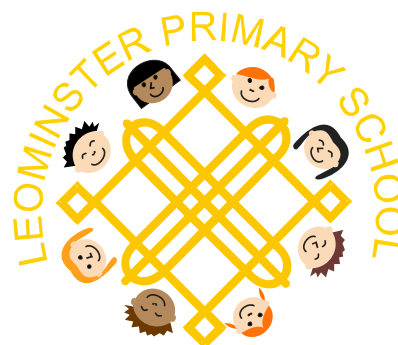


LEOMINSTER PRIMARY SCHOOL

Child Protection / Safeguarding Policy

Our mission is to:

Be a witness to the values, teaching for all children
Promote achievement and enjoyment for all
Expect the best for each individual
Inspire learning
Collaborate with the community
Promote a healthy and safe life style
Create a sustainable school
Continually strive to be effective



Introduction

At Leominster Primary School every child's welfare is our paramount concern

All schools have a statutory duty to have a Child Protection/Safeguarding Policy. The Designated Member of Staff (DSL) for Child Protection/Safeguarding is Mrs H Lynch. The Deputy Designated Member of Staff (DDSL) is Mrs V Oliver and Mr T Mamak (DDSL). The following have also been trained to Specialist Level (Previously Level 5 Safeguarding with Herefordshire LA): Mrs H Rees. The school complies with the HSCB (Herefordshire Safeguarding Children's Board) guidance for Child Protection/Safeguarding. Please follow this link: <http://hscb.herefordshire.gov.uk>

Mrs H Lynch is the Looked After Children Leader and Prevent Leader.

All safeguarding designated trained personnel have clearly defined duties (see appendix A).

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

Mrs L McGowan is the governor responsible for Child Protection Safeguarding.

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; and in line with the following government publications:

- Keeping children safe in education September 2018
- Working Together to Safeguard Children DfE July 2018
- Framework for the Assessment of Children in Need and their Families
- What to do if you are worried a child is being abused March 2015
- Safeguarding Children and Young People July 2014
- Herefordshire Safeguarding Children's Board Child Protection Procedures HSCB Website
- Safeguarding Children in Education – Guidance from DfES Nov 2005
- Section 11 Children Act 2004 (Statutory Guidance)
- The Prevent duty for schools and childcare providers August 2015

All members of staff will have access to whole school safeguarding training at least every two years. We will also, as part of our induction, issue information in relation to our Safeguarding policy and any policy related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers.

Our DSL and DDSL undertakes further safeguarding training in addition to the whole school training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wide agenda of safeguarding issues. This will support both the DSL / DDSL to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school.

Our Governing body will have access to safeguarding training and our Named Governor for Safeguarding will also undertake additional training at least every two years. Our safeguarding arrangements are reported on a termly basis to our Governing body and our Safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.

The following have been trained in Safer Recruitment: Mr T Mamak (Headteacher) Mrs H.Rees (Deputy Head) Mrs H Lynch (Deputy Head / DSL) and Mrs Beaumont – Pike (School Business Manager)

Mrs H Lynch (DSL) has attended training in WRAP (Workshop to Raise Awareness about Prevent) in February 2016, and all members of staff have attended a WRAP workshop.

Leominster Primary School recognises its responsibilities for child protection and strives to achieve an environment where all children are safe and secure, supported and valued within the school community.

The school will safeguard and promote the welfare of children by:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and undertake that role so as to enable those children to have optimum life chances and enter adulthood successfully

We recognise that some children today are the victims of neglect and/or physical, sexual or emotional abuse and that staff of the school, by virtue of their day to day contact with and knowledge of the children in their care, are well placed to identify such abuse and to offer support to children in need. All child protection concerns and referrals will be handled sensitively, professionally and in ways which support the needs of the child.

Contextualised Safeguarding

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse, or exploitation from outside their families." Working Together to Safeguard Children (2018)

The School understands the value of Contextual Safeguarding. This is a conceptual framework for understanding, assessing, and reducing the risk of harm from outside the family home.

Contextual Safeguarding seeks to understand child protection risks from beyond the family. This becomes of increasing importance for adolescents who naturally begin to spend more time out of their home and under the influence of their peers. In the neighbourhood, young people can be negatively affected by a range of risks as they spend more and more time in public spaces such as retail areas, public transport, parks and other open spaces. Those seeking to safeguard young people therefore need to assess and intervene in these wider contexts where children could face possible harm.

Contextual safeguarding recognises that safeguarding encompasses the context of a child's peers. Research shows us that the pervading attitudes and social norms of their social group may be positive or negative. A safe, supportive, and effective peer group will engender positive relationships, whilst negative experiences may lead to violent, coercive, and harmful behaviours so the school must consider its work to develop healthy, supportive and positive attitudes amongst its pupil as part of its safeguarding duty.

Contextual Safeguarding theory therefore considers the dynamic 'interplay' between the child, family, peers, school, and neighbourhood; and the 'weight of influence' presented by the attitude of their peers.

The Contextual Safeguarding system aims to disrupt or limit harmful extra-familial contexts, to reduce the risk of harm. Examples of how Leominster Primary School has worked to ensure effective contextual safeguarding are: installing extra street lighting on the exit routes from the school and outside car park, cutting bushes back on the public alleyway used by pupils to come to and leave the school, working with the bus company to address risks on public transport, pupils working with the police on risks faced outside school, sharing of wider community concerns and information in family network meetings with other agencies and the school's PHSE curriculum that develops positive values about peer relationships.

In Leominster particular public spaces pose potential safeguarding risks such as the skate park, the Grange open area, alleyways in town and recreational grounds. The school works with pupils on the risks posed in these areas and actively notifies the police as these concerns arise.

"Contextual Safeguarding ... means assessment 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 ... so, it's important that schools and colleges provide as much information as possible as part of the referral process." Keeping Children Safe in Education, (2018), paragraph 52

Link to support Contextual Safeguarding:

<https://www.contextualsafeguarding.org.uk/>

Purpose of our Child Protection Safeguarding Policy

The policy aims to ensure prevention through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school preventative ethos. Leominster Primary School recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to prevent children becoming victims of abuse.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore work:

- To support each child's development in ways that will foster security, confidence and independence.
- 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.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and their responsibilities in identifying and reporting possible signs of abuse.
- To emphasise the need for good levels of communication between all members of staff.
- To ensure that all staff are aware of the Prevent Strategy and able to protect children who are vulnerable or at risk of being radicalized.
- Include opportunities in the PSHE, Citizenship curriculum for children to develop the skills that they need to recognise and stay safe from abuse.
- Ensure parents are aware of our duty of care and safeguarding procedures through the school website and the prospectus. Ensure they know that if there is perceived need, referrals to other agencies may be made and we encourage these to be seen as a constructive measure.

The school will:

- Ensure that every member of staff (including temporary, supply staff and volunteers) and the governing body receive a copy of Herefordshire Levels of Need Threshold on Child Protection and Safeguarding on arrival and they know the name of the Designated Member of Staff responsible for Child Protection Safeguarding 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 DSL or DDSL's.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on a Child Protection Plan or a Child in Need. Parents are contacted regarding the referral.
- Develop effective links with relevant agencies
- Keep written records of concerns about children
- Ensure all records are kept securely, separate from the main pupil file, and in a locked location in the DDSL's office
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer (see section: Allegations made against leaders, staff and volunteers)
- Ensure safe recruitment practices are followed
- Hold an induction meeting for new members of staff with Head or DSL before job commences
- Ensure site security

Support to victims of abuse and to staff in identifying signs and symptoms of abuse. All adults who come into contact with children and young people have a duty of care to safeguard and promote their welfare.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

The school will follow the procedures set out by the Local Herefordshire Safeguarding Children's Board (HCSB) hscb.herefordshire.gov.uk and take account of guidance issued by the Department of Education.

The school will support pupils through:

- The contents of the curriculum.
- The school ethos and values system which promotes a positive, supportive and secure environment, giving pupils a sense of being valued.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adolescent Mental Health Service (CAMHS), Education Welfare Service and Educational Psychology Service.
- The school behaviour policy, which among other things, aims to support vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Ensuring that when a child transfers schools and is on a Child Protection Plan or a Child in Need plan, their information is transferred to the new school immediately and that the social worker is informed.
- Support staff and all employees at school in Child Protection Safeguarding training to identify signs of abuse.

Leominster Primary School has a commitment to promote and safeguard the welfare of each child in the school. As part of the recruitment and training of staff, promoting the protection of children is a main issue.

- All staff employed by the school who work unsupervised with children are subject to a DBS check. These are checked by the Head teacher and Business Manager.
- All governors, volunteers, supervisors and personnel who work regularly, and are unsupervised with children, are also required to have DBS checks.
- DBS checks are not required for visitors. Visitors do not have unsupervised access to children.
- Checks for volunteers are required only for those who have regular unsupervised access to children and young people. Under the terms of the Protection of Freedoms Act 2012 where a volunteer is being adequately supervised, they are not considered to be working in regulated activity however often they do this, and the school does not need to request a DBS check. Written Risk Assessments are required for volunteers in unregulated activity.
- Staff who have unbroken service (that is, no break of three months or more) will be subject to a five year DBS check.
- Written Risk Assessments are required for non – DBS staff in unregulated activity
- Leominster Primary School is committed to the provision of training of its staff in relation to Child Protection Safeguarding. All personnel are trained at the Universal

Level by the DMS. This includes support staff, cleaners, caretaking staff and kitchen staff. Designated personnel are trained to the Specialist Level (previously Level 5): Mrs H Lynch (DSL) and Mrs V Oliver (DDSL). Mr T Mamak & Mrs H Rees, have also been trained to Specialist Level.

- All staff will receive annual safeguarding training.
- All staff are responsible for familiarising themselves with the Child Protection Safeguarding procedures and have a basic knowledge of what constitutes abuse, how to recognise abuse and what to do when abuse is reported or witnessed.
- Furthermore, training will include the Good Practice guidelines, which have been prepared in order to protect children and reduce the possibilities of abuse occurring, or of false allegations of abuse.
- All teaching personnel receive training on e-safety. The school has developed policy and procedures to promote pupil and staff internet safety, KS2 parents have received advice on how to keep their children safe with regard to internet usage. During spring term 2016, an e safety group has formed. This group is made up of Herefordshire ICT advisor, Designated Senior Lead of safeguarding, ICT co-ordinators, safeguarding Governor and pupils of the school.

The school's aim is to provide a safe environment for children, which will enable their individual, needs to be met and which will promote their physical, emotional, social, cultural and spiritual development.

As part of this commitment, we have guidelines that set out the course of action for members of staff, children and parents, volunteers and friends if abuse of a child is alleged, suspected or observed.

It is vital that everyone involved in the care of children is alerted to the possibility of abuse. Our policy and procedures recognise this possibility and aim to promote an environment in which abuse is unlikely to occur or continue, and in which staff are clear about the action to take if abuse is suspected or alleged.

Induction

During their period of induction all new staff will receive a copy of Leominster Primary School Child Protection Safeguarding Procedures and Child Protection Safeguarding training. Induction training will cover the Behavioural Policy, staff code of conduct, Children Missing in Education Policy, Keeping Children Safe in Education, identify the schools DSL and DDSLs and the role of both and all new staff are directed to the induction folder on the schools common staff site.

Procedures

Our guidelines reflect the policy and procedures of Herefordshire Safeguarding Children's Board.

As members of staff at Leominster Primary School our duty of care is to protect the children. This is carried out in many ways throughout our work but

- If you observe abuse you must take any immediate action necessary to protect the child.

- You must immediately report your observations to the Designated Members of Staff for Child Protection Safeguarding: Mrs H Lynch (DSL) or Mrs V Oliver / Mr T Mamak (DDSLs).

In addition all staff must be aware of the Good Practice Guidelines.

What is Abuse?

For additional information follow: hscb.herefordshire.gov.uk

There are 4 standard categories, which are used by all agencies and understood to have agreed meanings. All concerns need to be identified under these standard categories.

Definitions of Child Abuse

NEGLECT: The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in significant 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. Neglect may occur during pregnancy as a result of maternal substance abuse.

PHYSICAL ABUSE: This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child (including Female Genital Mutilation). 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 known as fabricated or induced illness.

SEXUAL ABUSE/INCLUDING CHILD SEXUAL EXPLOITATION: This involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) 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 or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

EMOTIONAL ABUSE: The persistent emotional ill treatment of a child such as to cause severe and persistent 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. These may include interactions that may be beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve frequently causing children 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.

Specific Safeguarding Issues

Vulnerable groups who are at a higher risk from safeguarding incidents (Please see Annexe A of Keeping Children Safe in Education 2018):

Children in the court system
Children Missing from Education
Children with family members in prison
Children who are homeless or at risk of becoming homeless
SEND children
Children subject to Criminal Exploitation
Children vulnerable to child sexual exploitation
Children vulnerable to peer on peer abuse
Children at risk of sexual violence and harassment between children in school
Children affected by Domestic Abuse
Children at risk of exposure to Honour – Based Violence, FGM, Forced Marriage and / or Radicalisation

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There is an age appropriate guide to support children 5-11-year old:

<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report to the DSL following normal safeguarding procedures, in accordance with the Children Missing in Education Policy.

The school will inform the LA of any pupil who fails to attend regularly or has been absent without the schools permission for a continuous period of 10 school days or more.

Two emergency contacts will be held for each pupil where possible.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

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.

Some of the following signs may be indicators of child sexual exploitation:

- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Having affordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault

Link to support CSE:

<https://herefordshiresafeguardingboards.org.uk/herefordshire-safeguarding-children-board/child-sexual-exploitation-and-missing-sub-group/>

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

:

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Pupils with SEND

The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a pupil with SEND, the DSL / DSLs will liaise with the school's SENCOs, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or 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.

FGM

Safeguarding children from Female Genital Mutilation (FGM)

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

What is FGM?

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

4 types of procedures:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision - partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner / outer labia

Type 4 All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out? Belief that:

- FGM brings status / respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom / tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening are:

- Children are getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being one from 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra, Leon, Egypt, Nigeria, Eritrea as well as non-African communities)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from holiday abroad, such as being withdrawn appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something that somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Staff have been briefed on the indicators of possible FGM and will refer any concerns immediately to the police directly and staff will need to inform the DSL or DDSs subsequent to informing the police.

Safeguarding children from Forced Marriage (FM)

Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

If a case of forced marriage is suspected it will be viewed as a safeguarding concern, parents and carers will not be approached or involved about a referral to any other agencies.

Staff have been briefed on the indicators of possible forced marriage and honour based violence and will refer any concerns to the DSL immediately

Preventing radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being

drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

At Leominster Primary school all Management staff, Teaching staff, Teaching Assistants, The Chair of Governors and The Safeguarding Governor have completed online channel policing training and are aware of the indicators of possible extremism and radicalisation. Any concerns are to immediately be reported to DSL who would then contact the appropriate agency.

Peer on Peer Abuse

Peer – On – Peer Abuse / Anti Bullying:

Our definition of bullying is "A systematic and extended victimisation of a person or group, by another group of others" This includes all forms of e.g. physical, sexual violence, sexting, cyber, racist, homophobic and gender related bullying.

Children are told that silence is the bully's best friend. Although bullying in this school is rare the school always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated.

We have an Anti-bullying policy.

Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyber bullying): sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting and initiating / hazing type violence and rituals.

Abuse is abuse and will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";

All staff are aware of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer is unacceptable and will be taken seriously.

All staff are aware that children with SEND and / or differences are more susceptible to being bullied / victims of child abuse.

Preventing Bullying / Peer on peer abuse

Children are always supervised by an adult in school.

Curriculum time allocated to ensure PSHE (personal Social and Health Education) and RSE Relationships and Sexual Education are given priority.

Leominster Primary School are also working alongside West Mercia Police who deliver the STAR project and the NSPCC deliver assemblies and workshops, also other agencies.

Addressing Bullying / Peer on Peer Abuse

In cases of Bullying / Peer on Peer Abuse, allegations will be recorded. These will be investigated by a senior member of staff and the DSL will be informed.

All parties will be given the opportunity to give their perspective. These will be recorded and witnesses will be asked to clarify information.

Parents will be notified and sanctions will be put in place.

Victims will be supported and support will put in place to ensure that they feel happy in school. They will be assigned a trusted adult to speak with and time will be allocated to speak with them. Perpetrators will receive intervention to help them to understand the severity of their actions and risk assessments will be carried out.

Links to support Peer on Peer Abuse:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

<https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Links to support Sexual violence and harassment between children in schools:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Fabricated or induced illness (FII):

There is evidence that parents / carers can and do cause harm to children through fabricated or induced illness. Terminology to describe the fabrication or induction of illness in a child has changed over time and included Munchausen's Syndrome by proxy, factitious illness by proxy, illness induction syndrome and medical child abuse.

Some key indicators are:

- The reporting of signs and symptoms which may include fabrication of past medical history. This may or may not include an intention to deceive.
- Deception by interfering with specimens or medical equipment whose malfunction will directly affect patient care.
- The falsifying of hospital charts, records and/ or letters and documents.
- Directly interfere with the child by poisoning, injuring, withholding medication

Effects on the child:

- The child suffers repeated investigations, procedures and treatments
- His/her health and life is threatened if illness is induced
- S/he is deprived of a full education
- The child is using aids such as wheelchairs
- The child becomes socially isolated
- The child may be anxious about her/his own state of health
- The child may be confused about her/his true state of health
- The child may develop a false self-view of being sick and vulnerable
- The child may collude with illness behaviour
- The child may become silently trapped in falsification of illness

Alerting signs

- Child's history, physical or psychological presentation leads to a *discrepancy* with findings of assessments, examinations or investigations
- Reported symptoms, and signs found on examination are not explained by any medical condition from which the child may be suffering

- The signs are reported or symptoms observed only by a parent or when a parent is present
 - There is a poor response to prescribed medication and other treatment. New symptoms are reported on resolution of previous ones
 - There are repeated presentations, particularly to a variety of doctors and with a variety of problems
 - The child's normal daily activities are being curtailed beyond that which might be expected for any medical disorder from which the child is known to suffer
 - The parent disputes negative findings and requests further investigations
- Staff have been briefed on the indicators of possible fabricated and induced illness and will refer any concerns to the DSL (Mrs H Lynch) or DDSLs (Mrs V Oliver and Mr T Mamak) immediately.

Sexting

'Sexting' is a risk taking behaviour associated with the use of digital devices, social media or the internet. Leominster Primary School takes a pro-active approach in its ICT programmes to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

In the advice from UKCIS for schools sexting is defined as **the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18**. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.

'Sexting' does not include the sharing of sexual photos and videos of under 18 years old with or by adults. This is a form of child sexual abuse and must be referred to the police.

If an incident involving 'sexting' comes to your attention, report to the DSL or DDSLs immediately who will decide on the best response.

Link to support understanding of Sexting:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a **private** arrangement made between a parent and a carer, for 28 days or more.

Where the school becomes aware of a pupil being privately fostered, they will notify the LA to allow the LA to conduct necessary checks. This is a mandatory duty.

Identifying concerns

The following list outlines signs, which raise concerns about a child. Some of these may have some other possible explanation, but a cluster of these signs should indicate consideration of possible Child Protection/Safeguarding issues, and should be reported.

- Unexplained injuries with inconsistent/unlikely explanations
- A pattern of injuries, even if minor – e.g. bruising, particularly if fingertip or hand shapes are in evidence.
- Indications that a child is fearful of an adult/adults.
- Indications that a child is fearful of certain situations.
- Noticeable change in behaviour/moods.
- Frequent tummy-aches.
- Wetting, or going to the toilet frequently – where this is a change to the child's usual behaviour.
- Deterioration in concentration or behaviour.
- Sexualised behaviour inappropriate to the child's age or stage of development.

It is sometimes difficult to decide whether certain behaviour from one child to another constitutes normal 'experimentation', bullying or child abuse.

Bullying can be defined as 'deliberately hurtful behaviour, repeated over a period of time where it is difficult for those being bullied to defend themselves'. (DFEE Circular 10/95). This can include physical acts (hitting, kicking), verbal (name-calling, racism) or indirect bullying such as spreading rumours, or excluding someone from a group. Among children with severe developmental delay it can be particularly difficult to differentiate bullying from other forms of challenging behaviour. Reference should be made to the Behaviour Policy.

For children with severe learning difficulties and Autistic Spectrum Disorders, it can be particularly difficult to ascertain whether some of the above behaviours are indicators of abuse or are due to their developmental delay, phobias, lack of communication or inability to tolerate others in their space. It is important to get to know a child, what is the child's usual behaviour? How do they normally react and behave? It is often the changes in the child's 'normal' behaviour that provides the best indicator that something is wrong.

CHILD PROTECTION SAFEGUARDING PROCEDURES

Reporting Suspicions or Allegations of Child Abuse

Every member of staff at Leominster Primary School has a duty to promote the protection and the wellbeing of the children in our care. With this in mind, all staff must be familiar with and must adhere to the Good Practice Guidelines and the Herefordshire Guidance for Employees in school 'Allegations of Child Abuse'.

Any member of staff who is told of or has witnessed, any incident or suspicion of child abuse in respect of a child at Leominster Primary School, must report the information immediately to the Designated Members of Staff for Child Protection/Safeguarding. This is reported on a Record of Session form (Appendix D) which is then given to DSL (HL) or DDSs (VO / TM).

However, all staff can make a referral themselves. Referral forms can be found on the Herefordshire Safeguarding Children Board website.

Child abuse to be reported **includes:**

- Abuse of a child by a staff member or adult within Leominster Primary School
- Abuse at home reported to staff by a child
- Abuse by a stranger or

- Abuse of one child by another

Staff at Leominster Primary School **should not** investigate reports of abuse themselves but to immediately report to the Designated Members of Staff for Child Protection Safeguarding.

Alleged victims, perpetrators; those reporting abuse and others involved **should not** be questioned. The only matter to clarify is that there is an allegation or suspicion of abuse. When you report a Child Protection Safeguarding concern you will be asked to put your concerns in writing, the Designated Member of Staff for Child Protection Safeguarding may ask for some detail in order to ascertain the immediate actions necessary to ensure the child and/or other children are protected from further risk.

The Children Act requires that local safeguarding procedures are followed and these are designed to avoid unnecessary or repeated interviews or medical examinations, to involve the police (as appropriate) and to avoid contamination of evidence by interviewees, which may have inadvertently led a witness.

It is important to acknowledge that the procedure will inevitably lead to some investigations being triggered, which do not substantiate the allegation being made, as well as those which do. However it is preferable to have some false alarms than fail to initiate specialist investigation of real abuse. **We all have a duty to protect children.**

Any staff member to whom allegation of child abuse is made or observes such abuse must:

- **Listen** to a child that is telling or indicating that something abusive has happened to him/her or someone else.
- **Allow** the child to tell you as much as they want to **without** interrupting. Remember you will need to record this.
- **Limit** any questions to clarify what happened and **strictly avoid** leading the child by making suggestions or introducing your own ideas in the questions. Do not try to investigate further.
- **Tell** the informing child that you will make sure that the right people will follow up what they have said.
- **Reassure** the child that a person of their choice will support them if at all possible.
- **Ask** them if there is anything that they immediately need to make them feel safe and assure them that staff will try as far as practicable to follow their wishes.
- **Refer** the matter immediately, with all relevant details, to the Designated Teacher for Child Protection/Safeguarding.
- **Record in writing** as soon as possible what you have been told/observed, using the exact words by the informant and yourself including any questions and answers on the school's 'Record of Session' form (Appendix D).

Confidentiality

Children should not be promised confidentiality as there may be a disclosure of alleged abuse and it will be necessary to share that information as part of the Child Protection/Safeguarding process. The school cannot protect the child; only social services and the police have the power necessary to carry out enquiries.

Action by Designated Members of Staff for Child Protection Safeguarding

On receiving details of an allegation of child abuse the Designated Member of Staff for Child Protection/Safeguarding must first of all take any necessary steps needed to protect any child from risk of immediate harm. If in doubt as to whether the concern raised is clearly a Child Protection/Safeguarding referral, the designated member of staff can consult Levels of need & Service Response and/or discuss any concerns with the Multi Agency Safeguarding Hub (MASH) at the local authority, who have responsibility for Child Protection/Safeguarding issues or the Lead Nurse for Child Protection/Safeguarding. They will advise on the most appropriate course of action.

If it is established that this is a matter for Child Protection/Safeguarding Investigation, the Designated Members of Staff for Child Protection/Safeguarding should immediately complete the relevant paperwork for the MASH Team. Any referral is made within the 'Common Assessment Framework'. This is the national agreed and applied model for assessing the needs of children and young people. It has a child-centred approach and looks at development and environmental factors as well as family circumstances in assessing the needs of the children.

If the school has a concern about a child we will share these concerns with parents/carers. However, if sharing these concerns puts the child at risk of significant or further harm we will seek advice from Herefordshire Council within the MASH team. Refer to cards in staffroom and office and HSCB poster of contact details.

Following a referral, MASH have a duty to decide (within one day) on action to be taken and to inform the referrer of that decision. If deemed to be a Child Protection Safeguarding issue a core assessment will be carried out and information about the child will be sought from school and other agencies. This all depends on if the case is seen as section 47 or section 17. An initial assessment maybe conducted or a strategy meeting, if it is section 47, prior to core assessment.

Whenever there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm, a Strategy Discussion/Meeting will be called. A representative from the school should attend. If a school representative is unable to attend, documents will be sent to the meeting and an educational representative from MASH would represent the school. This is the expected procedure if the school had made the referral.

Many cases are resolved with advice and support to parents; other cases however may require much longer involvement. Where identified risk remains, court proceedings may be taken or arrangements made for the child to be cared for by other members of the family or foster carers. Where children continue to live in situation of risk, a Child Protection Safeguarding Conference may be called.

Support given to the child or children making an allegation and their parents

The Designated Members of Staff for Child Protection Safeguarding will discuss and follow the Assessment Team Manager's advice in relation to:

- Any need for medical examination or treatment for the child. (In all but urgent situations this will be discussed at a strategy meeting).

- Any immediate protection which may be needed for a child who has been abused, a child who has been given information about abuse or a child against which an allegation has been made. (Any of these may now be at risk).
- Any further support deemed necessary and appropriate for the child, other children who may be at risk and their families.

The support offered to a child making an allegation will almost certainly involve allocating an appropriate member of staff, as far as possible, a person chosen by the child to stay with him/her. The Designated Member of Staff for Child Protection Safeguarding in consultation with Social Services will ascertain whether any other person should have information about the allegation. Staff supporting a child should ensure that they listen and support the child but do not probe or ask questions, if the child does disclose more information the staff should record what they say in writing. Staff should also record in writing any unusual behaviour displayed by the child following the allegation.

Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life.

Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

- Have SEND (whether or not they have a statutory EHC plan).
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- Are frequently missing/going missing from care or from home.
- Misuse drugs or alcohol.
- Are at risk of modern slavery, trafficking or exploitation.
- Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
- Are returned home to their family from care.
- Show early signs of abuse and/or neglect.
- Are at risk of being radicalised or exploited.
- Are privately fostered.

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.

All staff will be made aware of the local early help process and understand their role in it.

The DSL will take the lead where early help is appropriate.

Link to support Early Help:

https://www.herefordshire.gov.uk/downloads/download/607/common_assessment_framework_-_resources_for_practitioners_and_professionals

What to do if you have concerns about a child

In Herefordshire we are clear that children with different levels of need will be responded to appropriately by the range of agencies who work with them. The information below is based on national government and shows how different levels of need should be addressed.

Level 1 – Universal services

No additional action / support needed

Level 2 – Early Help – children and young people where some concerns are emerging and who require additional support, usually from professionals already involved with them (Threshold to consider EHA)

Level 3 – Targeted Early Help – Children and young people who are causing significant concern or where concerns recur frequently (Threshold to initiate EHA)

Level 4 Specialist – Children and young people who are very vulnerable. (Threshold to refer to Children's Social Care)

The Child Protection Safeguarding Conference (ICPC) is an opportunity for all professionals with the family to consult about how the child may best be protected and in particular, decide whether the child should be subject to a Child Protection Plan (historically this was referred to as the child being placed on the Child Protection Register).

It is clearly very important that a representative of the school attends the conference if at all possible. Details of children in receipt of a Child Protection Plan are held by the Social Care Teams – these details all the children (resident in the area) who are considered to be of continuing risk of significant harm and for whom there is a Child Protection Plan. The first Child Protection Safeguarding Review Conference will be called within three months and reconvened every six months to ensure that momentum is maintained in the process of safeguarding the registered child.

If a child is subject to a Child Protection Plan (CPP), a Key Worker (Social Worker) and a Core Group will be appointed. Whenever possible a representative of the school should be a Core Group member. An outline Child Protection Safeguarding Plan will be drawn up and the Core Group will be responsible for meeting regularly to implement it.

When a child is subject to a CPP, the school's designated member of staff must decide who needs to be told. This should be done on a 'need to know' basis, but should include personnel who monitor attendance, who have day-to-day responsibility for their education and any pastoral staff who may be working with the child.

When a child is subject to a CPP, the school's designated member of staff must decide who needs to be told. This should be on a 'need to know' basis, but should include personnel who monitor attendance, who have day-to-day responsibility for their education and any pastoral staff who may be working with the child.

Sharing Information

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people.

The GDPR and Data Protection Act 2018 place greater significance on organisations being transparent and accountable in relation to their use of data. All organisations handling personal data need to have comprehensive and proportionate arrangements for collecting, storing, and sharing information.

The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

Where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 includes 'safeguarding of children and individuals at risk' as a condition that allows practitioners to share information **without consent**

Information **can be shared legally without consent**, if a practitioner is unable to, cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.

Relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well-being.

The school contributes to inter-agency working as part of its statutory duty.

The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.

Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

During disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.

Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.

Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.

Discussions with parents will not take place where they could potentially put a pupil at risk of harm.

Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.

Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed.

External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it inappropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

When information is shared electronically, it should be sent securely via Anycomms or only using a child's initials or UPN.

[Link to support Information Sharing:](#)

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Allegations made against leaders, staff and volunteers (see policy Managing Allegations Made Against Professionals)

LADO: Local Authority Designated Officer hscb.herefordshire.gov.uk click on Policies and Procedures Herefordshire LADO: Terry Pilliner 01432 261739

Organisations that work or come into contact with children and young people need to be aware of the possibility that allegations of abuse will be made against members of their staff or volunteers. Allegations will usually be that some kind of abuse has taken place. They can be made by children and young people and they can be made by concerned adults.

Allegations can be made for a variety of reasons. Some of the most common are:

- Abuse has taken place
- Something happens to a child that reminds them of an event that happened in the past. (The child is unable to recognise that the situation and the people are different).
- Children can misinterpret your language or your actions because they are reminded of something else.

All allegations should be brought to the notice of Mr T Mamak (Head) or in his absence Mrs H Lynch (DMS) or Mr T Stiles (Chair of Governors) immediately. In cases where the allegation is made against these people, the complainant should approach Mr T Stiles, Chair of Governors. The Herefordshire Safeguarding Children Procedures has detailed advice on allegations against a member of staff:

<http://www.proceduresonline.com/west%20mercia%20consortium/>

If a complaint is made please:

- Make sure that the child in question is safe and removed from the person alleged to have abused the child.
- Contact Herefordshire Council's Local Authority Designated Officer (LADO) by email to lado@herefordshire.gcsx.gov.uk or contact the administrator on 01432 261708. The HSCB website has information on policies and procedures: Managing Allegations Against Professionals January 2011 www.herefordshire.gov.uk/hscb
- Contact the MASH Team/West Mercia Police
- Contact the parents or carers of the child if advised to do so by the social worker/police officer in charge of allegations.

Irrespective of any investigation by the LADO or the Police, you should follow the appropriate disciplinary procedure; consideration needs to be given as to whether the alleged abuser should be suspended from attending the setting until the outcome of any investigation is clear. Current DfE guidance is not to resign if at all possible. All incidents should be investigated internally after any external investigation has finished enabling the organisation to review practice and put in place any additional measures to prevent a similar thing happening again.

Well-functioning organisations encourage an environment where people feel safe to express their concerns about the practice of others. The term 'whistle blowing' is often used pejoratively; if a staff member, volunteer or visitor has concerns, they should not be victimised in any way for expressing them. Complaints from children/young people and their families should be welcomed as a way to improve the services offered.

Leominster Primary School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, which may include the attitude or actions of colleagues. The school's whistleblowing Policy is there to support and aid them in these circumstances. Whistleblowing regarding the Head teacher should be made to the Chair of the Governing Body, whose contact details are available from the school Business Manager.

[Link to support Whistleblowing:](#)

<https://www.nspcc.org.uk/services-and-resources/nspcc-helpline>

LADOs are involved in the management and oversight of individual cases where it is alleged that a person working with children (including a volunteer) has:

- Behaved in a way that has harmed a child, or may have harmed a child or
- Possibly committed a criminal offence against or related to a child or
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

The school will inform Ofsted about any allegations of serious harm or abuse by any person living, working, or looking after children on the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere). The school will also tell Ofsted

about any other abuse, which is alleged to have taken place on the premises, and the action taken in respect of these allegations. The school will inform Ofsted about these allegations as soon as is reasonably possible, but at the latest within 14 days of the allegations being made. If this requirement is not met, and there is no reasonable excuse, the school is committing an offence.

Employers, social services and professional regulators are under a legal duty to notify the Disclosure and Barring Service www.homeoffice.gov.uk/agencies-public-bodies/dbs/

If the member of staff resigns during an investigation or before they are dismissed, the school should still inform the DBS. Telling the DBS does not mean the person will be automatically barred from working with children and vulnerable adults.

An organisation which knowingly employs someone who is barred is breaking the law.

A person barred from working with children or vulnerable adults is breaking the law if they work/volunteer or seek to work/volunteer with these groups.

For more information go to www.homeoffice.gov.uk/agencies-public-bodies/dbs/services/dbs-referrals/ and search for referrals.

Refer to guidance from HSCB (attached) or refer to HSCB website policies and procedures.

Safer recruitment (see Safer Recruitment Policy)

The application of rigorous procedures for the recruitment of any staff or volunteers who come into contact with children, both directly and indirectly, can reduce the likelihood of allegations of abuse being made that are founded. As an absolute minimum, the following standards should be followed:

- All prospective employees should complete an application form which asks for details of their previous employment and for the names of two referees
- All prospective workers should have a DBS check, if working unsupervised with children, before they start employment or activities.
- The Headteacher and Chair of Governors will make a judgement regarding each person's appropriateness to fulfil a role depending on the outcome of a DBS check, an interview and references.
- All prospective employees should be interviewed to establish previous experience of working in an environment where there is contact with children and perceptions of acceptable behaviour.
- Nobody should start work before references have been received. Referees should be reminded that references should not misrepresent the candidate or omit to say things that may be relevant to their employment.
- All appointments to work with children should be subject to an agreed probationary period.
- New members of staff should be clear about their responsibilities and wherever possible, work to an agreed job description.
- Written Risk Assessments are required for non DBS volunteers and staff in unregulated activity.

- These guidelines should be available to everyone and fully discussed as part of an induction process.

Social Networking

At Leominster Primary School we are aware of how social networking sites such as Facebook and Twitter are becoming increasingly popular as a way of communicating and sharing information, despite age restrictions that are in place. Whilst we do not want to restrict the use of such sites by our staff the following guidance might be useful.

The Department for Education has published guidance on social networking sites. On page 6, it advises teachers:

....ask yourself if you would feel comfortable about a current or prospective employer, colleague, pupil or parent, viewing their content

All employed staff at school should, when publishing information, personal contact details, video or images, ask themselves if they would feel comfortable about a current or prospective employer, colleague, pupil or parent, viewing their content.

Can staff become friends with pupils?

The DfE also suggests that teachers should not become online friends with pupils, or add them to contact lists, since this could give pupils access to personal information about staff. Teachers are advised to learn how to restrict access to their pages, so that only specific people can see them. This is particularly relevant for staff who have parents or children as relatives.

Teachers are not discouraged from using social networking sites for use in class, but are warned to be careful about which sites they use and how they use them.

Children's Safety and Awareness of the Dangers of Social Networking

The school undertakes awareness training on how to keep safe using social media. This is to raise consideration of what is happening nationally and enables children to take increased responsibility of their actions using social media. With the increase of sexting nationally, children should be aware of what is right and wrong on social media, particularly with regard to images of their body. Age appropriate messages are shared with the children to promote safety using social media. Additional resources can be located at:

UK Safer Internet Centre
South West Grid for Learning: Staying Safe
Childnet International

ICT security

The filtering of internet content provides an important means of preventing users from accessing material that is illegal or is inappropriate in an educational context. The filtering

system cannot, however, provide a 100% guarantee that it will do so. It is therefore important that the school has a filtering policy to manage the associated risks and to provide preventative measures which are relevant to the situation in this school.

As a school buying broadband services from Herefordshire ICT Services we automatically receive the benefits of a managed filtering service, with some flexibility for changes at local level.

We use Fortigate url web filtering as part of a Fortigate next generation firewall which also actively scans for Malware and malicious software.

Additionally the school has DNA software. This enables the DSL to monitor what children and staff are accessing through the system. The software detects inappropriate sites and words that have been searched for.

Please refer to IT Computing Policy and E - Safety Policy for Safeguarding and School IT Systems

Mobile Phones, Photographs, Cameras and DVDs

- Pupils are not allowed to bring mobile phones into school
- Volunteers, visitors, students, contractors, committee members and parents are not allowed to use mobile phones when in contact with the children
- The use of personal cameras in school is not permitted
- Personal use of a mobile phone by a member of staff, or adult, needs to take place during their break time when the adult is not in contact with children
- All adults in school should be aware of mobile phone misuse and if you suspect mobile phone misuse is occurring you should inform the DSL, Mrs H Lynch, immediately
- Staff and adults are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations
- There are professional boundaries for the use of mobile phones and all adults need to follow the school's guidance regarding the acceptable use of mobile phones
- The recording, taking and sharing of images, video and audio on any mobile phone is not permitted unless it is authorised by management who will make sure that it is monitored and recorded
- All mobile phone use is open to scrutiny and the management of the school can withdraw or restrict authorisation at any time
- Mobile phones may not be used in classrooms, areas in the school when in contact with children or in toilets
- Personal mobile phones may be used when staff are on trips away from the school to make urgent contact with other members of staff. This mobile use is at the discretion of the party leader who takes responsibility for the other adults in the group and their use of personal mobile phones
- The school answer machine is used outside the school day to take any messages from parents
- The school answer machine is used during the school day when no one is available to answer the phone (it is checked regularly by admin staff)

- The use of the school cameras is allowed for photographing children. (Refer to use of photographs below). Members of staff have responsibility for managing the safe use of cameras.
- Use of cameras is not permitted in toilets
- Parents' consent to the school taking and using photographs of children by signing a permission slip
- A list of children who may not be photographed, have their photograph on the website, be photographed by a student or put on a DVD is compiled and kept in the front office
- Photography and the use of DVDs are not permitted if this affects the children identified on the list and contravenes the parent or guardians wishes
- Photographs taken by a child's parents are permitted at a school function if they are for personal use only
- School cameras should not leave the premises
- The content on the camera should be deleted after printing or copying
- If a camera has to be taken off site, the staff member has the responsibility of safeguarding the content on the camera

Safeguarding in the curriculum

The curriculum deals with safeguarding in two ways. Firstly, the curriculum, in subjects such as Personal, Social and Health Education discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taken out of school, appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by Head Teacher or Evolve.

Visiting speakers, with correct clearance, are always welcome in school so that they can give specialist knowledge to the children.

Additional Policies to Support Child Protection Safeguarding

Anti-Bullying

Our policy on anti-bullying is set out in a separate document and is review annually by the governing body. We expect staff to acknowledge that to allow or condone bullying, constitutes a lack of duty of care, which may lead to consideration under child protection procedures.

Attendance

Our policy on attendance is set out in a separate document and is reviewed annually by the governing body. The Headteacher, the Learning Mentor and Home School Liaison Officer monitors attendance every day. Admin staff and the Learning Mentor are thorough in their follow up for every absence to ensure reasons for absence are ascertained. See 'Yellow Book' and red tags on our computer system in the office. Weekly meetings ensure that all children's attendance is looked at and action plans are devised.

Behaviour Policy

Our behaviour policy is set out in a separate document and is reviewed annually. We recognise the role that behaviour management has in relation to children feeling that they are treated fairly, listened to and valued. All behaviours are communication and we understand that poor behaviour can be a symptom of other concerns in a child's life. Our policy outlines how we celebrate good behaviour and support individuals experiencing difficulties.

Complaints Policy

Our complaints policy outlines the protocol for members of the school community making a formal complaint against a member of staff. This also includes detailed procedures on what happens when allegations are made against a member of staff in regard to child protection issues.

Confidentiality

All incidents relating to child protection will be dealt with in strictest confidence and information will be shared with staff on a need to know basis. Parents will be kept informed unless the sharing of information with them prejudices any further investigation.

DSEN

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. Where necessary, the school will provide additional training to staff to use other communication systems where required e.g. deaf children may need an interpreter. Supervision by senior managers will be vigilant to create a protective ethos around the child. We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

E-safety

Children should be encouraged to use the internet as much as is possible, but at all times in a safe way. Parents are asked if they agree to their child using the internet whilst in school, and are requested to send in written confirmation. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the Headteacher without delay. We have an internet safety policy. The children are taught about E safety as part of their computing curriculum.

Equality and Diversity Policy (Inclusion of Race, Disability and Gender)

First Aid

In school there are trained members of staff who are on a rota to oversee the first aid. First aid kits are situated in every classroom, the kitchen, breakfast club room and the front office.

When a child is poorly or has suffered an accident in school or on the playground there is a protocol for staff to follow:-

- A trained first aider is consulted
- If the incident is deemed to be serious it is logged in the accident book
- For all head injuries a head bump letter is issued
- If the severity necessitates a parent is contacted

For matters concerning managing medicines and drugs the Health and Safety Policy should be consulted.

Health and Safety

Our Health and Safety policy is reviewed annually by the Governing Body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Physical Intervention/Positive Handling

Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the Governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property. We currently have a lot of members of staff trained in 'Team Teach' Positive Handling strategies: Head teacher, Deputy Heads, Assistant Heads, Learning, Family support team, at least one teacher on each corridor and at least one TA from each corridor and whole staff basic guidance training.

Managing Allegations against staff

PSHE

Racist Incidents

We believe that pupils should be prepared for an ethnically diverse society. The school will work hard to promote racial equality and harmony by preventing and challenging racism.

The school reports racist incidents online as part of LA monitoring. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Safer Recruitment Policy

Our policy on Safer Recruitment makes clear our safe recruitment practices in line with the document 'Safeguarding Children and Safer Recruitment in Education (2007)'. This policy

also outlines our induction schedule for new and temporary members of staff ensuring they receive child protection training.

Sex and Relationships Education Policy *included within PSHE*

Whistle Blowing

The Public Interest Disclosure Act 1998, known as the Whistleblowing Act, is intended to promote internal and regulatory disclosures and encourages workplace accountability and self-regulation. See policy.

Single Central Record

A single Central Record (SCR) is kept in the office for all staff, volunteers, Governors and providers who are DBS cleared. The SCR also outlines when DBS searches need renewing. The school Business Manager will advise personnel of this. It is our policy that everyone who is in contact with children in our school, is DBS cleared.

Site Security

Leominster Primary School provides a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. Laxity can cause potential problems to safeguarding. Therefore:-

- Gates are kept closed during the school day, visitors gain access through the main entrance.
- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office window will be issued with a school lanyard or visitor's pass.
- Parents, carers and grandparents attending functions have access only through the front foyer, with tickets for visitors for appropriate school events.
- Children will only be allowed home with adults with parental responsibility or confirmed permission. Year 5 and 6 pupils are allowed to walk home alone, if parents fill in a consent form.
- Empty classrooms should have closed windows and doors.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- Two members of staff are always on duty at break times.

Welcoming Visitors

It is understood that visitors with a professional role ie. Members of the police, specialist support visitors already have relevant clearance but their identity cards are checked on arrival and if the visitor is unknown to the school. The school will establish the authenticity of the identification with the employer prior to entry. If a visitor, such as a parent or contractor, cannot supply a DBS, that particular visitor will not be left alone within the school at any time.

Risk assessments are required for non DBS volunteers in unregulated activity.

Useful Contacts, Resources and Websites

HSCB: hscb.herefordshire.gov.uk

Herefordshire Children's Services

In office hours: MASH (Multi Agency Safeguarding Hub) 01432 260800

www.Herefordshire.gov.uk/MASH

Out of office hours: Emergency Duty Team 01905 768020

MDAS (Male Domestic Abuse Service) 01432 384079

HSCB Inter-agency Child Protection Procedures www.herefordshire.gov.uk/hscb/

Manual of Child Protection Procedures available www.herefordshire.gov.uk/hscb

Warwickshire & West Mercia Police 0300 333 3000 / 101

Local Safeguarding Children's Board HSCB 01432 260119

<http://www.proceduresonline.com/west%20mercia%20consortium/>

West Mercia Women's Aid 0800 783 1359

Local Authority Designated LADO 01432 260940

lado@herefordshire.gcsx.gov.uk

NSPCC Helpline 0808 800 5000

Herefordshire PCT Safeguarding Advice 01432 363916

Independent Chair of HSCB: 01432260100

Working together to safeguard children July 2018 Ref: DFE-00030-2013 on Common Staff.

Safeguarding children and safer recruitment in education DfCSF 2010

What to do if you're worried a child is being abused – summary and poster (available to download from

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190604/DFES-04320-2006-ChildAbuse.pdf

Herefordshire Safeguarding Children Board (HSCB) Child Protection Guidelines. Available online at www.herefordshire.gov.uk/hscb

Ofsted – www.ofsted.gov.uk

Advisory, Conciliation and Arbitration Service (ACAS) www.acas.org.uk 08457 474747

Stop it Now! Campaign www.stopitnow.org.uk Free helpline: 0808 1000 900

Childline – www.childline.org.uk

NSPCC – www.nspcc.org.uk

Direct Gov for information relating to legislation – www.direct.gov.uk

UNICEF – www.unicef.org

The Children Act 1989 – www.legislation.gov.uk/ukpga/1989/41/contents

Online Safety: A Toolkit for Early Years Settings www.plymouth.gov.uk/early_years_toolkit.pdf

Ofsted: Mobile Phones, 18 Feb 2011 (available to download from www.ofsted.gov.uk search for 110003)

Reference to Additional Documents Regarding Child Protection Safeguarding Policy

- Children Act 1989 and 2004
- Convention on the Rights of the Child, UNICEF 1989
- Data Protection Act 1998
- Every Child Matters – Change for Children 2004
- Freedom of Information Act 2000
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discriminations Acts 1975 and 1986
- Sex Discrimination (Gender Reassignment) Regulations 1999
- The Human Rights Act 2000

Further Sources of Information: from – Working Together to Safeguard Children July 2018

Safeguarding children who may have been trafficked

Safeguarding children and young people who may have been affected by gang activity

Safeguarding children from female genital mutilation

NSPCC Fact Sheet FGM

http://www.nspcc.org.uk/Inform/resourcesfor_professionals/minorityethnic/female-genital-mutilation_wda96841.html

Forced marriage

Safeguarding children from abuse linked to faith or belief

Use of reasonable force

Safeguarding children and young people from sexual exploitation

Safeguarding children in whom illness is fabricated or induced

Preventing and tackling bullying

Safeguarding children and safer recruitment in education

Information sharing

Recruiting safely: Safer recruitment guidance helping to keep children and young people safe

Safeguarding disabled children: Practice guidance

Department of Health/Department for Education: National Service Framework for Children, Young People and Maternity Services

DfE: What to do if you're worried a child is being abused

Department of Health: The Framework for the Assessment of Children in Need and their Families 2000

Recent Publications

Keeping children safe in education September 2018 (*replaces Safeguarding Children and Safer Recruitment in Education December 2006 and Keeping children safe in Education 2016*) – to be read alongside Working Together to Safeguard Children 2018

Teacher Misconduct: the prohibition of teachers January 2014

Appendix A

Duties of the Designated Members of Staff for Child Protection Safeguarding

- To collate information when there are concerns about a child
- To contact the appropriate professionals to make a referral or to seek further advice
- To hold Group 5 training for safeguarding
- To attend appropriate child protection/safeguarding training every two years (minimum requirement)
- Deliver regular staff training on child protection/safeguarding according to the needs of the team or in response to current practices. This training must include an awareness of Leominster Primary School policy and procedures.
- To hold and be conversant with the HMSO publication 'Working Together to Safeguard Children' a guide to inter-agency working to safeguard and promote the welfare of children, July 2018.
- To ensure that all staff are aware of the role of the designated members of staff, and that staff will feel confident in approaching them with any Child Protection/Safeguarding concerns.
- To liaise with staff and class teachers providing support for children in school
- To liaise with the inter-agencies to make information is up to date in relation to Child Protection/Safeguarding issues eg: social care, Child and Adolescent Mental Health Services (CAMHS), education welfare service and educational psychology service. This may involve supporting or leading the formation of a 'team around the child', and/or attending case conference reviews.
- To brief staff at the start of each meeting of any child protection/safeguarding concerns
- To brief SMT at the start of their weekly meeting on child protection/safeguarding concerns
- To keep the Child Protection Safeguarding governor informed on a regular basis of concerns arising.
- To brief admin, caretaker and support staff on a 'need to know' basis of child protection safeguarding concerns.
- To review the school's accident book termly
- To review the Child Protection Safeguarding Policy annually
- To follow the Action procedures and Guidelines contained within the document

Duties of the Designated Governor for Child Protection Safeguarding

- To attend child protection safeguarding training for governors every two years
- Responsible for reporting, with the Head teacher, to the governors the number of cases (without names or details) of Child Protection issues in the school
- Ensure Child Protection Safeguarding Policy is reviewed annually

Duties of the staff for Child Protection Safeguarding

- Through regular contact with children, all staff across the school community are well placed to identify concerns and have individual responsibility for reporting such concerns to the DSL or DDSLs
- Staff will ensure that they are able to recognise possible indicators of abuse and neglect (see section on abuse, CSE, FGM, Forced marriage and Preventing Radicalisation, Fabricated Illness within the policy) and know who to report their concerns to
- Staff will report any safeguarding concerns to the Designated Safeguarding Lead without delay and in timely fashion using the Record of Session (appendix D) and immediately providing this to the DSL or DDSLs
- When ensuring that concerns are recorded using a Record of Session, it must be done in a contemporaneous fashion, clearly noting the difference between fact and opinion and where the information has come from. The voice of the child will be made clearly evident
- Staff will ensure that concerns relating to a child remain confidential and are only shared with the DSL or DDSLs
- Staff will co-operate with safeguarding enquiries made by Children's Social Care in relation to our pupils
- Staff will develop effective links with other agencies in the interests of child welfare
- Staff will ensure that they attend full Level 2 Basic Awareness in Safeguarding training appropriate to their role at least every three years and will attend further update training annually. This included ensuring attendance at WRAP training regarding the Prevent Duty. Staff must also ensure that they read annually KCSIE and sign in acknowledgement
- Staff will ensure that they are familiar with and understand all safeguarding related policies and procedures
- Staff will provide a safe environment in which children can learn and will have a belief that "it could happen here"
- Staff will ensure that the Teacher's Standards 2012 state that teachers (including head teachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their roles and their professional duties
- Staff will understand that it may be appropriate to discuss with the Head teacher matters outside of work, which may have implications for the safeguarding of children in the workplace. This includes information about themselves. Staff will ensure that they are aware of the circumstances where this would be applicable
- Staff understand that failure to follow any of the procedures set out within this policy may result in disciplinary action being taken by the school

Appendix B

Herefordshire Children's Safeguarding Board (HCSB): Policies and Procedures

This is an inter-agency forum for agreeing how different services and professional groups should co-operate to safeguard children; it brings together representatives from different agencies, responsible for helping to protect children from abuse and neglect.

Local authorities have a duty to ensure that there is a Safeguarding Board covering their area.

Training and Development Officer is employed to provide both single and multi-agency Child Protection/Safeguarding training on a regular basis. There is currently no charge for training.

Child Protection/Safeguarding is a complex and sensitive area of work and training is strongly recommended for newly designated teachers. There is a requirement for all Designated Child Protection/Safeguarding Teachers to undertake refresher training every three years. Foundation and extended training is available for designated teachers and newly appointed Headteachers.

Members of the Safeguarding Board include a Headteacher representing Secondary schools, a Headteacher representing Primary schools and a representative of Children's Services.

Referring a child

The procedure for responding to disclosure of abuse by a child is laid out in the Herefordshire guidelines www.herefordshire.gov.uk/hscb

- If the DMS is not sure whether to refer the child, advice can be sought from MASH: 01432 260800
- If a referral is required see Appendix F Multi Agency Referral Form. Also available from www.herefordshire.gov.uk/hscb
- If a referral is to be made outside office hours contact the Emergency Duty Team 01905 768020
- If the case is an emergency the police may need to be contacted as well
- Information required:
 - Details of the concern or allegation
 - Name, DOB, address of young person
 - Details of the setting, contact details of the Headteacher, DSM and DDSM
 - Additional relevant information for example ethnicity or other agencies involved

Allegations of Abuse against Education Staff

There are clear guidelines for headteachers for dealing with allegations against school staff and these are referred to in the school policy.

The named contact at Children and Young People's Directorate is Reg Marriott (Local Area Designated Officer), who must be contacted in the event of such allegations (01432 261708), email: kido@herefordshire.gov.uk

Copies of documents 'Keeping Children Safe in Education' are available from Education Personnel 01432 260935.

Appendix C

Good Practice Guidelines for Staff

- In the event of any injury to a child, accident or otherwise, ensure that this is recorded and the recording witnessed and countersigned by another adult, usually a senior member of staff.
- Record on the Cause for Concern and Incident form (Appendix D) allegations that a child may make against a staff member e.g. 'you are always picking on me', 'don't hit me', noting the circumstances, who was present and what actually happened. Some of these allegations will be false allegations and it is important to note witnesses and facts.
- If the allegation is a serious one it should be brought immediately to the attention of the designated Child Protection Safeguarding officer.
- If a child touches a member of staff in a sexually inappropriate way, record what happened and ensure that another adult knows. The touch could be an innocent one but it must be made clear that the child must not touch in that place/way.
- Do not spend excessive amount of time with one child away from other people. If working in a 1:1 situation, ensure that the door stays open.
- Always tell another member of staff if an individual is working/going with a child on their own.
- As far as possible ensure that another member of staff is present or aware when personal care is given to a child. Encourage children to do as much as possible for themselves within the limits of their ability.
- Staff must be mindful of how and where children are touched.
- Do not allow children to kiss, especially on the mouth.
- A risk assessment should be carried out on children who are exhibiting serious behaviour difficulties, especially before deciding whether it is appropriate to take them out of school and what level of staffing is required.
- Physical restraint should be used only when there is a risk of harm or serious harm to the child and his/her peers, and then only in accordance with guidelines on how to hold. Any physical restraint used should be reported to the Headteacher who will complete the appropriate restraint forms (appendix E). Staff should ensure that they are familiar with the school's Use of Restraint policy.
- Always discuss any suspicions of inappropriate behaviour or abuse with the Designated Members of Staff for Child Protection/Safeguarding. Do not keep to yourself. This includes inappropriate use of school equipment (video cameras, digital cameras, internet, laptops etc). Staff should ensure they are familiar with the schools E-Safety policy and procedures.
- Adhere to the good practice guidelines regarding intimate care of children.

NB. Breaches of the above guidelines will be addressed by management and may involve use of disciplinary procedures.

APPENDIX D



RECORD OF SESSION

NAME:

CLASS:

DATE:

PRESENT:

REASON FOR SESSION:

OUTLINE OF SESSION:

ACTIONS:

STAFF SIGNATURE:.....

Use of Force to Control or Restrain Pupils: Incident Record (please use Bound & Numbered book in office)

Details of pupil or pupil on whom force was used by a member of staff (name/class)	
Date, time and location of incident	
Names of staff involved (directly or as witnesses)	
Details of pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons	
Description of the incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used.	
Reasons for using force and descriptions of force used.	
Any injury suffered by staff or pupils and any first aid and/or medical attention required.	
Reasons for making a record of the incident.	
Follow-up, including post-incident support and any disciplinary action against pupils.	
Any information shared with staff not involved in it and external agencies.	
When and how those with parental responsibility were informed about the incident and any views they have expressed.	
Has any complaint been lodged (details should not be recorded here)	
Report compiled by: Name and role: Signature:	Report countersigned by: Name and role: Signature:

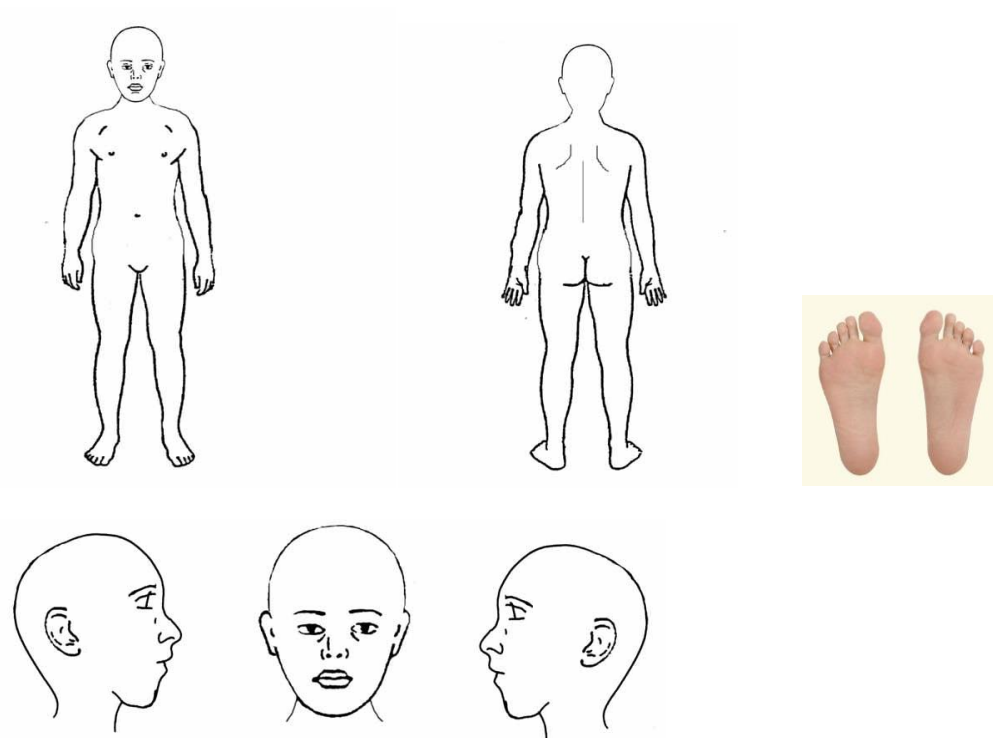
Please attach to Multi-Agency Referral Form

For Professional Use Only

Please use this page, if needed, for any additional information

Body Map (if applicable)

Skin Map



Staff Training Guidelines

Current training advice is available from www.herefordshire.gov.uk/hscb

E-learning course available from www.herefordshirecpd.co.uk follow the safeguarding link

See: hscb.herefordshire.gov.uk Professionals Training

- All school volunteers and students will be issued with a leaflet outlining the school's Child Protection Safeguarding Procedures.
- New staff will go through an induction process that covers child protection safeguarding policy and procedures.
- All staff complete Universal Safeguarding training within six months of starting at the setting. When this cannot be achieved immediately (within six months) a timescale will be outlined to achieve the training.
- Existing staff will access a refresher course within three years of completing their initial child protection safeguarding course.
- DMS at Level 5 will refresh training within the required 5 year time scale.
- The DMS should receive appropriate training every 2 years (in line with keeping children safe in education April 2014).

This policy was written January 2015. The policy was adopted by the Governing Body of Leominster Primary School.

The policy will be continually monitored by members of the Senior Management Team and Chair of Governors and will be reviewed in February 2017.

Signed..... Date:.....(Chair of Governors)

Signed..... Date:.....(Headteacher)

Policy last updated: November 2018

Next review date: November 2019

Ratified by Governors: 20th November 2018