



# Chalkhill Primary School

## ***Safeguarding Policy Child Protection Policy***

*(Updated March 2017)*

### **Child Protection Policy**

The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children March 2013 and Keeping Children Safe in Education September 2016

This policy was written and adopted on: September 2016

It is due for review in twelve months in: September 2017

Other policies that need to be taken into account are:

- *PSHE*
- *confidentiality*
- *behaviour and attendance*
- *special needs*
- *health and safety*
- *safe recruitment*
- *E-safety*
- *Management of Allegations*
- *Intimate Care*
- *Staff Code of Conduct*

## Introduction

*'At Chalkhill Primary School we aim to provide a safe, secure and healthy environment where all children are encouraged to be independent learners and thinkers'.*

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school. All staff, including volunteers, have a full and active part to play in protecting pupils from harm.

We believe that our school provides a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children.

In line with: *Working Together to Safeguard Children - 2015 and Keeping Children Safe in Education - 2016.*

### The aims of this policy are to:

- confirm that the pupils' development is supported in ways that will foster security, confidence and independence
- raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities
- emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- emphasise the links with the school's policy for safe recruitment of staff and volunteers, and for managing allegations
- confirm the working relationships with other agencies, especially Brent Children's Family Front Door Multi-Agency Safeguarding Hub (MASH), Social Services and the Police

## Responsibilities

### i. The governing body:

- has trained link governor(s) for:
  - child protection, named: **Martin Francis** who will attend training/updates every three years
  - looked after children, named; **Martin Francis**
- should ensure a member of the governing body nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher
- will ensure that the school has a child protection policy, staff behaviour policy and procedures in place, operates safe recruitment procedures and makes appropriate

staff and volunteer checks and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with Brent LSCB and Brent Local Authority

- ensure that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment. Keeping Children Safe in Education 2016).
- at least one member of an appointing panel will have attended safer recruitment training
- appoint a member of staff of the school's leadership team to the role of designated safeguarding lead
- must ensure the school keeps an up to date single central record
- monitors adequacy of resources committed to child protection, and the staff and governor training profile
- recognises that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- will make sure that the child protection policy is available to parents on request
- will ensure this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, to ensure safeguarding

**ii. The head teacher** will ensure that:

- the policies and procedures adopted by the Governing Body are followed by all staff
- the policy will be updated annually, and be available publicly either via the school or college website or by other means
- designated staff review the updates of the Brent LSCB procedures
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained
- a list of all staff and volunteers, and their safeguarding training dates is maintained
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and such concerns are addressed in a timely manner in accordance with agreed policies
- she undergoes child protection training which is updated regularly, in line with advice from the Brent LSCB

## **Allegations against the Headteacher**

Where an allegation is made against the Headteacher, the Designated Person for Child Protection must inform the Chair of the Governing Body, as well as the Local Authority Designated Officer (LADO). The LADO will discuss the allegation with the Designated Person for Child Protection.

**The LADO function is currently undertaken by the Child Protection team and this team should be contacted as the first point of call for any LADO.**

**If you wish to have a discussion prior to making a referral please contact in order,**

- **Child Protection Admin Team: 020 8937 3783**
  
- The role of the Named Governor for Child Protection shall include
  - Monitoring of procedures relating to liaison with the LADO, Social Care and the Police in relation to any allegations of child abuse made against the Headteacher, including attendance at Initial Action Meetings.

### **iii. The trained designated leads (headteacher/senior leader) for child protection:**

- 1 Marie Campbell (Deputy Head/Inclusion)
- 2 Rose Ashton (Headteacher)

#### **Will:**

- have their roles explicitly defined in their job descriptions
- are given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively
- the designated safeguarding lead should undergo updated child protection training every two years
- liaise in accordance with the Brent LSCB procedures when referring a pupil where there are concerns about possible abuse or harm
- where there are concerns about a member of staff being involved contact the Local Authority Designated Officer (LADO)
- be able to access the contents of the Brent LSCB procedures and Personnel procedures and make these accessible to all staff
- ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children
- support staff who attend strategy meetings and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after'

**Ensure that:**

- written records of concerns are kept, even if there is no immediate need for referral; and monitored
- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the headteacher/designated lead
- pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- all absence letters are dated and clearly signed by a teacher, and that if there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
- the pupil has a Child Protection Plan, and is absent without explanation, their key worker in Safeguarding is contacted (usually their social worker)
- phone calls about absences are logged and dated by the Parent Support Advisor: Maureen Anthony
- records are monitored for patterns and appropriate action is taken
- where there are existing concerns about a pupil, and they transfer to another school in this authority, a copy of information held is forwarded under confidential cover and separate from the pupil's main file to the designated lead for child protection in the receiving school
- where a pupil has a **child protection plan** and transfers to another school;
  - the designated lead in Safeguarding is informed immediately
  - ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file
  - or to the Social/Children's Services within the new authority if the pupil is transferring to a school in another authority as soon as possible

**iv. The staff**

- All staff, teaching and non-teaching, volunteers and others working in school need to:
  - be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies
  - Can make their own referral to children's social care
  - be alert to signs and symptoms of harm and abuse
  - know how to respond to their duty when they have concerns or when a pupil discloses to them and to act
  - know what and how to record concerns
  - all staff members should undergo child protection training which is updated regularly, in line with advice from the Brent LSCB. (*Whole staff training every three years*)
  - maintain an attitude of 'it could happen here'

**Reporting concerns to the designated leads**

Any concern should be discussed in the first instance with *the designated leads or in their absence the head teacher*, as soon as possible.

**If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.**

**Anybody can make a referral.**

It is vital that our actions do not abuse the pupil further or prejudice further enquiries, for example:

- listen to the pupil, if you are shocked by what is being said, try not to show it
- it is OK to observe bruises but not to ask a pupil to remove their clothing to observe them
  
- **if a disclosure is made,**
  - accept what the pupil says
  - stay calm, the pace should be dictated by the pupil without them being pressed for detail by asking leading questions such as “what did s/he do next?” It is our role to listen - not to investigate
  - use open questions such as “is there anything else you want to tell me?” or “yes?” or “and?”
  - be careful not to burden the pupil with guilt by asking questions like “why didn’t you tell me before?”
  - acknowledge how hard it was for the pupil to tell you
  - do not criticise the perpetrator, the pupil might have a relationship with them
  - do not promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the pupil’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time” or “it will be all right now”

### **Recording information**

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation.
- If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow” Do not take photographs!
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into ‘proper terms’).
- It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.

### **Supporting pupils**

- The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.
- We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn
  
- **The school will support all pupils by:**
  - discussing child protection cases with due regard to safeguarding the pupil and his or her family
  - supporting individuals who are or thought to be in need or at risk in line with Brent LSCB procedures
  - encouraging self-esteem and self-assertiveness
  - challenging and not condoning aggression, bullying or discriminatory behaviour
  - promoting a caring, safe and positive environment

## **Confidentiality**

- A pupil's views will be considered by the designated lead in deciding whether to inform the pupil's family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.
- The personal information about all pupils' families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality
- Staff understand that they need know only enough to prepare them to act with sensitivity to a pupil and to refer concerns appropriately. The designated leads and head teacher will disclose information about a pupil to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the pupil, the incident, the family and the consequent actions.

Staff must be aware that:

- they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe
- Where there are concerns about a pupil's welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a pupil's welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff should speak to their designated person with a view to passing on the information.

## **Working with parents/carers**

- Parents and carers play an important role in protecting their children from harm. We are committed in establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.
- The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.
- In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek their agreement to making referrals to Brent Family Front Door (MASH).
- Where there are any doubts, the designated lead should clarify with Brent Family Front Door (MASH) team whether, and if so when and by whom, the parents should be told about the referral.
- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.

*Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs. WT 2015*

- Our school promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. The school promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensure

that when political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.

## **Protecting children from radicalisation**

(<https://www.gov.uk/government/publications/prevent-strategy>)

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as. '**The Prevent Duty**'

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others



## Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead (Marie Campbell) using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the headteacher will make a referral to the appropriate body.

Concerns relating to individuals:  
[Family.Frontdoor@brent.qcsx.gov.uk](mailto:Family.Frontdoor@brent.qcsx.gov.uk)  
General Prevent enquiries and training requests:  
[prevent@brent.gov.uk](mailto:prevent@brent.gov.uk)  
<http://www.preventforfeandtraining.org.uk/>  
Advice for Parents: [www.familiesmatter.org](http://www.familiesmatter.org)

## Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2016)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

## Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

## Related Policies

- Acceptable Use (ICT) Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Lettings' Policy
- Personal, Social And Health Education (PSHE) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Visitors Policy
- Whistle-blowing Policy

## Definitions

**Extremism** is defined in the 2011 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.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**British Values** are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We use the Rights Respecting School's agenda to ensure that Chalkhill children have:

- a safe childhood, protected from violence, abuse and exploitation
- a safe environment so they can be as healthy as possible
- an education that develops their personality, talents and abilities to the full
- the same rights whatever their ethnicity, gender, religion, abilities, whatever they think or say and whatever their family background
- the right to a voice on all matters that affect them and for their views to be taken seriously

## **Roles and Responsibilities**

### **Role of the Governing Body**

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The governing body has a nominated person who will liaise with the headteacher and other staff about issues to do with protecting children from radicalisation.

### **Role of the Headteacher**

It is the role of the headteacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

### **Role of Designated Safeguarding Lead**

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

### **Role of staff**

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

### **Curriculum**

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

## **Internet Safety**

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert the ICT leader (Mrs Mehta) and senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to ICT leader (Mrs Mehta) and a senior member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones. Children who bring phones to school must hand them into the office until home time.

The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Children and staff are asked to sign the AUP annually to confirm they have understood what is acceptable.

Children and staff know how to report internet content that is inappropriate or of concern.

## **Staff Training**

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly staff meetings.

## **Child Sexual Exploitation (CSE)\***

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.

- Staff should be aware of the key indicators of children being sexually exploited which can include:
- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

**There are three main types of child sexual exploitation:**

**Inappropriate relationships:**

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

**Boyfriend/Girlfriend:**

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

**Organised exploitation and trafficking:**

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

## **Female genital mutilation (FGM)**

FGM refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

**Risk factors for FGM include:**

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

**Symptoms of FGM**

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

**Indications that FGM may have already taken place may include:**

- difficulty walking, sitting or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating

- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear
- talking about pain or discomfort between her legs

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.

### **Honour Based Violence\***

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 so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

### **SEND\***

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be 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
- difficulties may arise in overcoming communication barriers
- At Chalkhill Primary School we identify pupils who might need more support to be kept safe or to keep themselves safe

### **PEER ON PEER ABUSE\***

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 cyber bullying), gender based violence/sexual assaults and sexting.

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.

At Chalkhill 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 by adults in the school and other students.

We recognise that some children 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 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 Chalkhill we will support the victims of peer on peer abuse

## **PRIVATE FOSTERING\***

A private fostering arrangement is one that is made privately (without the involvement of a 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.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. 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, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

## **SAFER RECRUITMENT\***

It is vital that we create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children

Governing bodies must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2016)*.

Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Identification checking guidelines can be found on the GOV.UK website;

### **Visitors**

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to children will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children unless a member of staff is present.

Staff must not invite speakers into school without first obtaining permission from the headteacher.

### **‘No platform for extremists’**

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

### **Professional development**

- The governors recognise that all staff and volunteers who work with pupils aged up to 18 years need to have appropriate child protection training that equips them to recognise and respond to pupil welfare concerns.
- Ensure staff are given mandatory induction, which includes familiarisation with child protection policy, staff behaviour policy, the Designated leads in the school their responsibilities and procedures to be followed.
- All staff should read at least part one of *Keeping Children Safe in Education 2016*
- The training including multi-agency training in the last 3 years undertaken by staff and governors to ensure their knowledge and skills are up to date includes:

### **Training**

- Safer recruitment training - Headteacher, DSL, Chair of Governors (July 2015)

- FGM training - Head teacher, Welfare Assistant & PSA (October 2015)
- WRAP - Prevent training - All staff and governors ( February 2016)
- CSE training – DSL & PSA (February 2016)
- Weekly safeguarding updates for staff

### **Prevention in the Curriculum**

- The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- The PSHE programme *in each key stage* provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
  - safely explore their own and others' attitudes
  - recognise and manage risks in different situations and how to behave responsibly
  - judge what kind of physical contact is acceptable and unacceptable
  - recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
  - use assertiveness techniques to resist unhelpful pressure
  - Internet Safety

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>



# Child Protection

Child Protection refers to children who are or who have been at risk of significant harm.

Anybody can make a referral to children's social care

**There are 4 main types of abuse:**

## PHYSICAL ABUSE

**DEFINITION:** 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Uncaused syndrome by proxy.

What to look out for: the signs of physical abuse:

### **Physical signs**

- Marks and Bruises
- Suspicious stories about how marks made
- Frequent bumps etc.
- Broken Bones
- Jumping when adult raises voice
- Tearful
- Hair missing
- Scratches / burns
- Hitting or aggressive to other children
- Sleeping in class
- Self-conscious when changing for PE
- Restless and fidgety
- Wetting / soiling them self
- Little contact with other children
- Poor attendance
- Use of bad language
- Physically threatening behaviour
- Shouting

### **Mental health or behavioural problems**

- Introverted, shy or withdrawn
- Little contact with other children
- Aggression and violence
- Frightened / nervous at simple movements / jumpy
- Problems with relationships and socialising
- Stories include violent descriptions / pictures depict regularly violent scenarios
- Mood swings
- Change of character or behaviour
- Trying to hide injuries under clothing
- Not wanting to go home
- Depression or anxiety

## **FEMALE GENITAL MUTILATION (FGM)**

**DEFINITION:** Female genital mutilation (FGM), also known as female circumcision or female genital cutting, is defined by the World Health Organisation (WHO) as "all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons".

FGM is physical abuse.

### **Physical signs**

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Fracture or dislocation of legs/arms as a result of restraint
- Spend long periods of time away from a classroom during the day with bladder or menstrual problems
- Severe pain in groin area
- Haemorrhage
- Urinary infections
- Change in physical appearance/dress & body language

### **Mental health or behavioural problems**

- Being withdrawn - emotional and psychological shock (exacerbated by having to reconcile being subjected to the trauma by loving parents, extended family and friends);
- Detached / isolated
- Withdrawn aggressive
- Unable to form relationships with adults
- Changes in attitude, personality or behaviour
- Changes in interaction with others
- Feelings shown through writing or art work
- Peer group problems
- Extremes of emotion
- Underachieving

## **SEXUAL ABUSE**

**DEFINITION:** Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

What to look out for: the signs of sexual abuse:

### **Suddenly starting to behave differently**

- Aggressive behaviour
- Sleep problems
- Bed-wetting or soiling
- Risk-taking behaviour during adolescence
- Negative thoughts
- Not looking after themselves
- Poor attendance
- Avoids physical contact.

### **Avoiding particular adults**

- Avoids being alone with a particular family member
- Fears an adult or is reluctant to socialise with them.

### **Sexually inappropriate behaviour**

- Inappropriate physical contact with other children
- Stories or drawings with sexual content
- Use of sexual language or information that you would not expect them to know
- Exposing self
- Re-enacting sexualised behaviour

### **Physical symptoms**

- Anal or vaginal soreness
- An unusual discharge
- Pregnancy
- Repeated urine problems
- Bruising

## **EMOTIONAL ABUSE**

**DEFINITION:** Emotional abuse is the persistent emotional ill-treatment 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 feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill-treatment of a child, though it may occur alone. Witnessing domestic abuse between their parents or carers is also emotional abuse.

What to look out for: the signs of emotional abuse:

### **Physical signs**

- Eating disorders
- Risk taking behaviours
- Self-harm
- Aggression

### **Mental health or behavioural problems**

- Low self esteem
- Withdrawn / frightened / shy
- Secretive
- Makes little eye contact
- Emotionally finds it difficult to maintain relationships with peers and adults
- Jumpy or stuttering during conversations with adults
- Cries a lot / very sensitive
- Socially isolated
- Mood swings
- Lack of concentration
- Very quiet, speaks little
- Poor social skills, lack of empathy
- Bullies others
- Very unsettled
- Anti-social behaviour
- Lack of confidence

## **NEGLECT**

**DEFINITION:** Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

What to look out for: the signs of neglect:

### **Signs that a child could be suffering from neglect include:**

- Living in an inadequate home environment
- Being left alone for long periods
- Being persistently ignored by parents or carers
- Poor appearance and delayed development
- No contact with parents, do not attend parents' evening
- Travelling to and from school alone when very young
- Taking on the role of carer for other family members.

### **Physical effects of neglect may include:**

- Poor muscle tone/prominent joints
- Poor skin: sores, rashes, flea bites
- Thin or swollen tummy
- Poor hygiene, like being dirty or smelly
- Untreated health problems, such as bad teeth, head lice, ringworm
- Unwashed clothing
- Inadequate clothing, e.g. not having a coat in winter
- Appears unhealthy but is always in school
- Hungry, no breakfast, poor packed lunch
- Unfamiliar with basic routines of feeding and toileting
- Tiredness, irregular bed times
- 

### **Emotional and behavioural effects may include:**

- Difficulties with school work
- Homework not completed/PE kit regularly forgotten
- Poor attendance
- Poor punctuality
- Being anxious about, or avoiding, people
- Difficulty in making friends
- Withdrawn
- Anti-social Behaviour
- Stealing and lying

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## **Guidance on the use of Physical Restraint**

*'Section 93 of the Education and Inspections Act 2006 gives guidance on The Use of Reasonable Force to Control or Restrain Pupils'* and sets out the powers teachers and other staff have to use.

The following is a summary of the non-statutory guidance provided by the DCSF.

- Teachers and other staff have always had the right to defend themselves against an attack providing an appropriate degree of force is used.
- In an emergency, (e.g. if a pupil is at immediate risk of injury or on the point of inflicting injury), any member of staff is entitled to intervene.
- Regardless of the seriousness of the pupil's misbehaviour or the degree of provocation it remains unlawful for staff to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation.

Staff may find it necessary to exercise the right to restrain a child in the following circumstances:

- Using an object as a weapon to threaten others
- Acting in a manner that may cause injury to themselves or others
- Attempting to leave the school premises (only if at risk when not kept within the confines of the classroom or school.)

This applies at any time where staff are on the school premises or in charge of the pupil elsewhere e.g. school trip.

The only acceptable means of physical intervention could include;

- Taking a child by the hand or arm
- Blocking the path of a child about to attack another or attempting to leave the premises

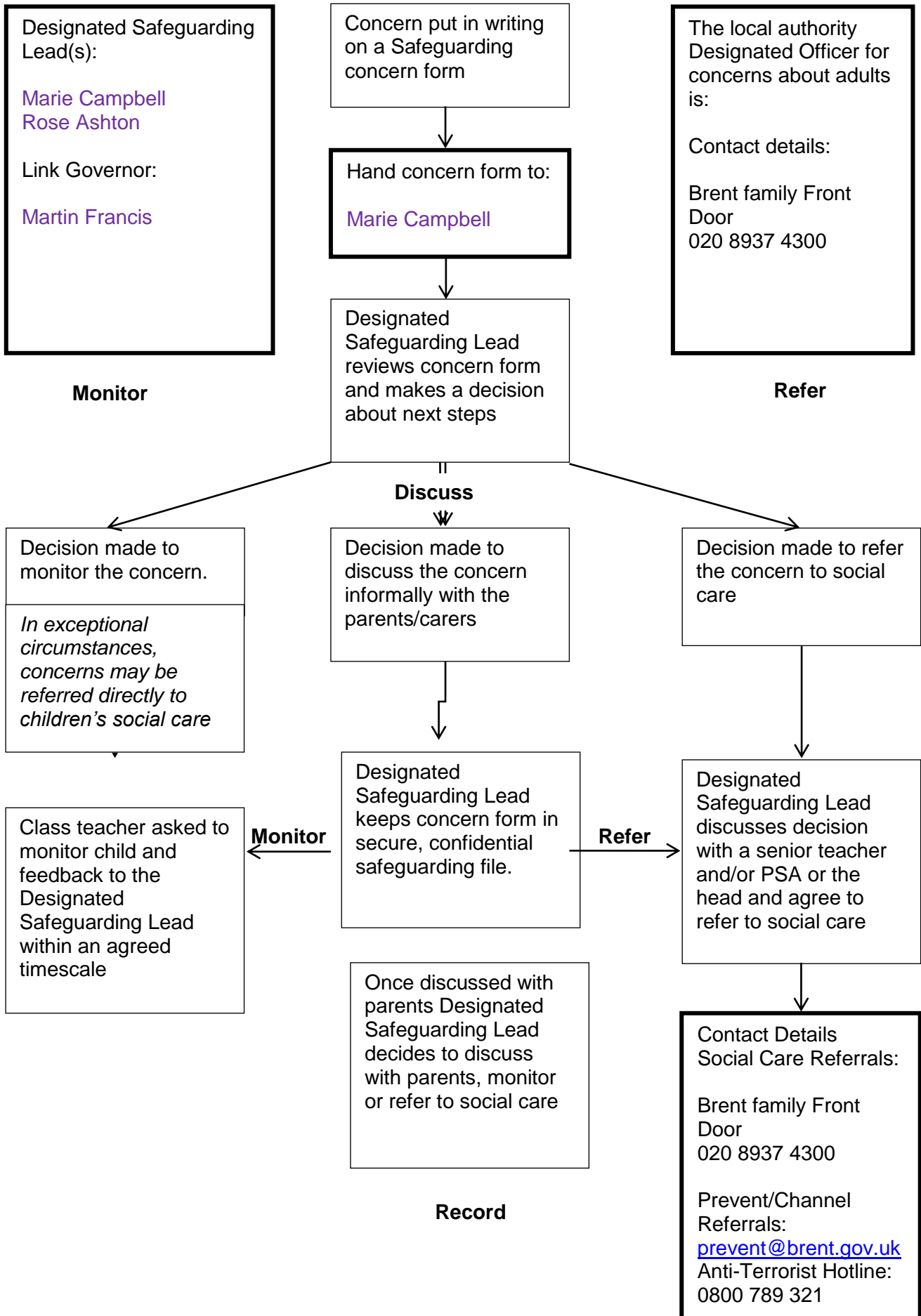
Staff may find useful advice in '*Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings*' [www.teachernet.gov.uk/docbank/index.cfm](http://www.teachernet.gov.uk/docbank/index.cfm)

If a member of staff is unable to control a child by these means the Head or a senior staff member should be sent for immediately.

An incident involving physical restraint should be reported orally straight after the event to the Head or a senior member of staff and a written report should be provided as soon as possible afterwards.

If a specific allegation of abuse is made against a member of staff the school will follow the guidance set out in '*Working Together to Safeguard Children 2015*' & '*Keeping Children Safe in Education 2016*'

## FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



# Advice for dealing with angry parents

## If parent is aggressive and/or shouting

- **Make sure children are safe (with another member of staff)**
- **Send a child or adult to get a senior member of staff**
- **Stay Calm and Just Listen**

Do not say or do anything. Just listen.

Don't interrupt and don't be in a hurry to jump in.

Doing so will only make the parent angrier and more intent on making a big issue out of it.

Respond only after they've gotten everything off their chest.

Paraphrase to make sure that you have heard what the parent is saying, not what you think /assume they mean

- **Empathize**

Validate the parent's feelings by telling them that you understand why they're upset and why they feel the way they do. Make eye contact and have empathetic body language.

Remember that just because something doesn't seem like a big deal to you, doesn't mean that it isn't a very real concern to them.

The concern is coming from **their** world not yours

- **Apologize**

You might say, "I'm sorry you feel that way."

Or "I'm really sorry you are upset." "I'm sorry to hear that."

Often, that's all a parent wants to hear.

Ensure your body language and tone match your word.

- **Take Responsibility**

Whether or not you're directly responsible for why the parent is angry is irrelevant. Take responsibility anyway. It's the fastest way to diffuse their anger and is the right thing to do—for them and for you.

Simply say, "I'm going to look into it." "I'm going to follow it up." "I'm going to pass it on to Ms. Ashton."

"I'm going to escalate it to a senior leader."

- **Fix It**

End your conversation by reiterating that you're going to take care of the problem.

And then do it. Don't let it wait. Fix the problem as soon as you're able.

- **Follow Up**

Make sure that you keep your promise and when you've sorted out the problem, contact the parent to let them know.

Before ending the conversation, thank the parent for coming to you, and then ask them to contact you if they have any more concerns.

# Parent Code of Conduct

At Chalkhill Primary School staff, governors, parents and pupils work together in partnership to create a safe, stimulating and nurturing learning environment for our pupils.

To create the best outcomes for pupils, the relationship between home and school has to be based on the principles of care, integrity, trust and mutual respect.

**In order to support a peaceful and safe school environment the school will not tolerate parents, carers or visitors exhibiting the following:**

- **Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, office area or any other area of the school**
- **Using loud/or offensive language, swearing or displaying temper.**
- **Threatening to do actual bodily harm to a member of school staff, Governor, visitor, fellow parent/carer or pupil regardless of whether or not the behaviour constitutes a criminal offence.**
- **Damaging or destroying school property.**
- **Abusive or threatening e-mails or text/voicemail/phone messages or other written communication**
- **Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on Facebook or other social sites.**
- **Any concerns you may have about the school must be made through the appropriate channels, which includes the school Complaints Procedure.**
- **The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.**
- **Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).**
- **Smoking and consumption of alcohol or other drugs whilst on school property.**
- **Using a mobile phone whilst on school property**
- **Dogs being brought on to school premises.**

Should **any** of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the school grounds.

We trust that parents and carers will assist our school with the implementation of this policy and we thank you for your continuing support of the school.