly; and
- d. The DSL will also keep the Headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

7.7. The role of DSL and deputy DSL is explicit in the role holder's job description. The full descriptions of their responsibilities are set out in appendix.

8. The Board of Governors

8.1 The Board of Governors s will approve this policy at each review. The Board team will hold the Headteacher to account for its implementation.

8.2 The Safeguarding Governor will monitor the effectiveness of this policy. The Safeguarding Governor is responsible for liaising with the Headteacher and Designated Safeguarding Lead over all matters regarding child protection issues.

8.3 The Headteacher and the Designated Safeguarding Lead to produce an annual report for the local authority.

8.4 The Deputy Headteacher will act as the 'case manager' in the event that an allegation of abuse is made against the head teacher, where appropriate

9 The Headteacher

9.1 The Headteacher, or where appropriate her/his deputy, is responsible for the implementation of this policy, including:

- a. Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction; communicating this policy to parents when their child joins the school and via the school website;
- b. Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent;
- c. Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly;

- d. Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate; an
- e. Ensuring that each child in the Early Years Foundation Stage is assigned a key person.

10 Keeping Children Safe -Safeguarding and Child Protection

10.1 Responding to Concerns

10.2 All children at the School must be able to place their trust and confidence in any adult working/volunteering in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately.

10.3 All staff must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

10.4 Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

10.5 If a child is in immediate danger:

- a. Make a referral to children's social care and/or the police **immediately** if child is in immediate danger or at risk of harm. **Anyone can make a referral.**
- b. Tell the Designated Safeguarding Lead (**DSL**) as soon as possible if you make a referral directly.
- c. The School will work in partnership with other agencies in the best interests of the children. The School will, where necessary, liaise with the school nurse and doctor, and make referrals to children's social care. Newham's Triage Service where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.

10.6 The following link provides additional guidance for reporting child abuse to the local council website: www.gov.uk/report-child-abuse-to-local-council

11 If a child makes a disclosure to a member of staff, volunteers and governors:

11.1 If a child discloses a safeguarding issue to you, you should:

- a. Listen to and believe them.
- b. Allow them time to talk freely and do not ask leading questions;
- c. Stay calm and do not show that you are shocked or upset; tell the child they have done the right thing in telling you.
- d. Do not tell them they should have told you sooner;
- e. Explain what will happen next and that you will have to pass this information on.
- f. Do not promise to keep it a secret;
- g. Speak directly to the DSL/Deputy DSL immediately. Please contact a member of the leadership if you are unable to find a member of the safeguarding team;
- h. Record on CPOMs the conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it. The record must include dates and times to ensure there is an accurate record; alternatively, if appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so.

12 The Designated Safeguarding Lead will:

- a. Chair a regular **safeguarding panel in school** that considers current vulnerable families. Organise the panel papers and ensure all FSW

and OR workers are clear of allocated cases. Facilitate discussion around each family/pupil and make a collective decision about levels of action and concern.

- b. Consider if early help can be offered to support and prevent the child or young person's needs escalating.
- c. Assess any urgent medical needs of the child.
- d. Consider whether the child has suffered, or is likely to suffer significant harm.
- e. Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- f. Confirm whether any previous concerns have been raised by staff.
- g. Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- h. Seek advice if unsure that a child protection referral should be made.

12.1 The Designated Safeguarding Lead will decide whether to consider offering Early Help to support the family or to make a referral to Newham's Triage Service when there are complex needs or child protection concerns. We will use the Early Help and Safeguarding Thresholds to inform our decision making.

12.2 If a referral to Children's Triage has not met the threshold for targeted support or statutory intervention the Designated Safeguarding Lead will make full written record of the decision and outcome. The school will continue to offer early help and interventions, supported by the use of the Early Help Record and Plan.

13 Concerns or Allegations of Abuse

13.1 Concerns about a staff member or volunteer

- 13.2 Members of staff must comply with the requirements of the Teachers' Standards: www.gov.uk/government/publications/teachers-standards
- 13.3 All members of staff should recognise that they are in a professional Position and must not become too informal with pupils, this means for example, not including them as Facebook or social media friends, not texting or swapping photographs, or arrange to meet out of school. Any of these aspects could constitute misconduct.
- 13.4 If you have concerns about a member of staff or volunteer, speak to the head teacher.
- 13.5 If you have concerns about the head teacher, speak to the Safeguarding Governor. You can also discuss any concerns about any staff member or volunteer with the DSL.
- 13.6 The head teacher/DSL will then follow the procedures set out in appendix 3, if appropriate. The DSL (or the system leader, in the case of a concern about the Headteacher) will also inform the designated officer for the Local Authority.

14 Allegations of Abuse Made Against Other Pupils (Peer-on-Peer Abuse)

- 14.1 The School recognises that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".
- 14.2 Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
- a. Is serious, and potentially a criminal offence;
 - b. Could put pupils in the school at risk;

- c. Is violent;
- d. Involves pupils being forced/ coerced into drugs or alcohol; and
- e. Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

14.3 Staff are made aware of the importance of:

- a. Making clear that sexual violence and sexual harassment is not acceptable,
- b. Will never be tolerated and is not an inevitable part of growing up;
- c. Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- d. Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts;
- e. Dismissing or tolerating such behaviours risks normalising them.

14.4 When referring to sexual harassment the School mean 'unwanted conduct of a sexual nature' that can occur online and offline. When the School reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to:

- a. Violate a child's dignity; and/or
- b. Make them feel intimidated;
- c. Degraded or humiliated and/or create a hostile;
- d. Offensive or sexualised environment.

14.5 Whilst not intended to be an exhaustive list, sexual harassment can include: sexual comments, such as:

- a. Telling sexual stories;
- b. Making lewd comments;
- c. Making sexual remarks about clothes and appearance;
- d. Calling someone sexualised names;
- e. Sexual "jokes" or taunting;
- f. Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment; non-consensual sharing of sexual images and videos;
- g. Sexualised online bullying;
- h. Unwanted sexual comments and messages, including, on social media; and
- i. Sexual exploitation; coercion and threat.

14.6 If a pupil makes an allegation of abuse against another pupil, **you must tell the DSL and record the allegation, but do not investigate it.**

14.7 The DSL will contact the local authority children's social care team and follow their advice, as well as the police if the allegation involves a potential criminal offence.

14.8 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.

14.9 The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

14.10 The School will minimise the risk of peer-on-peer abuse by:

- a. Challenging any form of derogatory or sexualised language or behaviour;

- b. Being vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards female pupils,
- c. Initiation or hazing type violence with respect to boys;
- d. Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent; ensuring pupils know they can talk to staff confidentially; and
- e. Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves.

14.11 If you have concerns about a child (as opposed to a child being in immediate danger) Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

14.12 Where possible, speak to the DSL first to agree a course of action.

14.13 You can also contact the charity **NSPCC on 0808 800 5000** if you need advice on the appropriate action.

15 Early Help

15.1 If early help is appropriate, the DSL will liaise with other agencies and setting up an inter-agency assessment as appropriate.

15.2 The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

16 Referral

16.1 If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

16.2 If you make a referral directly, you must tell the DSL as soon as possible.

- 16.3 The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.
- 16.4 If the child's situation does not seem to be improving after the referral, the DSL who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

17 Allegations and/or Complaints Against Staff

- 17.1 Allegations and/or complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff. For use of reasonable force, please refer the Behaviour and Anti- Bullying Policy.

18 Other complaints

- 18.1 If concerns are raised by parents/carers that relate to a possible safeguarding issue, the matter will be referred to the designated safeguarding lead on the senior leadership team and will be handled in line with the Child Protection and Safeguarding Policy.
- 18.2 If the concerns related to the premises, the Headteacher would work collaboratively with the **operations team** to investigate the concerns further and take action if required.
- 18.3 There is a written procedure for dealing with concerns and complaints from parents and/or carers, and will keep a written record of any complaints, and their outcome.
- 18.4 The school will investigate written complaints relating to their fulfilment of the School's requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint.

18.5 The school will make available to parents and/or carers details about how to contact Ofsted if they believe the provider is not meeting the requirements. Parents and /or carers will be made aware if they are to be inspected by Ofsted. A copy of the report will be issued to parents and/or carers of children attending on a regular basis.

19 Whistle Blowing

19.1 The School recognises that children cannot be expected to raise concerns in an environment where staff fails to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

19.2 The School has a separate whistle-blowing policy that covers concerns regarding the way the School safeguards pupils - including poor or unsafe practice, or potential failures.

19.3 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head teacher.

19.4 The Head teacher on all such occasions will discuss the content of the allegation with the Local Authority's Lead Officer for Child Protection and safeguarding board.

19.5 If the allegation made to a member of staff concerns the Head teacher, the Designated Teacher will immediately inform the Chair of Governors who will consult with the Local Authority's Lead Officer for Child Protection.

19.6 The School will always follow our locally agreed procedures for the management of allegations against staff. The School will work closely with the LADO team and can contact them very quickly for advice and support.

LADO Officer: Nick Pratt 020 3373 3803

20 Training

20.1 All staff

- 20.2 All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and e-safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be annually updated and will be in line with advice from our local safeguarding children board.
- 20.3 All staff will have training on the government's anti-radicalisation strategy, prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- 20.4 Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.
- 20.5 All members of the Staff will receive annual updates from the DSL plus regular updates throughout the year.
- 20.6 All staff will sign forms, indicating that they have received training.
- 20.7 **The DSL and Deputy/Deputies**
- 20.8 The DSL and deputy/deputies will undertake child protection and safeguarding training at least every 2 years.
- 20.9 The DSL and deputy/deputies will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding policy documents and national updates).
- 20.10 The DSL and deputy/deputies will also undertake Prevent awareness training.

21 Safeguarding and Child Protection in Specific Circumstances

21.1 Attendance

- 21.2 The School promotes and encourage attendance using lots of positive reinforcement and rewards. Attendance is monitored daily and all absences recorded.
- 21.3 When children are absent the School will endeavour to find out when they are likely to return.
- 21.4 Cases of concern are monitored and discussed will parents. Persistent non-attendance is referred to the EWO and next steps will be taken.
- 21.5 The School are aware that a pupil's unexplained absence from school could mean that they are at risk from harm.
- 21.6 The School will always report an unexplained absence of a child with a Child Protection Plan or a Child in Need to the child's social worker within one day.
- 21.7 The School will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day.
- 21.8 The School will always report a continued absence about which we have not been notified by the parent or carer to the Attendance Management Service if we have been unable to confirm the reasons for absence.
- 21.9 The School will always report to the local authority the name of any child who has been newly registered to attend our school but does not arrive on the expected day.
- 21.10 The School will always report to the Attendance Management Service the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date.

22 Pupil Behaviour

- 22.1 The School will always aim to maintain a safe and calm environment by expecting good behaviour from our pupils in line with our behaviour policy.

- 22.2 The School are aware that any physical response from a member of staff to a pupil's poor behaviour could lead to a child protection concern being raised by the child or parent/carer.
- 22.3 No member of staff will use force when dealing with a pupil's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action.
- 22.4 The School will always record any occasion when physical intervention has been necessary.
- 22.5 The School will always notify parents or carers of any such incident.

23 Anti-Bullying

- 23.1 The School's policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Homophobic bullying and the use of words is challenged and logged.
- 23.2 The School upholds, Lesbian, Gay, Bisexual and Transgender rights ensuring equality is respected in all areas and directly address issues related to this.
- 23.3 The School understands that bullying is harmful to children.
- 23.4 The School has an anti-bullying policy that sets out our aim of ensuring no child becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable.
- 23.5 The School will always take seriously any reports of bullying and respond appropriately.
- 23.6 The School understands that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with the School's anti-bullying policy.
- 23.7 The School takes incidents of discrimination very seriously and we actively promote positive tolerant attitudes in relation to race, sexuality

and faith. Any acts of discrimination and words used with negative connotations is challenged and logged.

- 23.8 The School's policy on racist incidents is in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

24 Looked After Children and Previously Looked After Children

- 24.1 Staff will be trained on the skills, knowledge and understanding needed to keep looked after children (LAC) and previously LAC safe, including regarding the legal status and parental responsibility arrangements for LAC.
- 24.2 The School will appoint a designated teacher to promote the educational achievement of LAC (and previously LAC), and should ensure this person is appropriately trained.
- 24.3 The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child, and should work closely with the designated teacher.
- 24.4 The designated teacher for LAC should work with the virtual school head at the LA to discuss how best to use funding to support the progress of LAC. They should also work with the virtual school head to promote the educational achievement of previously LAC.

25 Child Sexual Exploitation (CSE)

- 25.1 Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.
- 25.2 Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship. If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a

referral to the local authority's children's social care team and the police, if appropriate.

25.3 Indicators of sexual exploitation can include a child:

- a. Appearing with unexplained gifts or new possessions.
- b. Associating with other young people involved in exploitation.
- c. Having older boyfriends or girlfriends.
- d. Suffering from sexually transmitted infections or becoming pregnant.
- e. Displaying inappropriate sexualised behaviour.
- f. Suffering from changes in emotional wellbeing.
- g. Misusing drugs and/or alcohol.
- h. Going missing for periods of time, or regularly coming home late.
- i. Regularly missing school or education, or not taking part in education.

26 Female Genital Mutilation (FGM)

26.1 The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

26.2 **FGM** is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

26.3 **Possible Indicators that FGM is imminent** include:

- a. Being a girl between the ages of 5 to 8 within a community where FGM is practiced.
- b. When a female family elder visits, particularly if she arrives from another country.
- c. A girl talking about a 'special procedure' or saying that she is attending a special ceremony to become a woman.

d. A girl being taken out of the country for a prolonged period.

- 26.4 **Any teacher**, who discovers that an act of FGM appears to have been carried out on a **pupil under 18**, **must immediately report this to the police, personally**. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- 26.5 **The duty above does not apply** in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out.
- 26.6 Staff must inform the DSL if they have any concerns that a pupil may be having.
- 26.7 FGM surgery in the future in the UK but also abroad. Staff should not examine pupils.
- 26.8 **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.
- 26.9 The DSL will make sure that staff has access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM. Indicators that FGM has already occurred include:
- a. A pupil confiding in a professional that FGM has taken place;
 - b. A mother/family member disclosing that FGM has been carried out;
 - c. A family/pupil already being known to social services in relation to other safeguarding issues;
 - d. Having unusual difficulty walking, sitting or standing, or looking uncomfortable;
 - e. Finding it hard to sit still for long periods of time (where this was not a problem previously);

- f. Spending longer than normal in the bathroom or toilet due to difficulties urinating;
- g. Having frequent urinary, menstrual or stomach problems; avoiding physical exercise or missing PE;
- h. Being repeatedly absent from school, or absent for a prolonged period;
- i. Demonstrating increased emotional and psychological needs for example, withdrawal or depression, or significant in behaviour; being reluctant to undergo any change medical examinations; asking for help, but not being explicit about the problem; talking about pain or discomfort between her legs.

27 Preventing Radicalisation

- 27.1 The School is clear that extremism and radicalisation should be viewed as safeguarding concerns. The School values freedom of speech and the expression of beliefs and both pupils and adults have the right to speak freely and voice their opinions.
- 27.2 **From 1 July 2015** 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".
- 27.3 The statutory prevent guidance summarises the requirements on schools in terms of four general themes:
- a. Risk assessment,
 - b. Working in partnership,
 - c. Staff training and
 - d. IT policies.
- 27.4 As with managing other safeguarding risks, staff should be alert to

changes in children's behaviour which could indicate they may be in need of help or protection. If staff have a concern they should follow local safeguarding procedures and local protocols for multi-agency liaison with police and children's social care.

28. Extremism and Radicalisation

28.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

28.2 Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and respect and tolerance of different faiths and beliefs. Extremism is views and actions that promote:

- a. Violence against others
- b. Hatred towards others
- c. The rights of others

28.3 The School has a duty to prevent children from being drawn into terrorism.

28.4 The DSL will undertake Prevent awareness training and make sure that all staff have access to appropriate training to equip them to identify children at risk.

28.5 The DSL will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

28.6 **If a child is not at immediate risk of harm**, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).

28.7 Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

- 28.8 The Department for Education also has a dedicated telephone helpline, **020 7340 7264**, that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email **counter.extremism@education.gov.uk**. Note that this is not for use in emergency situations.
- 28.9 In an emergency, call **999** or the confidential anti-terrorist hotline on **0800 789 321** if you:
- a. Think someone is in immediate danger;
 - b. Think someone may be planning to travel to join an extremist group;
 - c. See or hear something that may be terrorist-related
- 28.10 The School will ensure that suitable internet filtering is in place and will equip our pupils to stay safe online at school and at home.
- 28.11 There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in pupils' behaviour
- 28.12 The Government Website Educate Against Hate
<https://educateagainsthate.com/%20and%20charity>
- 28.13 **NSPCC** state that signs that a pupil is being radicalised can include the following:
- a. Refusal to engage with, or becoming abusive to, peers who are different from themselves;
 - b. Becoming susceptible to conspiracy theories and feelings of persecution;
 - c. Changes in friendship groups and appearance;
 - d. Rejecting activities they used to enjoy;
 - e. Converting to a new religion;
 - f. Isolating themselves from family and friends;

- g. Talking as if from a scripted speech;
- h. An unwillingness or inability to discuss their views;
- i. A sudden disrespectful attitude towards others;
- j. Increased levels of anger;
- k. Increased secretiveness, especially around internet use;
- l. Expressions of sympathy for extremist ideologies and groups, or justification of their actions;
- m. Accessing extremist material online, including on Facebook or Twitter;
- n. Possessing extremist literature; and
- o. Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

28.14 Staff must always take action if they are concerned.

28.15 The School is clear that extremism and radicalisation should be viewed as safeguarding concerns. We value freedom of speech and the expression of beliefs from both pupils and adults. All members of the school community have the right to speak freely and voice their opinions.

29 Children Missing from Education (CME)

29.1 The Headteacher and the Welfare team will review the numbers of CME every six weeks at the safeguarding meeting. They will ask about the steps being taken to trace and track the movement of CME pupils, actions being taken to ensure their safety.

29.2 An off-rolling form will be completed to identify the reasons why a child will be taken off the school's roll.

29.3 A child going missing from education is a potential indicator of abuse or

neglect, and such children are at risk of being victims of harm, exploitation or radicalisation. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- a. Are at risk of harm or neglect;
- b. Come from Gypsy, Roma, or Traveller families;
- c. Come from the families of service personnel;
- d. Go missing or run away from home or care;
- e. Are supervised by the youth justice system; come from new migrant families.

29.4 The School will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

29.5 Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

29.6 If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

30 Forced Marriage

30.1 Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a

person to enter into a marriage. Threats can be physical or emotional and psychological and can come from parents and other family members or elders in a particular religion.

30.2 Staff will receive training around forced marriage and the presenting symptoms. The School is aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

30.3 If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

30.4 **The DSL will:**

- a) Speak to the pupil about the concerns in a secure and private place;
- b) Activate the local safeguarding procedures and refer the case to the local authority's designated officer;
- c) Seek advice from the **Forced Marriage Unit on 020 7008 0151 or email: fmufco.gov.uk** ; and/or
- d) Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

31 **Breast Ironing**

31.1 Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa.

31.2 The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Breast ironing is more prevalent in cities. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.

- 31.3 Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Keeping Children Safe in Education (2018) mentions breast ironing as part of so-called 'Honour Violence'.
- 31.4 Staff worried about the risk of breast ironing in their school should speak to the Designated Safeguarding Lead as soon as possible.

32 Health & Safety

- 32.1 The School has a Health & Safety Policy which demonstrates the consideration we give to minimising any risk to the children when on the school premises and when undertaking activities out of school under the supervision of our staff.

33 Working Together with Parents and Carers

33.1 Pupil Information

- 33.2 The School recognises the importance of keeping up-to-date and accurate information about pupils.
- 33.3 The School will regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur.
- a) Names and contact details of persons with whom the child normally lives;
 - b) Names and contact details of all persons with parental responsibility;
 - c) Emergency contact details;
 - d) Details of any persons authorised to collect the child from school (if different from above);
 - e) Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
 - f) Name and contact detail of G.P.; and

- g) Any other factors which may impact on the safety and welfare of the child

34 Confidentiality

- 34.1 Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will remain confidential and governed by the **General Data Protection Regulations (GDPR)**. Staff will be given relevant information only on a "need to know" basis in order to support the child if that is necessary and appropriate.
- 34.2 The School is, however, under a duty to share any information which is of a child protection nature. The School understands that this is in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing.
- 34.3 The School has a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the pupil transfers.

35 Referrals to Partner Agencies

- 35.1 If the School has a reason to be concerned about the welfare of a child we will always seek to discuss this with the child's parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Children's Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

36 Sharing our Policy

- 36.1 This policy is available to all parents of pupils and prospective pupils via our website and can be made available by hard copy on request. Where the Trust needs to use your information in order to comply with a legal obligation, for example to report a concern to Children's Services. The School may also have to disclose your information to third parties such as

the courts, the local authority or the police where legally obliged to do so.

37 Child Protection Conferences

- 37.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm.
- 37.2 A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.
- 37.3 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.
- 37.4 All reports for child protection conferences will be prepared in advance. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.
- 37.5 The School recognises that child protection conferences can be upsetting for parents. The School recognises that we are likely to have more contact with parents than other professionals involved. The School will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a Child Protection Plan.
- 37.6 The School's responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

38 Adults Working with Children

38.1 Safer Recruitment

38.2 All staff and volunteers working with children in our school will be recruited Safely.

39 Pre-Appointment Checks

39.1 The School will seek an **enhanced DBS check with barred list information**, on all potential staff, as they will be engaging in regulated activity.

39.2 Other pre-appointment checks for new school staff and governors include:

- a) Verifying identity;
- b) Verifying the right to work in the UK;
- c) Verifying professional qualifications, as appropriate;
- d) Checking that anyone employed to carry out teaching work is not subject to a teacher prohibition order; and
- e) **Section 128 checks (see annex 1)**

40 Preparation

40.1 The School will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role.

40.2 The School will always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.

41 Advertising

41.1 The School will always advertise our vacancies in a manner that is likely to attract a wide range of applicants.

41.2 The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment.

41.3 The advertisement will state that the post is subject to a **Disclosure and Barring check**.

42 Applications

42.1 The School will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions.

42.3 The School will scrutinise all completed application forms.

42.4 The School will not accept CVs.

43 References

43.1 The School will not accept open references or testimonials.

43.2 The School will ask for the names of at least two referees.

43.3 The School will take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children.

43.3 The School will follow up any vague or ambiguous statements.

44 Interviews

44.1 The School will always conduct a face to face interview even when there is only one candidate.

44.2 The School's interview panel will always contain at least one member trained in safer recruitment practice. At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, *Keeping Children Safe in Education*, and be in line with local safeguarding procedures.

44.3 The School's interview questions will seek to ensure we understand the candidate's values and beliefs that relate to children.

44.4 All candidates will be asked to bring original documents which confirm their identity, qualifications, and right to work.

45 Appointments

45.1 The School's offer of appointment will be conditional on all requested checks having been returned as satisfactory.

45.2 The School will refer to the Disclosure and Barring Service any person whose checks reveal that they have sought work when barred from working with children.

46 Single Central Record

46.1 The School will keep a **Single Central Record (SCR)** to demonstrate that we have carried out the mandatory pre-appointment checks referred to above.

46.2 This **SCR** must cover:

a) All staff (including supply staff and trainee teachers on salaried routes) who work at the school or college; and

b) All members of the proprietor body (members and trustees in the case of the Trust)

46.3 For each check on each member of staff, the School will record whether it has been carried out and the date on which it was carried out (or the certificate received).

46.4 As there is no statutory duty to include details of any other checks on the SCR, but the School may record any other information we deem relevant. This might include checks for childcare disqualification, volunteers, and safeguarding and safer recruitment training dates.

46.5 The **SCR** can be in paper or electronic format.

46.6 MATs should ensure the information on the SCR for their trust is recorded in such a way that information for individual school can be provided separately and without delay to those entitled to inspect it.

47 Induction

- 47.1 The School will always provide newly appointed staff with appropriate guidance about safe working practice, boundaries and propriety and explain the consequences of not following the guidance.
- 47.2 The School will include the school's behaviour policy and the school's procedures for managing children who are, as well as the staff code of conduct, and the child protection policy.

48 Continuing Professional Development

- 48.1 The School will ensure that all staff receives regular training in Child Protection.

49 Supervision

- 45.1 The School will always supervise staff and act on any concerns that relate to the safeguarding of children.

50 Disqualification under the Childcare Act 2006

- 50.1 The School has invoked the Changes to Disqualification under the Childcare Act 2006, as amended by the Childcare (**Early Years Provision Free of Charge**) (**Extended Entitlement**) (**Amendment**) Regulation 2018 have been made, following a consultation into Disqualification under the Childcare Act 2006.
- 50.2 The guidance from **Disqualification by Association 2006** (as amended) and **Keeping Children Safe in Education 2018** says that we should remind all staff, not just those working with under-8s, that their 'relationships and associations' (including online) may have an implication for the safeguarding of pupils, and if there are concerns about that, the school should be told.

51 Making Referrals to the DBS

- 51.1 The School have a have a legal duty to make a referral to the DBS where:
- a) An individual has harmed, or poses a risk of harm, to a child or vulnerable adult;

- b) The harm test is satisfied in respect of that individual;
- c) The individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and
- d) That individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

51.2 The School will make a referral as soon as possible and ordinarily on conclusion of an investigation, when an individual is removed from working in regulated activity.

52 Safe Practice

52.1 The School understands that all adults working in or on behalf of our school have a duty to safeguard children and promote their welfare. The School aims to provide a safe and supportive environment for our children through the relationship we have with them and their parents or carers and will always seek to ensure that all adults working in our school behave in a manner that fosters this relationship.

52.2 The School will ensure that all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately.

53 Notifying Parents

53.1 Where appropriate, the School will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

53.2 Other staff will only talk to parents about any such concerns following consultation with the DSL.

53.3 If the School believes that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

53.4 In the case of allegations of abuse made against other children, the School will normally notify the parents of all the children involved.

54 Mobile Phones and Cameras

54.1 In the primary school, no member of staff may use their own tablet, phone or other device to take photographs whilst children are present.

54.2 School tablets, phones, devices may only be used in the main classroom area (not toilets or changing rooms or where children are changing their clothes) during work time when they may want a record of a child's learning for assessment purposes.

54.3 Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

54.4 Staff will not take pictures or recordings of pupils on their personal phones.

54.5 The School will follow the **General Data Protection Regulation and Data Protection Act 2018** when taking and storing photos and recordings for use in the school.

55 Online Safety

55.1 The School recognises that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use.

55.2 The School has an Online Safety policy that addresses how we minimise those risks in school and teach children how to stay safe when using the Internet in their lives out of school.

55.3 All staff will be trained in Online Safety.

56 Monitoring and Compliance

- 56.1 The School will ensure appropriate filters and appropriate monitoring systems are in place. (**'Keeping Children Safe in Education, 2021'**)
- 56.2 The School will ensure children should not be able to access harmful or inappropriate material from the school's IT system; "however, we will need to be careful that **"over blocking"** does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding."
- 56.3 The School recognises that no filter can be guaranteed to be 100% effective.
- 56.4 The **Headteacher** along with the **IT Manager** will check that the school is satisfied that their filtering system manages the following content (and web search). The filtering will have regard to:
- a. Discrimination - a web search that promotes the unjust or prejudicial treatment of people on the grounds of race, religion, age, sexuality, gender identity, disability; drugs/substance abuse - displays or promotes the illegal use of drugs or substances;
 - b. Extremism - promotes terrorism and terrorist ideologies, violence or intolerance; malware/hacking - promotes the compromising of systems including anonymous browsing and other filter bypass tools as well as sites hosting malicious content;
 - c. Pornography - displays sexual acts or explicit images; piracy and copyright theft - includes illegal provision of copyrighted material;
 - d. Self-harm - promotes or displays deliberate self-harm (including suicide and eating disorders); violence - displays or promotes the use of physical force intended to hurt or kill.

56.5 The school will ensure that their filtering system meets the following principles:

- a. Age appropriate, differentiated filtering - includes the ability to vary filtering strength appropriate to age and role; has the ability and ease of use that allows school to control the filter themselves to permit or deny access to specific content;
- b. The filtering provider publishes a rationale that details their approach to filtering with classification and categorisation as well as over blocking;
- c. The filtering system has the ability to identify users;
- d. Mobile and App content - mobile and app content is often delivered in entirely different mechanisms from that delivered through a traditional web browser. To what extent does the filter system block inappropriate content via mobile and app technologies (beyond typical web browser delivered content);
- e. Multiple language support - the ability for the system to manage relevant languages. Network level filtering should be applied at 'network level' ie, not reliant on any software on user devices;
- f. Reporting mechanism - the ability to report inappropriate content for access or blocking. Reports - the system offers clear historical information on the websites visited by your users.

56.6 The School recognises that no monitoring can guarantee 100% effective. The school makes sure there are appropriate monitoring systems in place to check for:

- a. Content that is illegal, for example child abuse images and terrorist content;
- b. The repeated use of force, threat or coercion to abuse, intimidate or aggressively dominate others;

- c. Encouraging the child into a coercive/manipulative sexual relationship. This may include encouragement to meet;
- d. Promotes the unjust or prejudicial treatment of people on the grounds of race, religion, age, sex, sexuality, disability or gender identity;
- e. Displays or promotes the illegal use of drugs or substances;
- f. Promotes terrorism and terrorist ideologies, violence or intolerance;
- g. Displays sexual acts or explicit images;
- h. Promotes or displays deliberate self-harm; promotes the use of physical force intended to hurt or kill; suggest the user is considering suicide.

56.7 The School will ensure that the content is age appropriate - includes the ability to implement variable monitoring appropriate to age. The system includes the capability to monitor personal mobiles and app technologies (i.e. not owned by the school), ensure it is deployed and supported and how data is managed.

57 Impact

57.1 The Headteacher and the IT Manager will use monitoring results to inform policy and practice. All users are made aware that their online access is being monitored via staff training, staff handbooks, assemblies to pupils and computing lessons.

58 Record Keeping

58.1 The School will hold records in line with our records retention schedule an GDPR.

58.2 All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded on CPOMs. Staff can choose to upload a hand-written record on CPOMs if required. If you are in any doubt about whether to record something, discuss it with the DSL. Non-confidential records will be easily accessible and available. Confidential

information and records will be held securely and only available to those who have a right or professional need to see them.

58.3 Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school. The safeguarding records are all stored on Safeguard. There are historic papers records still held within the School that are used when required. The School has a separate policy that provides additional information for how long the records are held.

58.4 The School will share information with other agencies and when this is appropriate, in line with our local safeguarding procedures.

59 Monitoring and Reviewing Our Policy and Practice

59.1 The School Designated Person for Child Protection will continually monitor our child protection and safeguarding practices and bring to the notice of the Headteacher and Governors any weaknesses or deficiencies.

59.2 The Governing Body has a duty to remedy any weaknesses that are identified.

59.3 An annual report will be submitted to the Governors which will outline the Child protection and safeguarding work we have undertaken during the year.

59.4 Names of children will not be shared.

59.5 Included in the report will be details of:

- a) The names of members of staff with Designated Safeguarding Lead responsibilities;
- b) Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete;
- c) The training that has been undertaken by the designated staff;
- d) The training that has been undertaken by all other staff and volunteers;

- e) Details of any incidents when physical restraint of pupils has been used;
- f) Details of information and guidance that has been given to staff;
- g) Details of safeguarding and child protection issues included in the curriculum;
- h) Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school;
- i) Details of safeguarding and child protection information given to parents;
- j) Details of the safety of the school site and the access given to visitors;
- k) Confirmation that all school lettings have been agreed with consideration given to the safeguarding of children;
- l) Numbers of child protection referrals made to Children's Services;
- m) Details of child protection conferences or meetings attended regarding children (names of children are not shared);
- n) Numbers of children identified in need of early help support;
- o) Numbers of child who have an Early Help Plan;
- p) Numbers of children who are, or have been, subject to a Child in Need or Child Protection Plan;

59.6 The Governors, Head teacher and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.

59.7 Our Policy will be reviewed annually with Governors. At every review, it will be approved by the full governing board of the School.

This Policy was last reviewed in September 2021.

Monega's Safeguarding, Early Help and Child Protection Policy

Figure 1: Procedure if you have concerns about a child's welfare (no immediate danger)



Statr keep the child's circumstances under review, and re-REFER if appropriate, to ensure the circumstances improve. The child's best interest must always come first at all stages.

Appendix 1: Types of Abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical Abuse 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 is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional Abuse 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.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- 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.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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.
- 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 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).
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: Role of the Designated Safeguarding Lead

The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. The DSL must be a member of the senior leadership team.

This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy Designated Safeguarding Leads

The deputy designated safeguarding leads should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.