SAFEGUARDING POLICY

POLICY TO BE REVIEWED: September 2024

This policy applies to all paid staff, volunteers and agency staff, students or anyone working on behalf of Manuden Primary School.

The purpose of this policy:

- to protect children and young people who attend Manuden Primary School
- to provide staff and volunteers with the overarching principles that guide our approach to safeguarding and child protection;

Manuden Primary School believes that a child or a young person should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practise in a way that protects them.

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Safeguarding Contact Details (In School)

DESIGNATED SAFEGUARDING LEAD: (DSL)	**ANDREW PRICE** headteacher@manuden.essex.sch.uk 01279 813370
DEPUTY DESIGNATED SAFEGUARDING LEADs: (DDSL)	**LIZZIE GRANT** Office@manuden.essex.sch.uk 01279 813370 **GEMMA JARMAIN** g.jarmain@manuden.essex.sch.uk 01279 813370
DESIGNATED SAFEGUARDING GOVERNOR:	**Eileen Adams** e.adams_govs@manuden.essex.sch.uk

Safeguarding Contact Details (External Agencies)

CEOP

http://www.ceop.police.uk

NSPCC Helpline: 0808 800 55000

Legal framework

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- Children Act 1989
- United Convention of the Rights of the Child 1991
- Data Protection Act 1998
- Human Rights Act 1998
- Sexual Offences Act 2003
- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Children and Families Act 2014
- Special educational needs and disability (SEND) code of practice: 0 to 25 years – Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities; HM Government 2014
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers; HM Government 2018
- Working together to safeguarding children: a guide to inter-agency working to safeguard and promote the welfare of children; HM Government
- What to do if you think a child is being abused (2015)
- SET Procedures (Safeguarding and Child Protection Procedures)
- Prevent Duty/Extremism and Radicalisation
- Multi-agency statutory guidance on female genital mutilation
- Sexting in schools and colleges: Responding to incidents and safeguarding young people
- Private Fostering
- Keeping Children Safe in Education (2022)
- Working Together to Safeguard children

- Sexual Violence and Sexual Harassment

This policy should be read alongside our policies and procedures on:

- Anti Bullying Policy
- Behaviour Policy
- Child Missing from School Policy
- Child Missing from Education
- Child Protection Policy
- Educational Visits Policy
- E-Safety Policy
- Keeping Children Safe in Education
- Physical Intervention Policy
- Health and Safety Policy
- Photography Policy
- Safer Recruitment Policy
- Staff Code of Conduct Policy
- Whistleblowing
- Looked after Children

We recognise that:

- the welfare of the child is paramount, as enshrined in the Children Act 1989
- all children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare
- it is importance to consider the wider environmental factors in a child's life that may be a threat to their safety and/or welfare. (Contextual Safeguarding – Working Together to Safeguard Children and in Keeping Children Safe in Education)

We will seek to keep children and young people safe by:

- Valuing them, listening to and respecting them
- Supporting pupils in recognising when they are at risk and how to get help when they need it
- Appointing a designated Safeguarding Officer (DSO) for children and young people, a deputy and a governor for safeguarding
- Adopting child protection and safeguarding practices through procedures and a code of conduct for staff and volunteers
- Developing and implementing an effective e-safety policy and related procedures
- Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures
- Ensuring children receive ongoing training regarding keeping themselves safe as they progress through the school
- Being aware that children with Special Educational Needs and those who are disabled are at much greater risk than other children and therefore need monitoring much more closely as they will face additional safeguarding challenges
- Recruiting staff and volunteers safely, ensuring all necessary checks are made

- Recording and storing information professionally and securely, and sharing information about safeguarding and good practice with children, their families, staff and volunteers via leaflets, posters, one-to-one discussions
- Using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.
- Ensuring that we have satisfied the consent requirements of General Data Protection Regulations (GPDR)
- Using our procedures to manage any allegations against staff and volunteers appropriately
- Creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise
- Ensuring that we have effective complaints and whistleblowing measures in place
- Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance
- Being aware that there is a mandatory duty to inform the local authority of children in 'Private Fostering'
- Referring to the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people when responding to issues relating to peer-on-peer abuse, including any incidents of 'sexting'.

STAFF TRAINING

DSL and Deputy DSL will receive training on a bi-annual basis
All Staff & Governors will receive ongoing training relating to all aspects of safeguarding including an annual Safeguarding overview in September.
All training will be recorded by the school.

All staff are required to read and confirm that they have read the following documents:

- Keeping Children Safe in Education (2022) Part One and school leaders and staff that work directly with children are also required to read Annex A
- Safeguarding and Child Protection Policies
- School's Behaviour Policy
- School Policy for Children Missing in Education
- Staff Code of Conduct

All staff are made aware that as stated in Keeping Children Safe in Education (2022) 'The Data Protection Act 2018 and GDPR do not prevent, or limit the sharing of information for the purposes of keeping children safe' and 'this includes allowing practitioners to share information without consent'.

SAFER RECRUITMENT

Staff and governors at the school regularly undertake safer recruitment training to ensure we create a culture which helps deter, reject or identify people who might abuse children.
A member of staff who has completed safer recruitment training will always be part of the entire appointment process, running from initial advert to interview.

ROLES AND RESPONSIBILITIES Roles and Responsibilities of Governors

The Governing Body will ensure the following:

- The school has an effective Safeguarding Policy and procedures in place – and they are in accordance with locally agreed inter-agency procedures. When requested they will make sure it is available to parents.
- The school is compliant with Safer Recruitment procedures and makes sure appropriate checks are carried out on staff and volunteers.
- There are procedures for dealing with allegations of abuse against staff and volunteers, which are compliant with locally agreed inter-agency procedures.
- There is a senior member of the school's leadership team (the Designated Safeguarding Lead/DSL) who is designated to take responsibility for dealing with safeguarding issues, monitoring safeguarding activity, providing advice and support to other staff, liaising with the Local Authority and working with other agencies.
- Members of the school Governing Body will undertake training about safeguarding children and, where appropriate, Safer Recruitment Training.
- That staff attend safeguarding training, including refresher training appropriate to their roles.
- Any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to their attention are addressed without delay.
- The Chair of the Governing body will liaise with the Local Authority Designated Officer (LADO) (also known as Designated Officer) and partner agencies in event of any allegations of abuse made against the Headteacher.
- Policies and procedures are reviewed annually and provide information about them and how they have been discharged.
- There is an individual member of the Governing body who will take lead on safeguarding children and champion Child Protection issues within the school, liaise with Head Teacher about them, and provide information and reports to the Governing Body.
- There is consideration about how children may be taught about safeguarding, including on- line, through teaching and learning opportunities.

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the schools arrangements for safeguarding apply. Where provided by a separate body the Governing Body should seek assurance that the body concerned has appropriate policies and procedures in place regarding safeguarding children – and there are arrangements in place to liaise with the school on these matters where appropriate.

The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.

Sufficient time and resources are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions, other interagency meetings and contributing to the assessment of children.

All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and concerns are addressed sensitively and effectively in a timely manner.

The child's safety and welfare is addressed through the curriculum.

THE ROLES AND RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

The DSL is a senior member of staff who co-ordinates the schools safeguarding and Child Protection arrangements.

THE ROLE OF THE DSL INCLUDES:

Training, knowledge and skills

- Recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of how Essex Safeguarding Board (ESCB) operates, safeguarding children procedures, particularly the conduct of a Child Protection case conference; and are able to attend and contribute to these effectively when required to do so.
- Maintain an updated copy of the Southend, Essex and Thurrock (SET) Procedures other related local and national documents; and ensure that staff are able to access these.
- Ensures everybody working in or on behalf of the school, has access to and understands the school Safeguarding Policy, especially new or part time staff.
- Ensure all staff have induction training covering safeguarding and are able to recognise and report any concerns as soon as they arise.
- Able to keep detailed accurate, secure written records of referrals and/or concerns.
- Attend any relevant or refresher training courses.
- Develop effective links with relevant statutory and voluntary agencies.

Referrals, tracking and monitoring

- Refer cases of suspected abuse or allegations to the Family Operations Hub
- Act as source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies.
- Maintain an overview of all children where there are concerns i.e. children who have an Early Help Assessment (or CAF – Common Assessment Framework), Child in Need plan, Child Protection plan, Looked After plan or there is a 'concerns file'.
- Liaise with the nominated Governor to inform them of any issues and on-go investigations and ensure there is always cover for this role.

Raising awareness

- Ensure the school's Safeguarding Policy is updated and reviewed annually/updated if needed throughout the year and that staff and governors are involved.
- Ensure the Safeguarding Policy is available to parents and that it alerts them to the fact that referrals may be made and the role of the school in this.
- When children leave the school ensure that their Child Protection/ Safeguarding File is copied for the new establishment as soon as possible (but transferred separately from the main file).
- Safeguarding is a standing item on the Full Governing Body meeting agendas in order to ensure it is an area of focus and discussion.

ROLES AND RESPONSIBILITIES OF OTHER SCHOOL STAFF

- Understand how the school safeguards and promotes the welfare of children, including the school safeguarding children policy, their role and responsibilities in this and how to report any concerns.

- Temporary staff and volunteers who work with children are made aware of the school's arrangements for safeguarding children and their responsibilities.
- Discuss concerns with the Designated Safeguarding Lead (DSL)
- Seek clarity from the DSL on situations they are unsure of
- Agree if any action is needed and what that action will be
- Record all safeguarding concerns, using MyConcern (online safeguarding platform)
- All staff, including volunteers and temporary staff must understand how the school safeguards and promotes the welfare of children, including the school child protection policy, their role and responsibilities in this and how to report any concerns. All regular volunteers and students read the relevant Safeguarding documents.

APPENDIX: PRACTICAL INFORMATION RELATING TO SAFEGUARDING ISSUES

Child Discloses Information

In the event a child discloses information that raises concerns: -

- The adult involved should note down exactly what is said (do not summarise) and seen.
- A concern form should be completed as soon as possible after the discussion with the child, with any relevant notes attached to the form. This should be passed directly to the Designated Safeguarding Officer (DSO), or in their absence the deputy safeguarding lead.
- The DSO will then make a decision as to whether to refer directly to the Family Operations Hub, to seek advice from the Hub or to place the concerns on file and then set a date for a follow up meeting.
- In exceptional circumstances, any member of staff may make a referral to the Family Operations Hub, using the number below.

Phone Number;

OPERATIONS HUB: 0345 603 7627

Concerns Regarding Staff

Should the concern be regarding a member of staff or a volunteer indicating that they have: -

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

the Children's Safeguarding Service on **03330 139 797** should be contacted:

The Local Authority Designated Officer will advise on action to take next.

Any referral should be followed up with a referral form. This form must be completed and emailed immediately to the Duty Local Authority Designated Officer (LADO).

If a concern is raised outside of office hours, and a referral to Social Care is required Essex Social care should be contacted on **0845 606 1212** and the Local Authority Designated Officer should be informed at the first available opportunity.

DIFFERENT TYPES OF ABUSE

PHYSICAL ABUSE

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

EMOTIONAL ABUSE

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

SEXUAL ABUSE

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

Children who are sexually abused may:

- Stay away from certain people
- they might avoid being alone with people, such as family members or friends
- they could seem frightened of a person or reluctant to socialise with them.
- Show sexual behaviour that's inappropriate for their age

A child might become sexually active at a young age

- they might be promiscuous
- they could use sexual language or know information that you wouldn't expect them to.

Have physical symptoms;

- anal or vaginal soreness
- an unusual discharge
- sexually transmitted infection (STI)
- pregnancy.

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

• provide adequate food, clothing and shelter (including exclusion from home or abandonment).

• protect a child from physical and emotional harm or danger.

• ensure adequate supervision (including the use of inadequate caregivers) or

• ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

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.

Children may:

- be very secretive, including about what they are doing online
- have older boyfriends or girlfriends
- go to unusual places to meet friends
- have new things such as clothes or mobile phones that they can't or won't explain
- have access to drugs and alcohol.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

FEMALE GENITAL MULTILATION

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting.

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence.

There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health

Girls living in communities that practise FGM are most at risk.

Data on FGM is only collected in 27 countries in Africa and also in Yemen (WHO, 2012), but we know FGM is practiced in up to 42 African countries in the Middle East and in Asia (House of Commons International Development Committee, 2013).

FGM can happen in the UK or abroad.

In the UK, the Home Office has identified girls from the Somali, Kenyan, Ethiopian, Sudanese, Sierra Leonean, Egyptian, Nigerian, Eritrean, Yemeni, Kurdish and Indonesian communities at most risk of FGM (HM Government, 2016).

Girls are also at risk if FGM has been carried out on their mother, sister or a member of their extended family (HM Government, 2016).

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about or you may become aware of:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

SIGNS A TEACHER OR SCHOOL MAY NOTICE RELATING TO FGM

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering.
- A child may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

REPORTING REQUIREMENTS RELATING TO FGM

Regulated health and social care professionals and teachers in England and Wales must report ‘known’ cases of FGM in under 18s to the police (Home Office, 2016).

HONOUR BASED VIOLENCE

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

Women and girls are the most common victims of honour-based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

A forced marriage is one that is carried out without the consent of both people. This is very different to an arranged marriage, which both people will have agreed to.

PEER TO PEER ABUSE

Children and young people may be harmful to one another in a number of ways that would be classified as peer-on-peer abuse. These include physical and emotional abuse, bullying, sexting, cyber-bullying and prejudiced behaviour.

Should any member of staff be aware of this type of behaviour, it is important that the children are dealt with sensitively, and the facts clarified prior to any action being taken.

- Discussions with children should allow the child to explain what has happened without any leading by the adult. Open questions should be used, and responses should be recorded directly, and not as a summary.
- If after a full and detailed investigation it is felt that the child concerned is in immediate danger, a referral to social care should be made immediately. Where a crime has been committed the police should also be informed.
- After this parents of children should be informed of the incident, preferably face to face.
- A program of support should also be put into place for both parties involved in any incident. It may well be that advice from outside agencies is sought to ensure this is most effective.

Preventative strategies such as an effective PSHE curriculum and early intervention may well prevent incidents such as those described above occurring.

BRITISH VALUES AND THE PREVENT DUTY

From 1 July 2015 the Prevent duty became law. This is a duty on all schools and registered early years providers to have due regard to preventing people being drawn into terrorism. In order to protect children, we must be alert to any reason for concern in the child's life at home or elsewhere. This includes awareness of the expression of extremist views.

British values are a set of four values introduced to help keep children safe and promote their welfare and to counter extremism. These are Democracy, The rule of law, Individual liberty and

Mutual respect and tolerance of different faiths and beliefs

Children at risk of being radicalised may display some of the following.

- Become more argumentative and domineering?
- Become quick to condemn those who don't agree, and ignore viewpoints which contradict their own?
- Express themselves in a divisive 'them and us' manner about others who do not share their religion or beliefs?
- Use derogative terms? Ask inappropriate questions, or express themselves in a way that sounds scripted? Use derogatory terms such as 'kuffar' or 'rafidi', or terms such as 'dawlah' or 'khilafah'?
- Change their circle of friends, including on social media, distancing themselves from friends they were previously close to?
- Have friends who express radical or extremist views?
- Lose interest in activities they used to enjoy?
- Spend increasing amounts of time online, and are overly secretive about what they are doing?
- Express sympathy with violent extremist groups such as Daesh, condoning their actions and ideology?

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 career, for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity)

To help keep children safe and support families, all parents and private foster carers must notify the local council. If not, they miss out on essential welfare checks for the children, plus other support services.

If anyone becomes aware of a child being privately fostered it cannot be ignored. Staff should speak to the DLS or the deputy who will speak to the child's carer or inform the local council's private fostering team.