

# Gig Mill Primary School

## Child Protection Policy

### Safeguarding Children

September 2019

**Review annually** (or in response to changes in legislation or LSCB procedures)

## ***Together we care... Together we succeed....***

At Gig Mill Primary School we aim to create an inclusive, positive, stimulating and happy learning environment through which all learners can continually aspire to develop their potential. We look to promote children's academic, spiritual, moral, cultural and physical development so that in time they will be ready for the opportunities, responsibilities and experiences of adult life.

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. It is our aim to provide a school environment that is welcoming, safe and stimulating, and where children are able to enjoy and grow in confidence. We take our responsibilities for keeping children safe and protected seriously.

**Child protection and safeguarding are paramount.**

### **Rationale:**

All those who work with children have a responsibility to safeguarding and protection of the welfare of a child. Children and young people have a fundamental right to be protected from harm. They have a right to expect schools to provide a safe and secure environment.

### **Child Protection Policy Statement**

It is a guiding principle of the law and child protection procedures that the protection and welfare of a child must always be the first priority. Failure to provide an effective response can have serious consequences for the child.

Safeguarding is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best life chances.

Gig Mill Primary School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside.

Gig Mill Primary School recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from "significant harm".

The protection of our pupils from suffering or likely to suffer significant harm is the responsibility of all staff within our school, superseding any other considerations. The following duties are defined by: The following documents, circulars and guidance for good practice govern child protection work at Gig Mill Primary School.

Childrens Act 1989  
Childrens Act 2004  
Childrens Act 2006 (as amended 2018)  
Working Together to Safeguard Children (DFE July 2018)  
Keeping Children Safe in Education (DFE Sept 2019)  
Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings (May 2019)  
Children Missing Education (Sept 2016)  
Child Sexual Exploitation (Feb 2017)  
Information Sharing Advice for Safeguarding Practitioners (DfE – updated July 2018)  
The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015)  
Teaching Online Safety in School (DfE June 2019)  
Voyeurism (Offences) Act 2019  
Teaching Online Safety in School (DfE) June 2019  
Appendix 1: Dealing with a disclosure school guidance  
Appendix 2: What do you do if you are worried a child is being abused (March 2015)

Gig Mill Primary School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Safeguarding and promoting the welfare of children is everyone's responsibility.

Gig Mill Primary School is committed in ensuring that all staff who come into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil the responsibility effectively, the school will ensure their approach is child centred. This means that they will consider, at all times, what is in the best interests of the child.

Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore 'to be alert to the possibility of abuse occurring, aware of the procedures to be followed if the school have suspicions and have the confidence to follow those procedures. This policy applies to all staff, governors and volunteers working in the school.

See Page 11-12 Definitions and Indicators of Abuse

### **Policy Aims**

The aim of this policy is to provide information for all staff to carry out this duty of care responsibly.

The six main elements of the policy are:

- Ensuring we practice safe recruitment through checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his / her child protection plan.
- Establishing a safe environment in which children can learn and develop.

Ensuring there are links with other safeguarding policies and procedures for example, anti-bullying, behaviour policy, attendance, physical intervention, medical conditions, first aid, intimate care, emergency evacuation, educational visits, sexual exploitation, sexting, disability, honour based violence, homophobic abuse, racism, domestic abuse, female genital mutilation, radicalisation and extremism. For further information on some of these procedures, refer to the DSCB website.

For further information on some of these procedures, refer to the DSCB website. There is also separate guidance for school on what to do in the event of a death of a child, use of images and safer working practice guidance.

We recognise an environment where self-esteem, friendship, confidence and communication with a trusted adult help prevention. With the day-to-day contact with children, our staff are well placed to observe the outward signs of abuse. The school will therefore:

Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from harm.

### Procedures

Gig Mill Primary School will ensure that all staff follow the procedures set out by the Dudley Safeguarding Children Board and take account of guidance issued by the Department of Education (DfE) to:

Ensure we have a designated safeguarding lead for child protection who has received appropriate training and support for this role.

Role	Name	Contact Details
Designated Safeguarding Lead/ Headteacher	Mrs Angela Hannaway	01384 818600
Designated Safeguarding Lead/ Assistant Head	Mrs Alison Suchomski	01384 818600
Designated Safeguarding Lead/ Pastoral Lead	Mrs Jenny Garratt	01384 818600
Designated Safeguarding Lead/ Assistant Head	Mrs Nikki Powell	01384 818600
Safeguarding Governor	Mrs Rebecca Cox	01384 818600
Chair of Governors	Mr Dominic Edgar	01384 818600

Ensure we have a nominated governor responsible for child protection. The designated Governor for Child Protection for the school is Mrs Rebecca Cox.

Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated safeguarding lead responsible for child protection and their role.

Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection.

Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the information shared with parents. Parents should be made aware of the policies and procedures.

Ensure that parents are aware that this policy is available on request, and make the policy available on the school website.

Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings.

Develop links with other agencies that support the child such as Child and Adult Mental Health Service, Education Investigation and Education Psychology Service.

Keep written records of concerns about children, (noting date, event and action) even where there is no need to refer the matter immediately.

Ensure all records are kept securely; separate from the main pupil file, and in locked locations.

Ensure that if a child with a child protection plan leaves, the information is transferred to the new school, and social care are informed.

Ensure that all staff are aware of what to do if there are concerns around a child. **Appendix 1 refers to what to do if you are concerned.**

A multi-agency referral (MARF) must be completed when making a referral and can be accessed from the DSCB website.

### **Role and Responsibilities of Designated Safeguarding Lead**

The Designated Safeguarding Lead (DSL) has ultimate responsibility and management oversight and accountability for safeguarding and child protection, along with the Headteacher.

When the school has concerns about a child, the Designated Safeguarding Lead(s) will decide what steps should be taken and should advise the Head Teacher.

Child protection information will be dealt with in a confidential manner.

Staff will be informed of relevant details only when the Designated Safeguarding Lead feels that those staff having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.

Child protection written records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by Designated Safeguarding Leads will be restricted.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility. **Gig Mill Primary School will not disclose to a parent any information held on a child if this places the child at risk of significant harm. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.**

If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

Wherever possible we transfer records by hand, ensuring that the receiving body signs to acknowledge receipt. If sending by post pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received is kept in school. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

When a Designated Safeguarding Leader resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

### **Staff support**

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

### **Information Sharing, Confidentiality and Record Keeping**

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only.

Staff within our School are clear that if they have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, they will have a conversation with the Designated Safeguarding Lead to agree a course of action. Although staff members can make a referral direct to children's social care.

### **Involving Parents/Carers**

The school Management Information System (INTEGRIS) holds up to date contact information for all pupils. At least two emergency contacts are required when a pupil joins the school and regular checks are made to update the system.

In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about our Child Protection Policy through the school website.

### **Early Help**

If staff have any concerns about a child's welfare they should act on them immediately and speak to the DSL. The DSL will take the lead role when early help is appropriate. The LA should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer/school know the outcome. Signs that early help may be required include:

- The child showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- The child is at risk of modern slavery, trafficking or exploitation
- The child is showing early signs of abuse and/or neglect

- The child is at risk of being radicalised or exploited
- The child is a privately fostered child

The local authority guidance and thresholds can be found at:

**<http://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families>**

Gig Mill is committed to the Early Help approach and staff are able to identify learners who need support through this route. Our family centre is Stourbridge Family Centre.

Telephone number: 01384 818780.

If a child is in immediate danger or is at risk of harm a referral should be made to the MASH (Multi Agency Safeguarding Hub) and / or the police immediately.

Telephone Contact - **0300 555 0050**

Advice should be sought, from the MASH (Multi Agency Safeguarding Hub) where the child lives, on who should approach the alleged abuser (or parents if the alleged abuser is a child).

Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

It may be necessary to liaise and where necessary, challenge other agencies involved, in order to obtain relevant information to support the child appropriately. If a child resides in another borough but attends a school in Dudley, Gig Mill Primary School will ensure that we liaise with the Local Authority in which the child resides.

If a child who is subject to a child protection plan leaves, their information should be transferred to the new school immediately and that child's social worker be informed.

### **Roles and Responsibility of Governors and Governing Bodies**

It is the responsibility of governing bodies and proprietors to ensure that they comply with their duties under legislation. They must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The statutory guidance, Keeping Children Safe in Education 2019 places statutory requirements on all governing bodies. Governing bodies must make sure that their school has policies and procedures in place and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter- agency procedures

### **Safer Recruitment and Employment Practices**

Gig Mill Primary School has created a culture of safer recruitment and has adopted the Local Authority/HR policy on recruitment procedures. Gig Mill Primary School will follow the 'Safer Recruitment' processes for all appointments which will include the following:

Declaration of the intent to undertake a DBS check in the advertisement

- Our Statement of Commitment
- Gig Mill Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, TRA Teacher Services, Qualification and ID Checks.

Ensuring that at least one member of the interview panel has attended DSCB Safer Recruitment training

Ensuring that references are gained before interview

Ensuring that a safeguarding question is included in the interview

Ensuring that any gaps in employment are explored at interview

Undertake a DBS check \* at the relevant level to the position

All Governors now require an Enhanced DBS check

The Prohibition of teaching checks is completed for everyone and recorded on the Single Central Record

(\* An enhanced DBS check with barred list information will be appropriate for all staff as the majority of staff will be engaging in 'regulated activity'. A supervised volunteer who regularly teaches or looks after children is not deemed to be in 'regulated activity'. In case of staff or volunteers who provide personal care, this includes helping a child with eating and drinking and for reasons of illness, or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability. If the school has reason to believe that an individual is barred, it commits an offence if it allows the individual is convicted of attempting to engage in such work. All new appointments will have their identity verified from a current photographic ID and proof of address to obtain an enhanced DBS check with barred list information. The school will always ask for written information about previous employment history and check that the information is complete. The school does not have the power to request DBS checks for visitors (for example children's relatives visiting a sports day) on these occasions the Head Teacher will use their professional judgment on how best to supervise these occasions)

Gig Mill Primary School will follow the "Managing Allegations Against People who work with Children" (DSCB Children Procedures). The Head Teacher will deal with allegations made against school staff. All allegations against the Head Teacher will be referred to the Chair of Governors.

In addition to this Gig Mill Primary School will have routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within Gig Mill Primary School will adhere to the Guidance for Safer Working Practice for Adults who work with Children and Young People (May 2019). This covers a wide range of issues around staff conduct eg Use of Mobile Phones etc. All staff have access to the counselling service within Dudley Council.

If any concerns or allegations are made against members of staff, in the first instance these should be discussed with the Local Area Designated Officer (LADO). It is useful at this stage to also provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the LADO in accordance with the Working Together to Safeguard Children (2018) and the DSCB Safeguarding Children Procedures. A LADO Referral and Monitoring form will need to be completed.

If staff have concerns about a fellow colleague, they should follow the Whistle Blowing Procedures.

The NSPCC whistle blowing helpline is available for staff within our School, who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285. The email address is [help@nspcc.org.uk](mailto:help@nspcc.org.uk)



## Disqualification under the Childcare Act 2006

Changes to Disqualification under the Childcare Act 2006, as amended by the Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulation 2018 have been made, following a consultation into Disqualification under the Childcare Act 2006. The new legislation came into force on 31st of August 2018.

In the recent past, staff providing child care could, in certain circumstances, be prohibited from working with children because of the convictions made by someone who lives in their household. This is no longer the case.

Disqualification by Association now only applies in domestic premises, not to schools. However, staff working in child care may still be disqualified because of offences committed by themselves. Relevant people include anyone working with children of reception age or younger and children between five and eight years old in and out of the school setting (like breakfast clubs or afterschool care).

**All staff at Gig Mill Primary are made aware that their ‘relationships and associations’ (including online) may have a safeguarding implication.**

### Allegations of Abuse Made Against Other Children (Peer on Peer Abuse)

At Gig Mill we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, online abuse, verbal abuse, threats or intimidation, blackmail or extortion, sexual abuse, sexting, indecent exposure and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the school may be affected by this pupil

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse.

This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (refer also to page 18) (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

### **Minimising the risk of safeguarding concerns towards pupils from other pupils**

On occasion, some pupils may present a safeguarding risk to other pupils. These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When dealing with such incidents, they will usually, in the first instance, be investigated by the class teacher. If there is a safeguarding concern it will then be passed to the DSL/ senior leadership team; Head teacher and, in extreme cases, the Governing Body. At the Head teacher's discretion, the police may be informed, in certain circumstances and parents informed (of both the pupil being complained about and the alleged victim) at the earliest opportunity.

The DSL should contact social services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils' files.

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of peer on peer abuse the school has an ethos of promoting friendship and cooperation. Through assembly time, PSHE and other curriculum areas the children are taught tolerance, empathy and understanding. Each class has a 'worry box', which is regularly monitored and the school employs a Pastoral Lead to support both victims and perpetrators. The Pastoral Lead is available to pupils and parents to discuss concerns and provide support on a daily basis.

### **Allegations Against Staff and Volunteers**

**This is not the responsibility of the Designated Safeguarding Lead.**

If it is alleged that a teacher or other member of staff, including volunteers, has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children

The **Head Teacher** will deal with allegations made against school staff.

All staff have access to the counselling service within Dudley Council.

If any concerns or allegations are made against members of staff, in the first instance these should be

discussed with the Designated Officer for Managing Allegations (LADO) or duty Independent Reviewing Officer. It is useful at this stage to also provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the Designated Officer (Managing Allegations/ LADO) in accordance with the Working Together to Safeguard Children (2018) and the DSCB Safeguarding Children Procedures. A Managing Allegations Referral form will need to be completed.

In the event of the allegation being made against the Head Teacher, the **Chair of Governors** is to be notified.

If an allegation is made against any governor, including the Chair of Governors, the Head Teacher will contact the LA appointed Designated Officer.

- if any allegation is made a quick resolution should be a clear priority. If the nature of the allegation does not require formal disciplinary action, the school will endeavour to instigate appropriate action within three working days;
- in response to an allegation all other options should be considered before suspending a member of staff;
- allegations that are found to be malicious should be removed from the personnel records;
- pupils that are found to have made malicious allegations are likely to have breached school behaviour policies; the school will therefore consider the appropriate sanction;
- reporting restrictions only apply to teachers in schools;
- we as the employer have a duty of care to all staff; support for the individual is the key to fulfilling this duty;
- when an allegation is made it is extremely important that every effort is made to maintain confidentiality;
- after any allegations of abuse have been made, the outcome will be categorised as either; substantiated, malicious, false, unsubstantiated or unfounded;
- where an allegation has been substantiated and the individual is dismissed or resigns, the school may consider referring the matter to the TRA for consideration for a prohibition order.

In addition to this Gig Mill Primary School have routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within Gig Mill Primary will adhere to the Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings (May 2019). This covers a wide range of issues around staff conduct.

If staff have concerns about a fellow colleague, they should follow the **Whistle Blowing** Procedures. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other channels are open to them such as the NSPCC Whistle Blowing helpline: **0800 028 0285**.

### **Referral to Disclosure & Barring Service (DBS)**

Any employee who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual poses to vulnerable groups including children.

The Single Central record must be in place and include all the areas covered in the Keeping Children Safe in Education (2019). Further advice on this can be sought from HR.

## **The Curriculum**

Child protection and wider child safety issues will be addressed through the curriculum as appropriate, such as ICT (Information and Communication Technology), PHSE (Personal, Health and Social Education), Sex and Relationships Education.

## **Looked After Children**

The designated teacher for children looked after at Gig Mill is Alison Suchomski. She is responsible for promoting the educational achievement of children who are looked after and/or who have left care through adoption, special guardianship, child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher has the skills, knowledge and understanding to keep previously looked after children safe. The designated teacher will work closely with the Virtual School Head (Andrew Wright) and all other agencies, to ensure that prompt action is taken in respect of any concerns and that pupil premium funding is best used to support the progress of the looked after child. In the case of care leavers, the LA retains an ongoing responsibility which includes keeping in touch with them, preparing assessments of their needs and appointing a personal advisor to develop a pathway plan. Where applicable, the DSL will liaise with their LA personal advisor as necessary.

## **Other areas of our work**

Our Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and intervention is identified and implemented.

Positive mental health is the concern of the whole community and we recognise that our school plays a key part in this. Our school focuses on the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs.

- Children with mental health issues

See: Mental Health & Behaviours in School (November 2018)

All our policies or guidance which address issues of power and potential harm, for example equal opportunities, positive behaviour, positive handling, bullying, on-line safety, will be linked to ensure a whole school approach.

## **Virtual School Heads**

Gig Mill Primary is committed in working with the Virtual school Head and supporting the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

## **Children with Special Educational Needs and Disabilities**

Gig Mill Primary School is committed to working with children with special educational needs (SEN) and disabilities who often face additional safeguarding challenges. This can include:

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; they may be more prone to peer group isolation than others.

Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwards showing any signs

Communication barriers and difficulties in overcoming these barriers.

At Gig Mill Primary School we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- Whole school SEND INSET for all staff annually and regular reminders throughout the year in terms of monitoring the welfare of such pupils with extra vigilance.
- All staff to have SEND pupils marked upon their teaching lists, for easy reference
- Regular review meetings between DSL and SENCO, where safeguarding is a standard item on the agenda.
- Headteachers/SLT members meet with teachers regularly and monitor the behaviour and welfare of all pupils with an additional emphasis upon SEND.

### **Training and Development**

According to 'Keeping Children Safe in Education' (2019), the Head Teacher and all other staff who work with children will undertake child protection training to equip them to carry out their responsibilities for Child Protection effectively. This will be kept up to date by refresher training at regular intervals for all staff. Clear reminders of all procedures will be given out to staff in the training session at the start of every academic year.

Gig Mill Primary is committed to ensuring all staff are trained to a high standard. The detail around this is set out below:

According to 'Keeping Children Safe in Education' (2019), The Designated Safeguarding Leads will undergo Advanced training to provide them with the knowledge and skills required to carry out the role. (at least every two years).

In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meetings other designated safeguarding leads, or taking time to read and digest safeguarding developments), At regular intervals, but at least annually, to keep up with any developments relevant to their role.

Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training at induction. The training should be regularly updated and in line with advice from DSCB.

In addition all staff members should ensure regular safeguarding and child protection updates (for example, via email, Bulletins, staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

### **Implementation, Review and Monitoring**

Implementation will take place by ensuring this policy is discussed at the governors meeting and ensuring all staff are made aware of its existence.

This Policy will be monitored and reviewed on an annual basis.

### **Involving Parents / Carers**

In general, we will discuss any child protection concerns with parents /carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency before informing parents/carers because it

considers that contacting them may increase the risk of significant harm to the child. Parents / carers will be informed about our Child Protection Policy through the induction, the school website and newsletters.

### **Definitions and Indicators of Abuse**

There are four types of child abuse. They are defined in the UK Government guidance Keeping Children Safe in Education; statutory guidance for schools and colleges, September 2019 as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

**Physical Abuse:** A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a Parent/Carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional Abuse:** 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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation or 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 cyber bullying), 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

**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 production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); ensure access to appropriate medical care or treatment; it may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Significant Harm:** "Significant Harm is any Physical, Sexual or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development."

## **Signs of Abuse**

Recognising child abuse is not easy. It is every staff member's responsibility to be alert to whether or not child abuse has taken place or if a child is at significant risk of harm from someone. The following information should help to recognise the signs of possible abuse.

Physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body;
- multiple bruises - in clusters, often on the upper arm, outside of the thigh;
- cigarette burns;
- human bite marks;
- broken bones;
- scalds, with upward splash marks;
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation;
- aggressive behaviour or severe temper outbursts;
- flinching when approached or touched;
- reluctance to get changed, for example in hot weather;
- depression;
- withdrawn behaviour;
- running away from home.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking;
- being unable to play;
- fear of making mistakes;
- sudden speech disorders;
- self-harm;
- fear of parent being approached regarding their behaviour

## **Domestic Abuse**

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over, who are or have been intimate partners or family members, regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

### **Psychological, Physical, Sexual, Financial and Emotional**

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children.

We work with other key partners and share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

## **Online Safety**

The government has published new guidance document 'Teaching online safety in school (DfE, June 2019). It outline to schools the importance of helping children and young people not only to use the internet safely, but also to give them opportunities to learn how to behave online. At Gig Mill, our staff are made aware of the importance of teaching that is always age and developmentally appropriate.

Teaching online safety in school says that there are many areas in the curriculum where the topics could be taught, not least in the new compulsory Relationships (Sex Education) and Health Education in place from September 2020. In these curriculum areas, pupils will be taught what positive, healthy and respectful online relationships look like. The guidance includes the following underpinning knowledge and behaviours:

- How to evaluate what pupils see online
- How to recognise techniques use for persuasion
- Online behaviour
- How to identify risks
- How and when to seek support

Although the nature on online harms is discussed within the curriculum, it is not until we look through the comprehensive risk in this document that they together reflect how harmful the internet might be. It is easy to see the potential harm, but it is important that we communicate them in a safe and beneficial way, so that pupils remain respectfully cautious and not fearful. Potential harms covered in the guidance include:

- Age restrictions
- Content: How it can be used and shared
- Disinformation, misinformation and hoaxes
- Fake websites and scan emails
- Fraud (online)
- Password phishing
- Personal data
- Persuasive design which keeps users online for longer than they might have planned or desired
- Privacy settings
- Targeting of online content
- Abuse (online)
- Challenges (to do something and post about it)
- Content with incites hate/violence
- Fake profiles
- Grooming
- Live streaming
- Pornography
- Unsafe communication
- Impact on confidence (including body confidence)
- Impact on quality of life, physical and mental health and relationships
- Online vs offline behaviours
- Reputational damage

#### Suicide, self-harm and eating disorders

In an important section, the Teaching Online Safety in school guidance reminds schools that when teaching about these safeguarding topics (and others), staff should be mindful that there may be a child or young person in the lesson who is or has been affected by these harms. During, or after, a lesson a pupil may be prompted to disclose about something that may have happened online. The guidance says that it is good practice to consult the Designated Safeguarding Lead 'when considering and planning any safeguarding related lessons or activities (including online) as they will be best placed to reflect and advise on any known safeguarding cases, and how to support any pupils who may be especially impacted by a lesson'.

Teaching online safety in school should be read in conjunction with 'Education for a Connected World Framework (UKCIS 2018) which offers 'age specific advice about the online knowledge and skills that pupils



should have the opportunity to develop at different stage of their lives’.

The teaching online safety in school guidance emphasises the need for a whole school approach so that it is embedded in everything the school does including:

- Creating a culture that incorporates the principles of online safety across all elements of school life
- Proactively engaging staff, pupils and parents/carers
- Reviewing and maintaining the online safety principles
- Modelling the online safety principles consistently

The guidance ‘Teaching online safety in school’ can be downloaded here

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Education for a Connected World (UKCIS 2018) can be downloaded here

<https://www.gov.uk/government/publications/education-for-a-connected-world>

The school ensures that pupils are taught to stay safe online as part of our broad and balanced curriculum.

The school makes use of a number of additional resources and tools to support online safety such as:

- Guidance from PSHE Association
- Be Internet Legends by Parent Zone and Google
- Half-termly lessons devoted to safety when online
- Parental workshops to teach safe practices at home. (L)

***Pupils are not allowed to have access to their own electronic devices during the school day. If a child needs a mobile phone to arrange transportation when leaving school, they can bring their mobile phone to school and hand it in for safe keeping to their class teacher.***

### **Specific Safeguarding Issues**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on its own website <http://www.nspcc.org.uk>.

Schools can also access DSCB guidance on the issues listed below via the website

<http://safeguarding.dudley.gov.uk/>

### **Safeguarding Dudley Procedures**

<https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/safeguarding-children-procedures/>

### **Early Help Strategy - Dudley**

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/dudley-early-help-strategy/>

### **Referrals – How to make (Thresholds Framework)**

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/multi-agency-safeguarding-hub/>

## Local Guidance

- [Guidance for safer working practice for those working with children and young people in education settings](#) (May 2019)
- [E-Safety and the use of images](#)
- [Resolution and Escalation Protocol March 2019 V4.doc](#) (link for document further down the webpage)
- Prevent referrals to <https://www.dudleysafeandsound.org/prevent>
- [A practical guide for schools when dealing with a death](#)

## National Guidance

- [Ofsted – Education Inspection Framework](#)
- [Working Together to Safeguard Children 2018](#)
- [Keeping children safe in education \(September 2019\) - This guidance replaces previous Keeping Children Safe in Education. The full table of changes can be found in Annex H.](#)
- [Information Sharing Protocol \(July 2018\)](#)
- [What will happen if I report something?](#)
- [The Prevent Duty 2015](#)
- [Home Office Guidance on Mandatory Reporting of FGM – Procedural Information](#)

## Record Keeping

- **Body Map**
- **Chronology** (link for this document is further down the webpage under 'Information, useful links and resources)
- **Form for recording and reporting concerns to your DSL about a child** (link for this document is further down the webpage under 'Information, useful links and resources)
- **Front File sheet** (link for this document is further down the webpage under 'Information, useful links and resources)  
(should all the above be the ones that we use though rather than the ones off the Dudley Safeguarding website?)

## **Templates/Forms for use in Dudley**

The DSCB Multi Agency Referral Form is available via the [Report It](#) page.

### **Allegations against adults/staff**

<https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/management-of-allegations/>

The DSCB Multi Agency Referral Form is available via the [Report It](#) page

- [The Role of the LADO](#)
- [Allegations against a Professional - Flow Chart](#)
- [DSCB Allegations Procedures](#)

## **Anti-Bullying**

[www.bullying.co.uk](http://www.bullying.co.uk)  
[www.samaritans.org.uk](http://www.samaritans.org.uk)  
<https://www.anti-bullyingalliance.org.uk/>  
[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

## **Female Genital Mutilation (FGM)**

[www.feminist.org](http://www.feminist.org)  
[www.afruca.org](http://www.afruca.org)  
[www.feminist.org](http://www.feminist.org)  
[www.youngminds.org.uk](http://www.youngminds.org.uk)

## **Forced Marriage**

[www.fco.gov.uk/forcedmarriage](http://www.fco.gov.uk/forcedmarriage)

## **Legislation**

[www.dfes.gov.uk](http://www.dfes.gov.uk)

## **Mental Health**

[www.youngminds.org.uk](http://www.youngminds.org.uk)  
[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)  
[www.nhs.uk](http://www.nhs.uk)

## **Neglect Strategy**

<https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/neglect-strategy/>

**Stay Safe**

[www.staysafe.org](http://www.staysafe.org)

**Study and Prevention of Child Abuse and Neglect**

[www.baspcan.org.uk](http://www.baspcan.org.uk)

**Teenage Pregnancy**

<https://www.nhs.uk/conditions/pregnancy-and-baby/teenager-pregnant/>

**Use of images/ e-safety**

<https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/e-safety-and-use-of-images/>

### **Honour Based Violence (FBV)**

So called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/ or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such. If a member of staff has any doubt or concern, it should be reported immediately to the designated safeguarding lead.

### **Female Genital Mutilation (FGM)**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

**Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.**

**Child Sexual Exploitation (CSE):** "Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. They are likely to be in need of welfare services and - in many cases - protection under the Children Act 1989. This group may include children who are sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking".

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **Statutory definition of Child Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

(a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased

status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. **DfE Child sexual exploitation – Definition and guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation – February 2017**

### **Peer on Peer Abuse, including incidents of Sexting and opportunities to teach Safeguarding**

Staff should be aware that safeguarding issues can manifest themselves via peer to peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence;
- sexting (also known as youth produced sexual imagery); and
- Initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

On occasion, some pupils may present a safeguarding risk to other pupils. These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When dealing with such incidents they will usually, in the first instance, be investigated by the class teacher. If there is a safeguarding concern it will then be passed to the DSL/Senior Leadership Team; Headteacher and, in extreme cases, the Governing Board. At the Headteacher’s discretion, the police may be informed, in certain circumstances and parents informed (of both the pupil being complained about and the alleged victim) at the earliest opportunity.

The DSL should contact Social Services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils’ files.

It may be appropriate to exclude the pupil being complained about for a period of time according to the school’s behaviour policy and procedures.

Where neither social services nor the Police accept the complaint, a thorough school investigation should take place into the matter using the school’s usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned. We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of peer on peer abuse the school has an ethos of promoting friendship and cooperation. Through assembly time, life skills lessons (including PSHE) and other curriculum areas the children are taught tolerance, empathy and understanding. Each class is regularly monitored and the school employs staff that are specifically trained to support both victims and perpetrators. At Gig Mill Primary School, we believe that all children have a right to attend school and learn in a safe environment.

Children should be free from harm from adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the schools Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At Gig Mill Primary School, we will support the victims of peer on peer abuse by providing an adult advocate to discuss concerns with and provide support on a daily basis.

### **Sexting**

- Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and/or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection. In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: '[Sexting in schools and colleges, responding to incidents and safeguarding young people](#)'.

### **Contextual Safeguarding**

All staff, but especially the designated safeguarding lead (or deputy) will consider the context within which safeguarding incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Contextual Safeguarding helps focus on the fact that young people experience harm beyond their families and recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems, beyond focusing on families in recognition that young people are vulnerable to abuse in a range of social contexts. This allows any assessment to consider all of the available evidence and the full context of any abuse.

### **Children Missing Education (CME)**

Children missing education are children of compulsory school age who are:

- Not on a school roll.
- Not being educated other than at school.
- Identified as having been out of any educational provision for a substantial period of time (4 weeks).

Children go missing from education for a number of reasons including:

- They don't start school at the appropriate time and so they do not enter the educational system.
- They are removed by their parents.
- Behaviour and/or attendance difficulties.
- They cease to attend, due to exclusion, illness or bullying.
- They fail to find a suitable school place after moving to a new area.
- The family move home regularly.
- Problems at home.

Where children have poor attendance or are regularly missing then the school works in close liaison with the Local Authority CME officer and admissions team. Please see Attendance Policy, as part of our school admissions procedure, school requests at least two emergency contacts for a pupil.

*Further information can be found in ['Children missing education: statutory guidance for local authorities – September 2016](#)*

### **Private Fostering**

A private fostering arrangement is one that is made privately (with involvement of the local authority) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (A close family relative is defined as a grandparent, brother, sister, uncle or aunt and includes half – siblings and step-parents; it does not include great aunts or uncles, great grandparents or cousins) Given the 'hidden' nature of much private fostering, local authorities have a duty to raise awareness and needs to notify the local Children's Care department. Each party involved in a private fostering arrangement has a legal duty to inform the local authority 6 weeks before the arrangement is due to start. Not to do so is a criminal offence. It is important to note that although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, the school will be clear on who has parental responsibility.

### **Upskirting**

At Gig Mill Primary School, we have ensured that staff are aware of the changes to Voyeurism (Offence) Act 2019 which criminalise the act of 'Upskirting'. The Crown Prosecution Service (CPS) defines 'up skirting' as "a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders"



## **Prevent Strategy (Radicalisation and Extremism)**

Gig Mill Primary School is actively involved in the Prevent strategy.

Senior leaders, governors and staff have received recognised PREVENT training

The school has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the school and British values. Therefore our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities.

Our school strategy for preventing extremism has five key objectives:

1. To promote and reinforce school and British values; to create space for free and open debate; listen and support the learner voice and enable pupils to develop their self-knowledge, self-esteem and self-confidence.
2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society.
3. To ensure pupil safety and that the school is free from bullying, harassment and discrimination.
4. To provide support for pupils who may be at risk and offer appropriate sources of advice and guidance.
5. To ensure that pupils and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. **The SPOC for Gig Mill Primary School is ANGELA HANNAWAY.** The responsibilities of the SPOC are described below.

### **Indicators of Vulnerability to Radicalisation**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy 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."
3. 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.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - a. Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - b. 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 group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- c. Personal Circumstances – migration; local community tensions; and events affecting the 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;
  - d. Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - e. Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - f. Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- 
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
  8. More critical risk factors could include:
    - Being in contact with extremist recruiters;
    - Accessing violent extremist websites, especially those with a social networking element;
    - Possessing or accessing violent extremist literature;
    - Using extremist narratives and a global ideology to explain personal disadvantage;
    - Justifying the use of violence to solve societal issues;
    - Joining or seeking to join extremist organisations; and
    - Significant changes to appearance and / or behaviour;
    - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## **Preventing Violent Extremism**

### **Roles and Responsibilities of the Single Point of Contact (SPOC)**

The SPOC is responsible for:

- ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- raising awareness about the role and responsibilities of the school in relation to protecting pupils from radicalisation and involvement in terrorism;
- monitoring the effect in practice of the school’s RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- collating relevant information from/ in relation to referrals of vulnerable pupils into the CHANNEL process;
- attending CHANNEL meetings as necessary and carrying out any actions as agreed;
- reporting progress on actions to the CHANNEL Co-ordinator;
- sharing any relevant additional information in a timely manner.
- CHANNEL is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity;
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability

## **Implementation, Review and Monitoring**

Implementation will take place by ensuring this policy is discussed at the full governing body meeting and ensuring all staff are made aware of its existence.

This Policy will be monitored and reviewed on an annual basis and whenever significant changes to legislation, guidance or changes to local procedures require it.

## **Supporting Documents**

DSCB Safeguarding Children Procedures <http://safeguarding.dudley.gov.uk/>

Working Together to Safeguard Children (2018)

Keeping Children Safe in Education (2019)

Keeping Children Safe in Education: Information for all Schools and College Staff (2019)

Safer Working Practice Guidance (May 2019)

### **Useful Numbers**

Dudley MASH Team: 0300 555 0050

Emergency Duty Team 0300 555 8574

Local Authority Designated Officer (LADO): 01384 813061

Police Child Abuse Investigation Unit Halesowen Police Station 101 Extension 79026071 or 79026072

Local authority PREVENT Officer 01384 814736

## **APPENDIX 1**

### **Dealing with a Disclosure of Abuse –**

When a child tells me about abuse she/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but he/she may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that she/he has a right to be safe and protected.
- Do not tell the child that what she/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what she/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk. Immediately afterwards

**You must not deal with this yourself.** Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Headteacher or one of the other the Designated Safeguarding Leads. Complete one of the reporting forms available in the staffroom or office and hand it directly to the appropriate person ensuring it is dated and signed. Body map is on the reverse of the school reporting format.

Do not leave it in their pigeon hole or on their desk for them to 'find'. It may be urgent and require an immediate response.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from one of the Designated Safeguarding Leads or Headteacher.

## APPENDIX 2

### What to do if you are concerned:

#### (Concerns outside the immediate environment (e.g. a parent or carer))

- Report your concerns to the, Designated *Safeguarding Lead* who should contact MASH (Multi Agency Safeguarding Hub) or the Police as soon as possible. Report your concerns to the, Designated *Safeguarding Lead* who should contact Social Care Team or the Police as soon as possible.
- If the *Designated Safeguarding Lead* is not available, then the Head Teacher or the person currently responsible for the school should be informed. (This is to ensure there is no delay in seeking advice or making a referral). If the Designated *Safeguarding Lead* is not available, then the Head Teacher or the person currently responsible for the school should be informed. (This is to ensure there is no delay in seeking advice or making a referral).
- The MASH Team and the *Designated Safeguarding Lead* will decide how to involve the parents/carers.
- Parents should not be informed if to do so would increase risk to the child'. Social Care Team and the *Designated Child Protection Co-ordinator* will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child'.
- Maintain confidentiality on a **need to know** basis only.

### Information for social care or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

The reasons for your concern

Full name and date of birth of the child

Names and dates of birth of the child's family/household members

Other agencies/professionals involved with the family

The child's first language and any special needs

The child's developmental needs, family and environmental factors and parenting capacity

Any work you may have already undertaken with the child and family

All incidents will be reported on a Multi –Agency Referral Form (MARF)

## **Responding to allegations or suspicions (about someone working with children or young people (e.g. a teaching assistant))**

It is not the responsibility of anyone working within Gig Mill Primary School in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

Gig Mill Primary School will ensure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, has:

Behaved in a way that has harmed a child, or may have harmed a child;

Possibly committed a criminal offence against, or related to a child;

Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm to children

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example

Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 *Sexual Offences Act 2003*);

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'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*);

Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text / e-mail messages or images, gifts, socializing etc);

Possession of sexual images of children / pseudo-photographs of children.

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone who works in Gig Mill Primary School including administrative and other support staff.

### ***Action if there are concerns***

Concerns about poor practice:

If, following consideration, the allegation is clearly about poor practice; the Head Teacher will deal with it as a misconduct issue.

If the allegation is about poor practice by the Designated Safeguarding Lead, or if the matter has been handled inadequately and concerns remain, it should be reported to the Head Teacher / Chair of Governors who will decide on whether disciplinary action should be taken and the next steps to take.

### **Concerns about suspected abuse**

Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Designated Safeguarding Lead / Head Teacher, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.

The Designated Safeguarding Lead / Head Teacher will refer the allegation to the Social Care Team who may involve the Police.

**All allegations against people who work with children must be passed onto the LADO (LA Designated**

Officer).

The parents or carers of the child will be contacted as soon as possible following advice from the MASH team / LADO.

If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Head Teacher. If the Head Teacher is the subject of the concern / allegation, the concern must be shared with the Chair of Governors. The Chair of Governors will liaise with the Designated Officer for Managing Allegations (LADO) and HR.

### ***Internal Enquiries and Suspension***

The Head Teacher will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the LADO.

Irrespective of the findings of the MASH Team or Police inquiries the Head Teacher / Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Governors and Head Teacher must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.