

Braybrook Primary School



Safeguarding & Child Protection Policy

Status	Statutory
GB Monitor	Full Governing Body
Staff Lead	Annette Goodyear
Senior Lead	Headteacher
Version	Ratified
Publication Date	September 2018
Next Review	September 2019

This policy has been adapted from the Peterborough LA model Child Protection and Safeguarding Policy (Sept 2018), in line with DfE requirements in KCSiE September 2018

1. Key Contacts:

Key Contact list for Safeguarding in Braybrook Primary School

	Name	Telephone contact	Email
Designated Safeguarding Lead	Annette Goodyear	01733 232159	agoodyear@braybrook.peterborough.sch.uk
Deputy Designated Safeguarding Lead	Emma Green	01733 232159	head@braybrook.peterborough.sch.uk
Safeguarding Governor	Nikki Tulloch	01733 232159	office@braybrook.peterborough.sch.uk

Key local contacts

<http://peterborough.proceduresonline.com/index.htm>

	Name	Telephone contact	Email
Contact Centre	Duty Staff	(01733) 864170	Mash.cp@cambs.pnn.police.uk
Out of hours		(01733) 234724	
MASH Police Child Abuse Investigation Unit		(01480) 847743 or 101/999 (in an emergency)	
Early Help		(01733) 863649	
Designated Officer	Alison Curtis	(01733) 864042	Gisela.jarman@peterborough.gov.uk



INTRODUCTION

Braybrook Primary School fully recognises the responsibility it has under section 157 of the Education Act 2002, to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2018). All staff must be made aware of their duties and responsibilities under part one of this document, which are set out below.

Staff should read the above document, together with 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015).

Through their day-to-day contact with pupils and direct work with families, all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from early help
- Know what to do if a child tells them he/she is being abused or neglected
- Follow the referral process if they have a concern (See Keeping Children Safe in Education, 2018, flowchart p13)

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff and volunteers working in the school, including governors. Teaching assistants, midday supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Local Safeguarding Children Board (LSCB) procedures.

There are four main elements to our policy:

PREVENTION, through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A).

SUPPORTING CHILDREN, particularly those who may have been abused or witnessed violence towards others

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is available to parents on request and is on the school website.

2. PREVENTION

2.1. We recognise that for our pupils, high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to protect children.

This school will therefore:

- 2.2.1 establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- 2.2.2 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate;
- 2.2.3 engage fully in the Early Help process to maximise the opportunity for timely intervention;
- 2.2.4 include in the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world, and information about who to turn to for help;
- 2.2.5 include, in the curriculum, material which will:
 - help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills;
 - reinforce essential skills for every child, to include self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements;
 - embed online safety, at every relevant opportunity;
- 2.2.6 ensure that wherever possible, every effort will be made to establish effective working relationships with parents and carers and with colleagues from partner agencies.

2.3 Prevention of Peer on Peer Abuse

We recognise that peer on peer abuse can manifest itself in many ways. This can include, but is not limited to: bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images ('sexting'), teenage relationship abuse and physical abuse.

2.3.1 **All** forms of peer on peer abuse are unacceptable and will be taken seriously.

This school will therefore:

- 2.3.2 Create a whole school protective ethos in which peer on peer abuse, including sexual harassment, will not be tolerated.
- 2.3.3 Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- 2.3.4 Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment, as an inevitable part of growing up.
- 2.3.5 Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.

- 2.3.6 Provide high quality Relationship and Sex Education (RSE), including teaching about consent.
- 2.3.7 Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

3. PROCEDURES

- 3.1. We will follow the procedures set out in the Cambridgeshire and Peterborough Local Safeguarding Board 'Inter-Agency Procedures'. A copy of these procedures can be found on the LSCB website: <http://www.safeguardingpeterborough.org.uk/children-board/professionals/lscbprocedures/>
- 3.2. The school fully recognises the importance of the role of the Designated Safeguarding Lead. The DSL is a member of the Senior Leadership Team and the role is explicitly defined in their job description, with time, resources and training to undertake her/his duties agreed. (See *Keeping Children Safe in Education 2018 Annex B*).
- 3.2.1 The lead responsibility for safeguarding and child protection will not be delegated, though specific activities may be delegated to appropriately trained deputies.
- 3.2.2 Contingency arrangements are in place, should the Designated Safeguarding lead not be available.
- 3.2.3 The DSL and / or a deputy will always be available during school or college hours.
- 3.2.4 It is the responsibility of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the school.
- 3.2.5 The DSL and DPs should undergo two day training provided by Cambridgeshire Education Child Protection Service, and update this training every two years. Knowledge and skills in addition to this formal training should be refreshed regularly.
- 3.3. The Governing Body has a nominated governor for Safeguarding and Child Protection, who has undertaken appropriate training.
- 3.3.1 Governing bodies should ensure every member of staff and every governor knows:
- the name of the designated person/s and their role
 - how to identify the signs of abuse and neglect
 - how to pass on and record concerns about a pupil
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL/DP
 - that they have a responsibility to provide a safe environment in which children can learn
 - where to find the Inter-Agency Procedures on the LSCB website
- 3.3.1 Governing bodies should ensure that all staff members have satisfactory checks, including DBS, in place and undergo safeguarding and child protection training **at induction**. The training content should be regularly updated, in line with *Keeping Children Safe in Education 2018*.
- 3.3.2 Safeguarding is too big to rely on a single training session. Therefore, opportunities will be created for regular staff updates and sharing of information.

- 3.3.3 Governing bodies should ensure that volunteers are subject to a risk assessment to determine the level of checks required.
- 3.3.4 Governing bodies should ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection, by setting out these duties in the school *brochure/website/prospectus*.
- 3.3.5 Governing bodies should ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- 3.3.6 Governing bodies should ensure that this policy is available publically, either via the school website or by other means.

3.4 **Liaison with Other agencies**

The school will:

- 3.4.1 work to develop effective links with relevant services, to promote the safety and welfare of all pupils;
- 3.4.2 cooperate, as required, in line with 'Working Together to Safeguard Children 2018', with key agencies in their enquiries regarding child protection matters, including attendance, and provide written reports at child protection conferences and core groups;
- 3.4.3 notify the relevant Social Care Unit immediately if:
- it should have to exclude a pupil who is subject to a Child Protection Plan (fixed term or permanently)
 - there is an unexplained absence of a pupil who is subject to a Child Protection Plan
 - there is any change in circumstances to a pupil who is subject to a Child Protection Plan.
- 3.4.4 follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements (i.e. when parents arrange for a child to stay with an adult who is not a close relative for more than 28 days).

3.5 **Record Keeping**

The school will:

- 3.5.1 keep clear, detailed, accurate written records of concerns about children (noting the date, event and action taken), even when there is no need to refer the matter to Social Care immediately;
- 3.5.2 ensure all records are kept securely, separate from the main pupil file and in a locked location;
- 3.5.3 ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools;
- 3.5.4 make parents aware that such records exist, except where to do so would place the child at risk of harm.

3.5.5 All actions and decisions will be led by what is considered to be in the best interests of the child.

3.6 **Confidentiality and information sharing**

3.6.1 The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

3.6.2 Staff and volunteers will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, they should seek advice from a senior manager or outside agency, as required.

3.6.3 Whilst consent to share information will generally be sought, sharing without consent will take place should the safety of a child be at risk. Any decision not to share will be recorded.

3.6.4 The Headteacher or Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only. Parental consent may be required.

3.6.5 If a member of staff receives Subject Access Request (under the Data Protection Act 2018) from pupil or a parent they will refer the request to the DSL or Headteacher.

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

3.6.7 All staff must be aware that they cannot promise a child to keep secrets.

3.7 **Communication with parents/carers**

The school will:

3.7.1 ensure that parents have an understanding of the responsibility placed on the school and staff for child protection, by setting out its obligations on the school website;

3.7.2 undertake appropriate discussion with parents prior to involvement of another agency, unless specific circumstances preclude this. **Parents/carers should generally be consulted before a referral is made about them to another agency, but there are certain circumstances when this is not the case.** Staff are advised to seek guidance if they are unclear as to whether they should discuss a concern with parents;

3.7.3 record what discussions have taken place with parents on the 'Log of Concern' about a Child's welfare. If a decision has been made not to discuss with parents, the reason should be recorded.

3.8 **Dealing with Sexual Violence and Sexual harassment between children**

The school recognises that sexual violence and sexual harassment can occur between two children of any age and sex. Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

The school will:

3.8.1 Be clear that sexual violence and sexual harassment will not be tolerated.

- 3.8.2 Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- 3.8.3 Make decisions on a case-by-case basis.
- 3.8.4 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision-making.
- 3.8.5 Implement measures to keep the victim, alleged perpetrator and, if necessary, other children and staff members safe. Record any risk assessments and keep them under review.
- 3.8.6 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 3.8.7 Liaise closely with external agencies, including police and social care when required.
- 3.8.8 Further guidance can be found in 'Keeping Children Safe in Education 2018' Part Five, 'Sexual violence and sexual harassment between children in schools and colleges' (DfE May 2018) and 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' (UKCCIS)

4. SUPPORTING CHILDREN

The school recognises that **any** child may be subject to abuse and neglect and, as such, will support all children by:

- 4.1 Providing curricular opportunities to encourage self-esteem and self-motivation.
- 4.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- 4.3 Applying the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- 4.4 Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.
- 4.5 Developing productive and supportive relationships with parents/carers.
- 4.6 The school recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life, which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for:

4.6.1 Children with Disabilities, Additional Needs or Special Educational Needs

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem, as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHE curriculum, staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and how to manage risk. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

4.6.2 Children Mis-using Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings, but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern
- Where the child is perceived to be at risk of harm through any substance associated criminality

4.6.3 Children Living with Substance Misusing Parents/Carers

Misuse of drugs or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parent/carers, they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable care givers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour

- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of an unborn child.

4.6.4 Children Living with Domestic Abuse

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

4.6.5 Children at risk of 'Honour-base' Violence, including Female Genital Mutilation (FGM)

So called 'honour-based' violence encompasses incidents, which have been committed to protect or defend the honour of the family, and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.

Female genital mutilation (FGM) is a form of child abuse and is illegal in the UK. The fear of being branded racist or discriminatory must not weaken the protection required by those who are vulnerable.

Possible signs that a girl may be at risk of or already having suffered FGM will be addressed through staff safeguarding training and staff will follow the school's agreed safeguarding procedures when concerned.

The DSL will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if against the pupil's wishes. If a girl has been absent from school for a long period of time and there is a need to make informal enquiries, the fact that enquiries are related to FGM **will not** be revealed as this may increase risk.

In accordance with statutory duty, all **known** cases of FGM in girls under the age of 18 will be reported to the police.

4.6.6 **Children at risk of Child Sexual Exploitation (CSE)**

Sexual exploitation is a form of child sexual abuse and can have a serious impact on every aspect of the lives of those involved. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, or for the financial advantage or increased status of the perpetrator or facilitator.

Staff at Braybrook Primary School are aware that any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances.

Potential indicators of sexual exploitation will be addressed within staff training. However, it is important to be aware that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse.

The victim may have been sexually exploited even if the sexual activity *appears* consensual.

Schools will complete the LSCB Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk.

4.6.7 **Children at risk of Criminal Exploitation**

Criminal exploitation of children is a form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas.

This activity can be perpetrated by groups or individuals, males or females, young people or adults.

Any child or young person under the age of 18 (or vulnerable adult over the age of 18) can be affected. As with CSE, this kind of exploitation can *appear* to be consensual.

Key to identifying potential involvement in county lines are episodes of missing.

School child protection procedures will be followed where concerns are raised.

4.6.8 **Children with Family Members in Prison**

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

Children may be the target of bullying, or may have attendance issues. There may be problems associated with prison visits and the family may be experiencing financial difficulties.

Braybrook Primary School is committed to supporting the children and young people who have a parent or close relative in prison, and to minimise the risk of them not achieving their full potential.

Information shared by the family will be treated in confidence and will be shared on a 'need to know basis.

We will work with the family to find the best ways to support the child/ren.

4.6.9 **Children at risk of Radicalisation**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. Nationally, there have been occasions where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views, including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Whilst Braybrook Primary School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values, we also recognise that free speech is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The School fully recognises its statutory duty to identify and support pupils at risk, and is clear that this exploitation and radicalisation should be viewed as safeguarding concern.

The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, anti-bullying policy, online-safety and other issues specific to the school's profile, community and philosophy.

The School's SPOC (Single Point of Contact) will be the lead for safeguarding in relation to protecting individuals from radicalisation, sharing relevant information in a timely manner with the appropriate agency, including Channel.

4.6.10 **Children Frequently Missing Education**

Braybrook Primary School recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones and risk of FGM or forced marriage.

The school monitors attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

4.6.11 **Children who are Young Carers**

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend who is ill, disabled or misuses drugs or alcohol, can increase their vulnerability and that they may need additional support and protection.

School will:

- seek to identify young carers;
- offer additional support internally;
- signpost to external agencies;
- be particularly vigilant to the welfare of young carers;
- follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

4.6.12 Children who have returned home to their family from care

The school recognises that a previously looked after child potentially remains vulnerable. We will vigilantly monitor the welfare of previously looked after children, keep records and notify Social care as soon as there is a recurrence of a concern.

4.6.13 Children showing signs of Abuse and/or Neglect

The School recognises that experiencing abuse or neglect may have an adverse impact on those children, which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (Appendix A).

5. PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

- 5.1 The school has a separate safe recruitment policy which is compliant with local and national requirements and regularly reviewed to reflect DfE guidance.
- 5.2 The school will operate safe recruitment practices, including ensuring pre-employment checks, and appropriate DBS and reference checks are undertaken, according to "Keeping Children Safe in Education". (DfE 2018)
- 5.3 The governing body will ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- 5.4 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.
- 5.5 Any allegation against a member of staff or volunteer must be reported to the Headteacher without delay, unless the Headteacher is the subject of the allegation when the chair of governors must be informed.
- 5.6 In the event of an allegation being made against a member of staff, consultation with the Designated Officer from the local authority (LADO) will take place within one working day. Following consultation, the referrer will advise on all further action to be taken.
- 5.7 The school will not investigate an allegation, advise the member of staff or interview children until consultation has taken place with the LADO, as doing so may compromise any police investigation.
- 5.8 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the school. Braybrook Primary School recognises **it has a legal duty to refer to the DBS and any other relevant professional bodies anyone who has harmed, or poses a risk of harm, to a child.**

- 5.9 Under no circumstances will volunteers of whom no checks have been obtained be left unsupervised with children or allowed to work in regulated activity.
- 5.10 The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.
- 5.11 All staff have been given a copy of *Guidance for safer working practice for those working with children and young people in education settings 2015*, as part of their induction and have signed as an undertaking that they will comply with this guidance.
- 5.12 All staff are aware of their whistle blowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and/or unsuitable behaviour. This includes the requirement to self-disclose any personal issues, which may impact on their suitability to work in an education setting.
- 5.13 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful, and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).
- 5.14 Staff will also be aware of the need to report inappropriate sexualised behaviour to Children's Social Care.
- 5.15 In accordance with regulations, Braybrook Primary School will ensure that staff are aware of legislation that may cause them to be disqualified.

6. OTHER RELATED POLICIES

6.1 Whistle-blowing

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, including the attitude or actions of colleagues. Any concerns should be reported following the school's Whistle-blowing policy

6.2 Physical Intervention

Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

6.3 Bullying

Our policy on bullying is set out in a separate document and is reviewed annually by the governing body. This policy will include reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

6.4 Health and Safety

Our Health and Safety policy, set out in a separate document, is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

6.5 Online Safety and Acceptable Use Policy

Our policy is set out in a separate document and is reviewed annually. Online safety is included in the curriculum at all levels and information will be provided to parents.

6.6 Use of Mobile Phones Policy

This is a requirement for all Nursery or primary schools with EYFS.

Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

6.7 Extended Schools and Before and After School Activities

If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding, as written in this policy, shall apply.

Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This policy also links to our policies on:

Behaviour
Staff Behaviour/Code of Conduct
Whistleblowing
Allegations against staff
Allegations against other pupils
Attendance
PSHE, including drug education and sex education
Administration of medicines
Risk assessment
Recruitment and selection
Intimate Care

7. MONITORING and EVALUATION

Our Safeguarding and Child Protection policy and procedures will be monitored and evaluated through:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Monitoring of logs of behaviour and prejudice related incidents
- Review of parental concerns

Appendix A

Four categories of abuse

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.

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. It may occur during pregnancy as a result of maternal substance misuse. It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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

Emotional Abuse is the persistent emotional maltreatment, so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction. It may involve:
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- the exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

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.

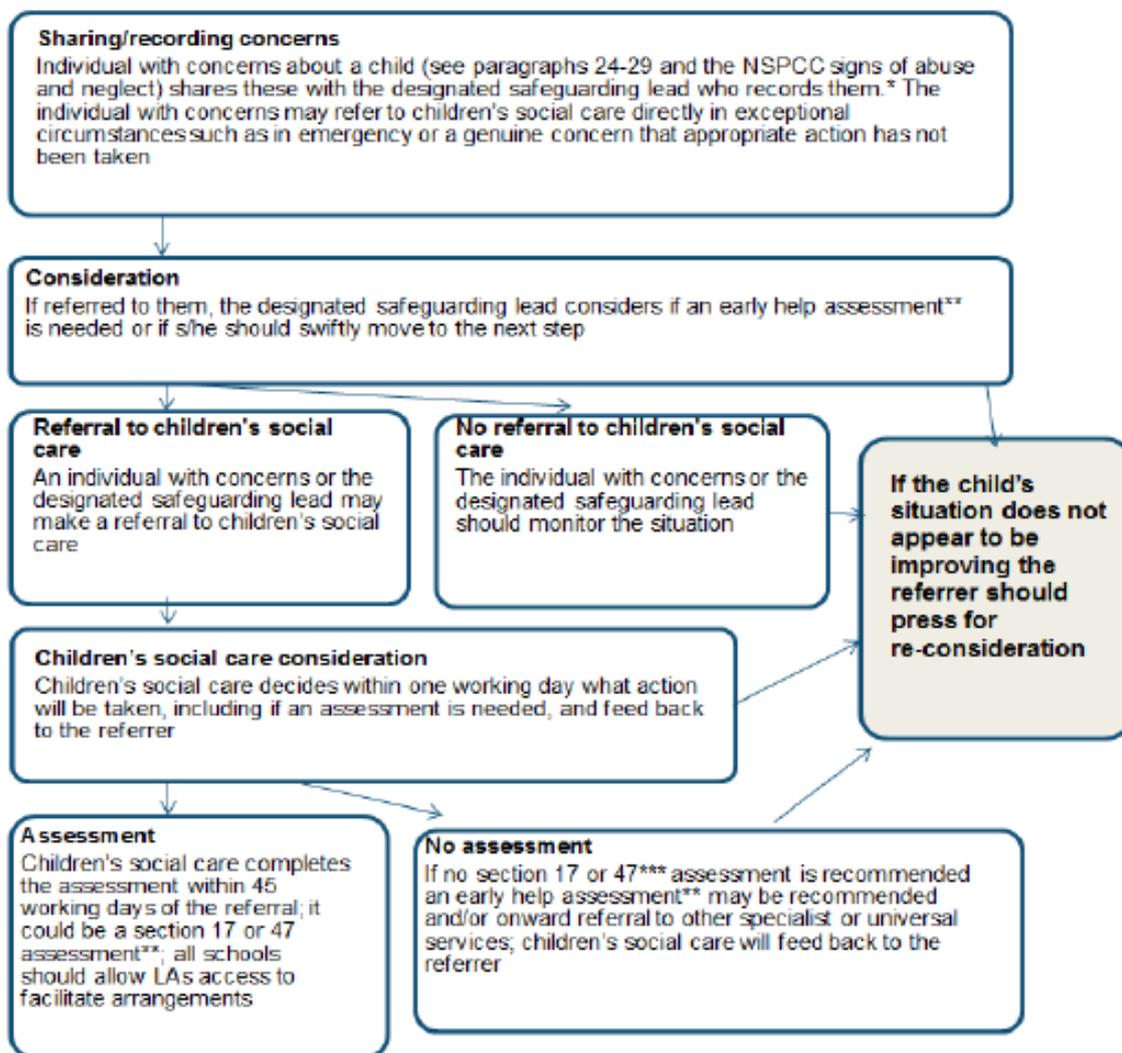
This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - 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.

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**



*In cases which also involve an allegation of abuse against the staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member.

** Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of [Working Together to Safeguard Children 2015](#) for more information.