

# **Billinge Chapel End Primary School & Nursery**

## **Safeguarding Policy**

### **(2017)**



## **INTRODUCTION**

### **Developing a Whole-School Policy on Safeguarding Children**

This document concerns the duties that Chapel End Primary School & Nursery has to safeguard and promote the welfare of children. It recognises its duty regarding Section 175 of the Education Act (2002) and is in line with the St Helens Local Safeguarding Children Board procedures, "Working Together to Safeguard Children" (March 2015) 'What to do if you are worried a child is being abused' (March 2015) 'Keeping Children Safe in Education (September 2016) and The Prevent Duty (2015).

**This policy applies to all adults, including volunteers, working in or on behalf of the school.**

'Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting'

### **Safeguarding Children in Education**

This policy draws upon the good practice within the St Helens Local Safeguarding Children Board (LSCB) and the guidance document 'Working Together to Safeguard Children. This document states that all education settings must have in place systems designed to:

- Prevent unsuitable people working with, or coming into contact with, children and young people within the setting;
- Promote safe practice and challenge poor or unsafe practice;
- Identify instances in which there are grounds for concern about a child / young person's welfare and take appropriate action to keep children / young people safe; It is important to note that in addition to abusive behaviour being perpetrated by persons outside the immediate peer group of children, abuse can also take place peer to peer. In this instance the same procedures must be followed to ensure the safety and welfare of all the children (including the abuser who may be suffering from abuse themselves).
- Contribute to effective partnership working between all those involved with providing services for children.

*\*Significant harm can be defined as the ill-treatment or impairment of health and development of a child or young person.*

*\* Development includes physical, intellectual, emotional, social or behavioural development.*

*\* Health includes physical and mental health.*

*\* Ill-treatment includes sexual abuse and other forms of ill - treatment which are not physical. This is viewed from the perspective of normal behaviour for a child / young person of similar age and understanding.*

that

### **The purpose of our Safeguarding Policy**

Our whole school safeguarding policy is one that provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. This policy also makes explicit the school's commitment to the development of good practice and sound internal school procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

This policy should be read in conjunction with other related policies in school

- Recruitment & selection
- Behaviour Management
- Anti-Bullying and Anti Harassment
- Care & Control
- Special Educational Needs

- Health & Safety
- Sex & Relationships
- Whistle blowing
- Attendance
- Missing child
- Supporting Children with Medical Conditions
- Medication in school
- The Equality Plan
- Managing Allegations Against Staff
- Mobile phone/camera policy
- Intimate Care Policy

### **Aim**

The aim of this policy is to safeguard and promote our pupil's welfare, safety, health and guidance by fostering an honest, open, caring and supportive climate. The pupil's welfare is of paramount importance.

'There are three main elements to our Safeguarding Policy'.

#### 1. Prevention:

2. Caring relationships with children, parents, carers and families will begin to be built on from Foundation Stage and are built on mutual trust and respect. Staff throughout the school meet with parents on a regular basis to discuss concerns and parents are welcome at all other times to make an appointment if they need to speak to a member of staff. Attendance is vital and school works closely with the Education Welfare Officer and operates a first day contact system in the case of unexplained absence from school. (see Attendance policy)

3.

#### 4. Protection:

At Chapel End Primary school we ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.

Staff are trained at a basic level in safeguarding and are made aware of the need to be observant and to monitor the children in their care i.e. to notice changes in appearance and behaviour, patterns of absence etc.

Staff are aware of the need to respond appropriately and sensitively to Safeguarding Concerns. The safeguarding flow chart and continuum of need is displayed in the general office, staffroom, Nursery and the Head Teacher's office. There are two copies of the guidance material, Working Together to Safeguard Children, which are stored in the staffroom and the Head Teacher's room. Staff are aware of the need to follow this guidance material.

#### 5. Support:

Children have the opportunity throughout the day to talk to adults in school -teachers, learning support assistants, admin staff and midday supervisors. School councillors regularly feedback the views of children in each year group to ensure that children feel that they have a voice and are listened to. Informal support is offered to parents / carers through coffee mornings, parents' courses and information evenings. Information relating to community services is displayed on the parents' board. Children have accessed training in supporting their peers through such schemes as activity leaders.

Adults who have been involved in any part of a safeguarding issue will be offered support and, if appropriate, support from outside agencies will be sought.

### **School Commitment**

Chapel End Primary School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities for PSHE / Citizenship which equip children with the skills they need to stay safe from abuse, different forms of harassment and bullying and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills. The school will provide opportunities for pupils to develop their voice and to listen to their concerns.

- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

## Framework

'Schools do not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards children and families most at risk of social exclusion.' (Working Together to Safeguard Children)

## PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

### 1. Safer Recruitment and Selection

The school pays full regard to current DCSF guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking DBS checks.

#### Single Central Record

The school maintains a single central record. This is a statutory requirement. This record includes all staff, supply staff, regular visiting staff such as peripatetic teachers and regular volunteers.

The record is in tabular form and includes:

- Names and addresses and dates of birth

- Evidence that staff appointed since May 2006 have been DBS checked
- Evidence that supply teachers who work at the school regularly have been checked and have a recent enhanced DBS check
- Evidence that volunteers, including Governors who engage in regulated activities with children, have enhanced DBS checks
- The dates checks were carried out
- Evidence that all teachers have qualified teacher status
- Evidence of permission to work for those who are not nationals of a European Economic Area

Mr S.Smith (Headteacher) & Bill Bradbury( Chair of Governors) will undertake the LSCB two day Safe Recruitment training on the 2<sup>nd</sup> & 3<sup>rd</sup> May 2017.

At least one of the above will be involved in all staff and volunteer appointments and arrangements.

### 2. Safe Practice

Safe working practice ensures that pupils are safe and that all staff:

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

### 3. Safeguarding information for pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them

from harm. Child Protection within the Personal and Social Education Curriculum is highlighted within the St Helen's LA PSHE curriculum framework. There are many aspects of the PSHE and Sex Education curricula which have intrinsic links to Child Protection e.g. assertiveness skills as well as those which have a direct contribution to make e.g. personal safety and anti-bullying topics.

Our school will ensure that pupils are made aware that information can be found from many services e.g. *helplines, NSPCC, Childline, Crucial Crew, ThinkUKnow etc*

#### **4. Partnership with parents**

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy and we have an expectation that this will be reciprocated. (Parental Code of Conduct). We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

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

We encourage parents to discuss any concerns they may have with the designated persons responsible for Safeguarding  
We make parents aware of our policy through the school prospectus and parents are aware that they can view all policies on request.

#### **5. Partnership with others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the St Helens Local Safeguarding Children Board. (e.g. *Local Authority, Social Care, Police, Health, NSPCC, Voluntary Services*) There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

#### **6. School Training and Staff Induction**

The school's four senior members of staff with designated responsibility for child protection undertake basic child protection training and training in inter-agency working, and refresher training at 2 yearly intervals. The Headteacher and all other school staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at a minimum of 3 yearly intervals. All staff have undertaken the safeguarding training using the training package provided by the LSCB( last completed 4<sup>th</sup> January 2016).

All staff are provided with the school's Safeguarding policy and informed of school's child protection arrangements on induction.

#### **7. Confidentiality**

School has regard to 'Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers' (March 2015) [www.ecm.gov.uk/deliveringservices/informationsharing](http://www.ecm.gov.uk/deliveringservices/informationsharing)

"Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

Information is shared on a need to know basis.

Confidentiality is respected through:

- The storage of child protection records in lockable filing cabinets
- Ensuring information exchanged between professionals in school and other agencies is kept between those directly involved with the child and family.
- Ensuring that if a child transfers school, confidential records are passed on. In the event of the new school not being known child protection case conference records will be returned to the safeguarding Unit in St Helens.

Normally personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information. (Data Protection Act 1998) Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child. The safety and welfare of that child necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case and legal advice should be sought if in doubt.

#### **1. Pupil Information**

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)

- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- 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.)
- if the child is or has been on the Child Protection Register or subject to a care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

## 2. Roles and responsibilities

### The Governing Body will ensure that:

- the school has a safeguarding/child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, the policy is reviewed regularly and is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy);
- staff undertake appropriate Safeguarding training;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

The nominated **Governor** is **Mr Joe Pearson**.

### The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies.

### The Senior Member of Staff with Designated Responsibility for Child Protection will:

#### Referrals

- refer cases of suspected abuse or allegations to the relevant investigating agencies;
- act as a source of support , advice and expertise within the educational establishment;
- liaise with the headteacher to inform him of any issues and ongoing investigations and ensure there is always cover for this role.

### Training

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- ensure they have a working knowledge of how St Helens Safeguarding Children Board operates, the conduct of a child protection case conference and be able to attend and contribute to these;
- ensure that all staff have access to and understand the school's child protection policy;
- ensure that all staff have induction training;
- keep detailed accurate secure written records and/or concerns
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

### Raising Awareness

- ensure the safeguarding policy is updated and reviewed annually and work with the Governing Body regarding this;
- ensure parents are made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the establishment, ensure the child protection file is copied for the new establishment asap and transferred to the new school separately from the main pupil file.

### All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

### Early Help

Billinge Chapel End recognises that early intervention can have a positive impact for our families and can prevent children from significant harm. Therefore Billinge Chapel End promotes an Early Help Offer which is a graduated structure aimed at providing support at the appropriate and earliest level. This is in accordance with:  
St. Helens Borough Council's Family Support Model (Continuum of Need).

Level of Need	Intervention	Agencies who may be involved
Level 1 Children and young people who are achieving each of the five outcomes.	Whole school initiatives. Informal contact with children, parents and carers to resolve low level issues.	The child and their family School staff
Level 2 Children and young people who may need extra support in order to achieve the 5 outcomes.	School Support Meetings Informal meetings with parents and carers to resolve low level issues. These may require a referral to an additional agency and will be reviewed.	The child and their family School staff Possible involvement of an external agency.
Level 3 Children and young people who have complex needs and who may require coordinated support in order to achieve the 5 outcomes.	Common Assessment Form(CAF) A document completed by the family with support from the lead professional. The CAF document brings together all agencies involved with a family to ensure that everyone is working together and information is shared. The CAF would then be taken to a Service Allocation Meeting (SAM) to ensure that the appropriate support is being given. Parents and Carers or the child where appropriate, must	The child and their family School staff Multiple external agencies including Health, Family Support Workers, CAMHS, housing, GP, dentist. This also extends to more targeted services such as counselling services, NSPCC or agencies associated with a particular condition. In some cases Social Care will be invited to Family Support Meetings.

	<p>consent to this document.</p> <p><b>Family Support Meetings</b> A Family Support Plan is put into place for families with complex needs. This may be required as earlier forms of intervention have not been effective.</p> <p>Family Support Plans, similarly to a CAF, look to bring agencies and families together in order to put in place the best package of support. Parents and Carers or the child where appropriate, must consent to this document.</p>	
<p>Level 4 Children and young people who will not achieve the five outcomes without intensive support.</p>	<p><b>Child in Need</b> These are meetings for families who require intensive support in order for the child to achieve their 5 outcomes. These meetings are led by Social Care and all agencies involved will be invited along with parents and carers. These meetings are statutory and therefore do not require parental consent.</p> <p><b>Child Protection</b> These are meetings for families whose children are at risk of significant harm. These meetings are led by an intendant chair and all agencies involved will be invited along with social care, parents and carers. These meetings will be reviewed every 6 weeks during core group meetings and every 6 months for review child protection conferences. These meetings are statutory and therefore do not require parental consent.</p>	<p>The child (where appropriate) and Their family, This also extends to more targeted services such as counselling services, NSPCC or agencies associated with a particular condition.</p> <p>Social Care would always attend Child in Need and Child Protection conferences. School staff</p> <p>Multiple external agencies including Health, Family Support Workers, CAMHS, housing, GP, dentist.</p>

Once concerns reach Level 2 all referrals will be made via the usual safeguarding procedures and the 'Joint Working Protocol' procedures agreed between schools and the LA.

#### TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff follow the St Helens LSCB Child Protection Procedures which are consistent with 'Working Together to Safeguard Children' and 'What to do if you are worried a child is being abused'

It is *not* the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

**1. Staff must immediately report:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious

- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

## **2. Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

### **Principles**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

## **3. Action by the Designated Senior Person (or other senior person in their absence)**

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Officer, Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk



- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately  
*OR*
- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

#### **4. Action following a child protection referral** (Please refer to the St Helens Joint Working Protocol when reading this section)

The designated senior person or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed
- provide a report for, attend and contribute to any subsequent Child Protection Conference or Child in Need meeting
- if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Child Protection review meetings
- where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care

#### **5. Recording and monitoring**

Well-kept records are essential to good safeguarding practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed to other agencies. Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All C.P. documents will be retained in a 'Child Protection' file. This will be locked away and only accessible to the headteacher and senior designated persons. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection.' If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be returned to the Safeguarding Unit.

#### **6. Supporting the Child and Partnership with Parents**

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

All staff must be aware that child care legislation places statutory duties on Social Services Departments in relation to children. When the Police are involved in an investigation there will normally be a need to interview referrers and collect a considerable amount of information. It is important that every piece of **factual** information is recorded and retained.

#### **Allegations against staff.**

Should an allegation concern a member of staff at the school the Headteacher will make an initial assessment of the situation and if necessary take advice from the Designated LEA Officer or the Principal Personnel Officer and follow the guidance set out in the Child Protection Handbook.

### **Minimising Staff Vulnerability**

To minimise staff vulnerability the following guidelines have been issued in the LEA Child Protection Handbook.

#### **1. In a one to one situation within a classroom or office.**

- Ensure that such talks occur within school time.
- Inform another member of staff of the nature, purpose and location of the meeting.
- Make a note of the time and location of the meeting in your diary. (School policy dictates that this should also be noted in the Concern File.)
- Ensure that you and the student are visible in the room from the door or from the window from outside the room.
- If possible leave the door of the room open or ajar.
- Create a barrier such as a desk between you and the student.
- Make sure that the student remains beyond arms' reach during the meeting.

#### **2. Giving a lift to a student due to illness etc.**

- Before doing this ensure that your car insurance covers you for this, if it does not, then it may be sensible not to undertake the risk.
- In such cases inform someone of the purpose of your journey, your destination and the name of your passenger(s).
- You must be accompanied on your journey by another member of staff or another adult.
- The student should sit in the rear of the car, wearing a seat belt.

#### **3. When dealing with an unfamiliar student**

In such instances staff may find themselves dealing with a discipline or confrontational situation. If possible delay your response. Take the name and class and ask the student to report to you at a given time and place.

This will allow you time to:

- discuss the student with appropriate staff,
- take a considered rather than a reactive stance to the incident.

If you find yourself in a situation where you need to deal with a confrontational situation e.g. a fight or violent outburst by a student, your first consideration should be the safety of people and property. If you have to restrain a student to stop them hurting themselves or destroying property you should use minimum force.

In such a situation send for or get help as soon as possible. All teaching staff must be trained in the 'Team Teach' approach to positive handling however if an adult has to intervene, in the interests of the child's safety, they should do so regardless of having been trained or not.

All incidents of the use of physical restraint must be recorded in the log book and the Headteacher informed.

### **Supporting Pupils at Risk**

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way.

School may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considerate, sensitive approach in order that the child can receive appropriate help and support. Chapel End primary School will endeavour to support pupils through:

- the curriculum, to encourage self-esteem and self-motivation
- the school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- the implementation of school behaviour management policies
- a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- Regular liaison with other professionals and agencies who support the children and their families
- A commitment to develop productive, supportive relationships with parents whenever it is the child's interests to do so
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations

## Appendix 1 - Categories and Definitions of Abuse



### **Physical Abuse**

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.

Types of physical abuse include:

- ❖ Hitting or smacking
- ❖ Shaking
- ❖ Throwing
- ❖ Poisoning
- ❖ Burning and scalding
- ❖ Drowning
- ❖ Suffocating
- ❖ Fabricating or Inducing Symptoms of illness in a child
- ❖ Any other way of causing physical harm.
- ❖ Emotional Abuse- Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development.

This may involve:

- ❖ Conveying they are worthless, unloved, inadequate or only valued insofar as they meet the needs of another person.
- ❖ Not giving a child opportunity to express their views, 'making fun' of what they say or how they communicate.
- ❖ Inappropriate expectations for their age or development - including overprotection.
- ❖ Seeing or hearing the ill treatment of other such as domestic violence or abuse.
- ❖ Serious bullying and causing the child to feel frightened or in danger.
- ❖ Exploitation or corruption of children.

All types of ill-treatment of a child. Even if a child is subject to another abuse from another category they will still experience a level of emotional abuse.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical, developmental and/or psychological needs, likely to result in the serious impairment of a child's health or development. This includes when a parent or carer fails to provide:

- ❖ Adequate food clothing or shelter (including exclusion from home and abandonment).
- ❖ Protection from physical and emotional harm and danger.
- ❖ Adequate supervision.
- ❖ Access to appropriate medical care or treatment.
- ❖ Meeting the child's basic emotional needs.

### **Sexual Abuse**

Sexual abuse is 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 includes:

- ❖ Physical contact including penetrative and non-penetrative acts.
- ❖ Involving children looking at or in the production of sexual images.
- ❖ Watching sexual activities
- ❖ Encouraging children to behave in sexually inappropriate ways
- ❖ Grooming a child in preparation for abuse.

### **Radicalisation and Extremism**

Radicalisation refers to the process by which a person comes to support terrorism and/or extremism leading to terrorism.

**Extremism is defined by the Government in the Prevent Strategy (2010) as:**

Vocal or active opposition to fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- ❖ Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- ❖ Seek to provoke others to terrorist acts;
- ❖ Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- ❖ Foster hatred which might lead to inter-community violence in the UK

Indicators of vulnerability include:

- ❖ Identity crisis - the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- ❖ Personal crisis - the pupil may be experiencing family tensions, a sense of isolation; and low self-esteem;
- ❖ they may have dissociated from their existing friendship groups and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- ❖ Personal Circumstances - migration; local community tensions; and events affecting a pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- ❖ Unmet Aspirations - the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- ❖ Experiences of criminality
- ❖ Special Educational Needs - the pupil may experience difficulties with social interaction,

empathy with others, understanding the consequences of their actions and awareness of the motives of others

(This is not an exhaustive list, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism).

Billinge Chapel End work reflects the government PREVENT strategy (July 2015) in their approach to radicalisation and extremism. Staff are required to read elements of the prevent strategy relating to school and education.

Any concerns regarding radicalisation or extremism in children and young people should be passed onto the Headteacher (DSO) who will then refer via the established safeguarding procedure.

The PREVENT officer for St. Helens is John Danher. Tel 0151 777 8383.

#### **Child Sexual Exploitation**

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/ mobile phones. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choices resulting from their social/ economic and/or emotional vulnerability.

Warning Signs and Symptoms of Child Sexual Exploitation can be difficult to identify and can be mistaken for 'normal' pre-pubescent behaviour however some signs may include:

- ❖ Hanging out with groups of older people, anti-social groups or with other vulnerable peers
- ❖ Associating with other young people involved in sexual exploitation
- ❖ Getting involved in gangs
- ❖ Having older boyfriends or girlfriends
- ❖ Spending time at places of concern such as hotels or known brothels
- ❖ Not knowing where they are because they have been moved around the country
- ❖ Going missing from home, care or education
- ❖ Having expensive items such as mobile phones that they can't or won't explain.
- ❖ Being very secretive about what they are doing online
- ❖ •Having access to drugs or alcohol.

How do we manage suspected cases of Child Sexual Exploitation?

Billinge Chapel End will respond to suspected cases of Child Sexual Exploitation in relation to St Helens safeguarding procedures. (StHelens Safeguarding Children's Board has its own subgroup dedicated to CSE known as Multi Agency Child Sexual Exploitation group. (MACSE). If a child or young person is at risk or suspected of being sexually exploited, concerns should be passed on to the DSO (Mr Smith). That child or young person will then be referred to Children's Social Care.

### **Private Fostering**

Private Fostering is where a child under the age of 16 (or 18 if they have a disability) goes to live with someone who is not a close relative for 28 days or more. It is a private agreement between a parent and another adult. A close relative includes a parent, step-parent, grandparent, brother, sister, uncle or aunt (whether blood-related or through marriage). Private foster carers may be from the extended family such as a cousin or great aunt, a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family.

Examples of private fostering could include:

- ❖ Children or young people who are sent to this country for education or health care by their parents from overseas.
- ❖ Teenagers living with a friend's family because they do not get on with their own family.
- ❖ Children living with a friend's family because their parents study or work involves unsociable hours, which makes it difficult to use ordinary day care or after school care.
- ❖ Children staying with another family because there has been bereavement, serious illness or their parents have divorced or separated.
- ❖ A child from overseas staying with a host family while attending school or overseas students at boarding school who do not stay with a host family during the holidays.

Education and other professionals have a duty to notify the Local Authority and Children's social care when they believe there is a private fostering arrangement and they are not satisfied that the Local Authority has been or will be notified by the parent or carer.

Private Foster carers also have a responsibility to notify the Local Authority.

If a member of staff or any individual believes that a child is being privately fostered, they should inform the DSO (Mr Smith) who will make the referral.

**Policy agreed Spring 2017**

**Date of review Spring 2018**