



**SOUTHMERE
PRIMARY ACADEMY**
BELIEVE ACHIEVE SUCCEED

Southmere Primary Academy

Safeguarding Policy Updated January 2018

Key Staff lead for Southmere Primary Academy: Susan Dawson Portfolio Governor lead: Muhammad Khan			
Date	Process	Name	Status
June 2017	To be reviewed annually and displayed on school website.	Full Meeting	Working document
	Signed	Chair Of Governors	

PURPOSE & AIMS

1.1 The purpose of Southmere Primary Academy's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This policy is written and reviewed with reference to the DfE's document '**Keeping Children Safe In Education (September 2016)**'.

The Academy will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Team to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

1.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

OUR ETHOS

21 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

22 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff and governors are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the best interests of the child.

23 All staff, governors and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

24 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Southmere Primary Academy provides a broad and balanced curriculum

specifically designed to ensure that children know how to keep themselves safe. Assembly times as well as class learning provide opportunities where children are taught about acceptable and unacceptable behaviour from themselves and others. This includes online safety.

25 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015) and Bradford Safeguarding Board Procedures.

ROLES AND RESPONSIBILITIES

Designated Safeguarding Team

Susan Dawson	Principal (DSL)
Joanne Kershaw	Vice Principal (Deputy DSL)
Jane Hague	Learning Mentor (Deputy DSL)
Additionally trained staff:	
Shazad Bashir	Learning Mentor
Colette Jagger	Administrator

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Governors

3.2 The Governing Body of Southmere Primary Academy is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, in accordance with the portfolio model of governance, Mr Muhammad Khan is the portfolio holder for Personal Development, Behaviour, Welfare and Safeguarding.

3.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via the school website and has been written in line with Local Authority guidance and the requirements of the Local Safeguarding Children Board and the DfE statutory policies and procedures;
- The school contributes to inter-agency working in Bradford in line with Working Together to Safeguard Children (2015);
- Staff are aware of the Designated Safeguarding Team and at least 1 member of SLT forms part of this team.
- All staff receive a safeguarding training and are provided with a copy of this policy and the staff code of conduct;
- All staff undertake appropriate child protection training that is updated in the correct time period.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (2016);
- They remedy without delay any weakness in regard to safeguarding arrangements that are brought to their attention.

3.4 The governing body will receive an annual safeguarding report that will record the training that has taken place, and any outstanding training requirements for the school. It will also give a summary and update of safeguarding activity and will inform the governing body how the school meets its statutory requirements. Portfolio holders will visit the school to monitor compliance within the safeguarding agenda.

The Principal

3.5 At Southmere Primary Academy the Senior Leadership team are responsible for:

- Identifying staff from leadership team to be Designated Safeguarding Officers.
- Ensuring that weekly timetables and meetings always leave at least one Safeguarding Officer in school to deal with any issues that may arise.
- Ensuring that the policies and procedures adopted and approved by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the LADO – FRANK HAND 01274 435908 in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Team

3.6 The Designated Safeguarding Team currently includes two senior members of staff from the leadership team plus a learning mentor who take responsibility for safeguarding and child protection within the school. The team will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education' DfE (2016);

3.7 The team will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare by a member will be recorded in writing and given immediately to a Safeguarding Officer who will add the incident to CPOMS and complete the necessary follow – up actions.

3.8 During term time, a member of the Safeguarding Team will Always be available during school hours for staff in the school to discuss any safeguarding concerns. If in exceptional or emergency circumstances, a Safeguarding Officer is not available on the school site in person, it will be ensured that that they are available via telephone and any other relevant media.

3.9 The School will attend child protection conferences and core group meetings. Through appropriate training, knowledge and experience, members of the Safeguarding Team will liaise with Children's Services, Behaviour Support and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other inter-agency meetings and contribute to the assessment of children.

3.10 The Designated Safeguarding Team will maintain records and chronologies on CPOMS (<https://southmere.cpoms.net/>) so that they are kept confidential and stored securely. All staff have access to record concerns on CPOMS and any written concerns from other staff will be destroyed once recorded on CPOMS (<https://southmere.cpoms.net/>).

3.11 The team is responsible for ensuring that all staff members and volunteers are aware of this policy and the procedures they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction.

TRAINING & INDUCTION

4.1 When new staff join the school they will be informed of the safeguarding arrangements in place. They will be given access to this policy along with the staff code of conduct, Part one of 'Keeping Children Safe in Education' DfE (2016); and be made aware of the posters around school that identify who our Designated Safeguarding Officers are. All staff are expected to read these key documents and fully understand their responsibility. They will also be trained in the use of CPOMs and directed to the incident sheets (pinned to the staffroom noticeboard) that staff use to record concerns about the welfare of pupils.

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period within the first half term of joining the school. Training is currently facilitated via Clennell Solutions, NSPCC online and Bradford Council. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record concerns and the remit of the role of the Designated Safeguarding Team. The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children.

4.3 In addition to the safeguarding induction, it shall be ensured that mechanisms are in place to assist staff in understanding and carrying out their role and responsibilities as set out in Part one of 'Keeping Children Safe in Education' DfE (2016); In order to achieve this, school will:

- ensure all members of staff and governors undertake appropriate safeguarding training or updates on an annual basis.
- evaluate the impact of this training;
- provide all staff members with regular safeguarding and child protection updates. This is planned for via the Quality Assurance Timetable and updates on specific safeguarding issues are delivered weekly in staff briefing meetings. Should any safeguarding incidents occur, within school or nationally, that require the attention of staff, then e mails, bulletins or meetings will be used to disperse the necessary information. We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of 'Keeping Children Safe in Education' (2016) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation.

4.4 All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our Safeguarding Team are and what the recording and reporting system is.

4.5 The Safeguarding Team may be required to make referrals or attend child protection conferences or core groups and will have previously will attended appropriate training. In addition to formal training, the team will ensure that they update their knowledge and skills at regular intervals, via the Clennell website, the DfE updates, school briefing meetings and local bulletins to keep up with any developments relevant to their role.

4.6 The governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at the school.

Specific Safeguarding Issues:

All staff should have an awareness of specific safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse, discipline and bullying.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools can be found on the the NSPCC websites and Clennell Solutions. School can also access government guidance as required on the issues listed below via GOV.UK and other government websites:

- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking

PROCEDURES FOR MANAGING CONCERNS

(Working Together to Safeguard Children 2015)

All staff follow the school's procedures which are consistent with 'Working Together to Safeguard Children 2015' and Keeping Children Safe in Education 2016)

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 in writing and discussed with the Designated Safeguarding Team. It is the Designated Safeguarding Team who will support any discussion with parents.

Identifying children and young people who may be suffering significant harm:

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents, carers and members of the public are critical in ensuring concerns are addressed in a manner

that displays respect, confidence and trust and these positive relationships can also lead to disclosures of abuse being made that may otherwise have remained hidden.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means 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.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

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.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

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 and clothing, 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 caretakers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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)

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 Safeguarding Team.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to a Designated Safeguarding Officer 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 judgments 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

- complete a blank incident form - available in the staffroom.

5.1 Southmere Primary Academy adheres to child protection procedures that have been agreed locally through the Local Children's Safeguarding Board and at a trust level through Northern Education Trust. Support is available from Clennell Solutions. Where school identifies children and families in need of support, responsibilities will be carried out in accordance with local threshold guidance.

5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

5.3 All staff must report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time as recorded on CPOMs (<https://southmere.cpoms.net>); this is particularly true in cases of emotional abuse and neglect. For these reasons, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Safeguarding Team to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporary records of concern could lead to a failure to protect.

5.4 It is not the responsibility of 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 pass the information on in accordance with the procedures outlined in this policy.

5.5 The Designated Safeguarding Team should be used as a first point of contact for concerns and queries regarding any safeguarding concern in school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the team. The team is designed so that someone is always on hand to receive these concerns but in the event of an emergency, in the absence of a safeguarding officer, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template from the staffroom.

5.7 Following receipt of any information raising concern, the Safeguarding Team will consider what action to take and seek advice from, or make a referral to, Children's Services Social Care Referral and Assessment (01274 437500 / Safeguarding Hub 011274 435674 or Emergency Duty Team out of hours service 01274 431010) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with Local Children's Services Social Care procedures. When making a referral, this should be followed up in writing and when necessary, the Early Help Form can be used to share information within two working days.

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. (01274 437500) If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the Safeguarding Team. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the Designated Safeguarding Team are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Principal or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point, they should contact Children's Services directly with their concerns.

5.12 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

5.13 We recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and be more vulnerable to abuse in some circumstances. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Female Genital Mutilation (FGM)

5.14 At Southmere Primary Academy it is recognised that this school's social and ethnic demographic as well as its location means that staff may have to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV). Thus, school provide guidance on these issues through the safeguarding training and updates.

FGM is illegal in England and Wales under the Female Genital Mutilation Act 2003. As amended by the Serious Crime Act 2015, the Female Genital Mutilation Act 2003 now includes:

- An offence of failing to protect a girl from the risk of FGM;
- Extra-territorial jurisdiction over offences of FGM committed abroad by UK nationals and those habitually (as well as permanently) resident in the UK;
- Lifelong anonymity for victims of FGM;
- FGM Protection Orders which can be used to protect girls at risk; and
- A mandatory reporting duty which requires specified professionals to report known cases of FGM in under 18s to the police.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. School will provide guidance and support to staff on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: 'Mandatory Reporting of Female Genital Mutilation - procedural information' (October 2015). **FGM GMP Helpline** – 0800 028 3550 or dial 101.

Members of the Safeguarding Team completed additional training on this specific issue in Spring 2017. If staff have a concern regarding a child that might be at risk of HBV they should inform the Safeguarding Team who will activate local safeguarding procedures (Bradford Safeguarding Team 01274 434343), using existing national and local protocols for multiagency liaison with police and children's social care. (Multi-agency statutory guidance on female genital mutilation – April 2016).

This issue must also be addressed in line with the attendance policy and involve Bradford agencies who focus on CMIE (Children Missing in Education/Early Intervention – 01274 439651) as once a young person has left the country, there are fewer legal options open to police, social services, other agencies or another person to recover the young person and bring them back to the UK thus children may be taken abroad to be involved in FGM.

PREVENT/Extremism/Radicalisation

5.16 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

At Southmere Primary Academy, we will ensure that:

- Through training, updates, briefings and notices, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why Southmere Primary Academy needs to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in this school by using effective filtering and usage policies.
- The Safeguarding Team has received PREVENT training and will act as the point of contact within school for any concerns relating to radicalisation and extremism.
- The Safeguarding Team will make referrals in accordance with Local Channel procedures (Bradford Prevent Coordinator – Michael Churley 01274 432816) and will represent our school at Channel meetings as required.
- The DfE has a dedicated helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.
- Through Southmere Primary Academy's' curriculum, we will promote the spiritual, moral, social and cultural development of pupils and the core British Values. Children will have opportunities to discuss and debate during Circle Time and other curriculum lessons. However, this is also an opportunity to

monitor the reactions and values of pupils and may be a time when concerns are raised.

Guidance on dealing with an immediate threat from suspected terrorism or extremism is contained in the school's 'Critical Incident Policy'.

RECORDS AND INFORMATION SHARING

6.1 If staff are concerned about the welfare or safety of any child at The Ferns Academy, they will record their concern on the agreed incident form (or log information on the school's CPOMS system if they are already a member of the Safeguarding Team). They should ensure that the form is signed and dated. Any concerns should be passed to the Safeguarding Team without delay.

6.2 Any information recorded will be kept on CPOMS – the paper incident form will then be destroyed. (Incident forms dated prior to the arrival of the CPOMS system are kept in a secure, separate, locked cabinet.) Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

6.3 Child protection information will only be kept in this manner and will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored on CPOMS.

6.4 When a child leaves Southmere Primary Academy to attend a new school, the Family Liaison Officer will make contact with the DSL (Designated Safeguarding Lead) at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. Where the new school also uses CPOMS, this transfer can be electronic via the secure transfer system. Southmere Primary Academy will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Local Authority- 01274 432120.

WORKING WITH PARENTS & CARERS

7.1 Southmere Primary Academy is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 When new pupils join the school, parents and carers will be informed that we have a safeguarding policy and given the key details. Safeguarding elements that affect their presence on the premises are:

- Entrance to the school premises is through the designated gates on Ewart Street or Smith Road; the school playground at the start and end of the day and via the school office at all other times.
- The external doors are fitted with electronic and magnetic locking systems.
- During school hours, parents/carers are not permitted beyond the locking systems unless accompanied by a member of staff and fully signed in.
- Mobile phone use is not permitted on the premises in the presence of children or in communal areas when pupils are on site.

- Inappropriate, aggressive or intimidating behaviour will not be tolerated on school premises.

.A copy of this will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should the school have cause to make a referral to Children's Services.

7.3 Southmere Primary Academy are committed to working with parents positively, openly and honestly. The school ensures that all parents are treated with respect, dignity and courtesy. The school respects parents' rights to privacy and confidentiality and will not share sensitive information unless with permission or it is necessary to do so in order to safeguard a child from harm.

7.4 The safeguarding Team will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the team making a referral to Children's Services in those circumstances where it is appropriate to do so.

7.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The school will retain this information on the pupil file on SIMS. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission for information to be shared. Parental contact details may be given to authorised professionals when it is in the interest of the pupil. E.g school nurse.

CHILD PROTECTION CONFERENCES

8.1 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. 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.

8.2 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 Principal or a member of the safeguarding team. 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.

8.3 All reports for child protection conferences will be prepared in advance using the guidance and template report. 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.

8.4 Clearly child protection conferences can be upsetting for parents. School recognises that staff at Southmere Primary Academy are likely to have more contact with parents than other professionals involved. 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. School's responsibility is to promote the protection and welfare of all children and the ideal aim is to achieve this in partnership with our parents.

SAFER RECRUITMENT

9.1 Southmere Primary Academy will ensure that the Principal and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Principal and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education', DfE (2016).

9.2 Southmere Primary Academy use the recruitment and selection process to deter and reject unsuitable candidates including in the initial advertisement. Evidence is required of original academic certificates. School do not accept testimonials and insist on taking up references prior to interview or before an official appointment. The contents of application forms will be subject to scrutiny and questioning especially the chronology of previous employment which must include no gaps or breaks in time. School undertakes Disclosure and Barring Service checks (reference number printed on each employee's official ID badge), the Prohibited Check and claims teachers through the DfE 'Teacher Services Barring, ensuring we are recruiting and selecting the most suitable people to work with Southmere Primary Academy' pupils.

9.3 The Single Central Register is maintained and updated with every new appointment showing all safer recruitment checks carried out in line with statutory requirements. The Personal Assistant to the Senior Leadership Team has access to the locked filing cabinet containing the paper records and the electronic version is stored on a secure drive and is password protected.

9.4 Any adult who is not on the SCR will not be granted access into school without photographic ID.

SAFER WORKING PRACTICE

10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of pupils are competent, confident and safe to do so.

10.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know the school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasions when some form of physical contact is inevitable, for example if a child has an accident, is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for positive handling must be adhered to.

10.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in 'Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings' (October 2015). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Southmere Primary Academy aims to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at school. It is recognised that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. However, allegations may be genuine and the school recognises that there are some adults in society who deliberately seek to harm or abuse children.

11.3 All possible steps will be taken to safeguard children and to ensure that the adults in school are safe to work with children. The procedures outlined in 'The First Five Minutes' and Part 4 of 'Keeping Children Safe in Education', DfE (2016) are adhered to and the Principal will seek appropriate advice from the Local Authority Designated Officer (LADO – Frank Hand 01274 434343) when necessary. The LADO can be contacted to request a consultation or to make a referral.

11.4 If an allegation is made or information is received about any adult who works in Southmere Primary Academy setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Principal, this will be reported to the Chair of Governors. In the event that neither the Principal nor Chair of Governors is contactable on that day, the information must be passed to and dealt with by either the most senior member of staff or the Vice Chair of Governors.

11.5 The Principal or Chair of Governors will seek advice from the LADO – in accordance with 'The First Five Minutes'. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO .

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or Chair of Governors should contact the LADO –directly. Further national guidance can be found at: Advice on whistleblowing. The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

11.7 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at Southmere Primary Academy, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

RELEVANT POLICIES

12.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying
- Administration Of Medicines
- Allegations Of Abuse
- Behaviour and Discipline
- Equality & Cohesion
- Whistle-blowing
- Attendance
- On-line Safety
- Health and Safety
- Supporting Pupils With Health Needs
- Disability & Equality
- SEND
- Inclusion
- Grievance
- Meeting the needs of pupils with medical conditions
- Intimate Care
- Educational Visits (including overnight stays)

STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children', DfE (2015)
- 'Keeping Children Safe in Education', DfE (2016)
- Local Safeguarding procedures
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (October 2015).
- 'What to do if you're worried a child is being abused', DfE (March 2015)
- 'Information Sharing: Advice for practitioners', DfE (March 2015)
- 'The Prevent duty: Departmental advice for schools and childcare providers', DfE (2015)
- 'Mandatory Reporting of Female Genital Mutilation – procedural information', Home Office (October 2015)
- Multi-agency statutory guidance on female genital mutilation (April 2016)

SPECIFIC SAFEGUARDING ISSUES

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour

- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual, mood swings, volatile behaviour, emotional distress)
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime / police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- Clitoridectomy: partial/total removal of clitoris
- Excision: partial/total removal of clitoris and labia minora
- Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour'

- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage
- Signs that may indicate a child has undergone FGM:
- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule:

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay

Radicalisation

The Counter Terrorism and Security Act 2015 places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework.

Schools Leaders must:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty
- Ensure staff implement the duty effectively

Other duties on schools include:

- Effective partnership working with other local agencies, eg. LSCB, police, health, etc.
- Information sharing

- Maintaining appropriate records
- Assessing local risk of extremism (including Far Right extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of LSCB policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there is robust ICT protocols that filter out extremist materials
- School buildings must not be used to give a platform to extremists

Understanding and recognising risks and vulnerabilities of radicalisation Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These can include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause Significant Harm. The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified. Possible indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- Advocating violent actions and means;
- Associated with known extremists
- Seeking to recruit others to an extremist ideology

Private Fostering

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering. The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent. People become involved in private fostering for all kinds of reasons.

Examples of private fostering include

- Children who need alternative care because of parental illness
- Children whose parents cannot care for them because their work or study involves long or antisocial hours
- Children sent from abroad to stay with another family, usually to improve their educational opportunities
- Unaccompanied asylum seeking and refugee children
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents
- Children staying with families while attending a school away from their home area

There is a mandatory duty on the school to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Children Missing Education:

A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil goes missing for an extended period, or on repeat occasions. The school must notify the local authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 10 days or more. The school (regardless of designation) must also notify the local authority of any pupil who is to be deleted from the admission register because s/he :

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education)
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within country or moved abroad but failed to notify the school of the change)
- Displaced as a result of a crisis e.g. domestic violence or homelessness
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe s/he will return to the school at the end of that period;
- Has been permanently excluded
- Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'
- Further information can be found in 'Children Missing Education: statutory guidance for local authorities – September 2016'

Peer on Peer Abuse:

At Southmere Primary Academy it is recognised that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. Peer on peer abuse will not be tolerated or passed off as part of "banter" or "growing up" In cases where peer on peer abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support. We recognise that peer on peer abuse can manifest

itself in many ways such as: Child Sexual Exploitation Bullying Radicalisation Abuse in intimate friendships Children who display sexually harmful behaviour Gang associated and serious violence Technology can be used for bullying and other abusive behaviour

There are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family, living with domestic violence, young people in care, children who go missing, children with additional needs (SEN and/or disabilities).

Research tells us girls are more frequently identified as being abused by their peers, girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging on the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.

To help prevent peer on peer abuse, staff should:

- Take steps to prevent isolation.
- Separate children if needed.
- Increase supervision during key times.
- Complete risk assessments when required.
- Pass concerns onto your Safeguarding Team.