

The Heights Primary School Policy for Child Protection & Safeguarding

Version 1.4

Responsible officer: Headteacher
Responsible Committee: Full Governing Body

Date of last review: August 2018
Date of next review: August 2019



AIMS

The aim of this Policy is to ensure that the school safeguards and promotes the welfare of children effectively, in accordance with the duties arising from Section 175 of the Education Act 2002, and guidance issued by Department for Education¹.

Please note The Heights will have due regard to ***Keeping children safe in education; statutory guidance for schools and colleges. Revised Guidance 3rd September 2018***

PRINCIPLES

It is a basic right of every child to feel safe and protected from any situation or practice that result in a child being harmed through abuse or neglect.

The Heights Primary School recognises its legal and ethical duty to promote the well-being of pupils at the school, protect them from harm, and take appropriate action where we have concerns. We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra curricular activities, pastoral care and extended school activities.

The Heights seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. We hope that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.²

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.³

As a consequence, we

- will maintain an attitude of '**it could happen here**'
- assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process;
- recognise that abuse and neglect are likely to have significant detrimental impacts on a child's learning, social and emotional well-being, behaviour and attendance

¹ Keeping Children Safe in Education – DfE Sept 2018

² Keeping Children Safe in Education – DfE Sept 2018

³ Keeping Children Safe in Education – DfE Sept 2018

- accept totally that safeguarding children is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities.
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body;
- will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. She will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies;
- will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Person, who will refer on to Children’s Services in accordance with the LSCB (Local Safeguarding Children Board)
- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs
- will ensure that all staff are aware of the child protection procedures established by the LSCB and, where appropriate, the Local Authority, and act on any guidance or advice given by them. These can be found at <http://proceduresonline.com/berks/>
- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children,
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

All members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act pro-actively in child welfare matters. Where any member of staff fails to act in accordance with this policy, this may be dealt with as a disciplinary matter.

CONTEXT OF THE SCHOOL WITH REGARD TO SAFEGUARDING

Local issues

Reading is regarded as a “hotspot” for:

- FGM
- Deaths from drug use
- County Lines

School issues

- Much higher than national percentage of children with EHCs including for disabilities that mean the children may not be able to communicate any safeguarding concerns (3.1% compared to the national figure of 1.6%)

The school will have due regard to the above issues by:

FGM	See section in this policy Reminders to teachers and regular online training re: lifestyle choices
Deaths from Drug use	See Heights PSCH programme (JIGSAW)
County Lines	Include in briefings where appropriate
High % SEN and EHCs and EAL	DSL and SENCO must have regard to pupil voice when safeguarding concerns arise and should use drawing

	techniques when appropriate. Translators should be used where appropriate – either internal or external
Reading children's services	DSL to follow up cases where communication is poor

DESIGNATED MEMBER OF STAFF

The designated safeguarding lead (and deputy) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

The designated senior member of staff (designated lead) for child protection in this school is:

Mrs K. Edwards (Head teacher)

In her absence, these matters will be dealt with by:

Mrs E. Fallon (Assistant Head teacher)

The areas of responsibility for the designated safeguarding lead are:

Managing referrals as appropriate by:

- referring cases to social care
- referring cases that involve a staff member to the LADO (Local Authority Designated Officer)
- referring cases to the DBS (Disclosure and Barring Service)
- referring to the police
- acting as a source of support, advise and expertise to staff

Managing **Training** by:

- ensuring appropriate training every 2 years
- understanding assessment process for early help and intervention
- having a working knowledge of the procedures for child protection case conferences and reviews and attending and contributing to said conferences
- ensuring staff members understand school policy and that they alert the DSL (Designated Safeguarding Lead) immediately on concerns
- being alert to children's needs
- keeping accurate records of concerns and referrals
- obtaining resources and attending refresher training for staff members
- encouraging a culture of listening to children
- ensuring that staff receive Universal Safeguarding Training on induction and that it is subsequently updated as required
- ensuring staff have other training at least annually in person, and are alerted to safeguarding updates regularly via the weekly bulletin and emails as necessary
- ensuring that all staff receive part 1 of "Keeping Children Safe in Education" September 2018 at induction and that the contents of this document are discussed on the Inset Day at the beginning of each academic year.

Please note both KCSIE 2018 and Universal Safeguarding training will cover the definitions, signs and symptoms of the four kinds of abuse and neglect (Physical, Emotional, Sexual abuse and Neglect)

Raising awareness by:

- ensuring The Heights's safeguarding policy and child protection procedures are known, understood and used appropriately;
- ensuring The Heights's safeguarding policy and child protection procedures are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;
- ensuring the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- linking with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding

The DSL will also manage the use of the CPOMS programme to record concerns and incidents.

LOOKED AFTER CHILDREN

The designated senior member of staff (designated person) for looked after children in this school is:

Mrs K. Edwards (Head teacher)

Information will be kept on:

- The child's looked after legal status
- Contact arrangements with those with parental responsibility
- Child's care arrangements and levels of authority delegated by the authority
- Details of the child's social worker
- The name of the virtual head in the authority who looks after the child

The designated person for looked after children will work with the virtual school head to ensure pupil premium plus additional funding is best used to support looked after children in school.

DESIGNATED GOVERNOR

The Designated Governor for Safeguarding is:

Mrs L. Glithro (who can be contacted via the school office or at lindaglithro@theheightsprimary.co.uk
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The Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.

The Governors will audit and review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The Heights is carrying out its duties to safeguard the welfare of children at the school;
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
- Safeguarding and Child protection is integrated with induction procedures for all new members of staff and volunteers

- The Heights follows the procedures agreed by the LSCB and any supplementary guidance issued by the Local Authority
- Only persons suitable to work with children shall be employed at The Heights, or work here in a voluntary capacity
- Where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs (SEND) and disabilities can face additional safeguarding challenges. Governing bodies should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties overcoming these barriers.⁴

At The Heights School the SENCO (Mrs A. Mullaney) will be responsible for the upkeep of a SEND and Vulnerable children register to ensure that safeguarding needs are considered.

RECRUITMENT

In order to ensure that children are protected whilst at The Heights School, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. In order to achieve this, we will follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education" and "Keeping children safe in education" September 2016 (revised guidance 2018).

We will ensure that:

- any offer of appointment made to a successful candidate, including one who has lived or worked abroad will be conditional subject to references and satisfactory completion or the necessary pre – employment checks
- references are on headed paper where appropriate and may be followed up with a telephone call or personal contact during which we will discuss the applicant's suitability to work with vulnerable children
- we verify a candidate's identity⁵
- obtain a certificate for an enhanced DBS check which will include barred list information
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- we verify the person's right to work in the UK
- If the person has lived or worked outside the UK, we will make any further checks the school considers appropriate
- we verify professional qualifications
- the candidate satisfies conditions as to health and physical well-being
- previous employment history is examined and any gaps accounted for.

Please also see Recruitment and Selection Policy reviewed by Governors June 2017.

⁴ Keeping children safe in education: Sept 2018

⁵ Identification checking guidelines GOV.UK website

SUPPLY TEACHERS

Supply agencies must give written notification of enhanced DBS checks for staff used by the school. Supply teachers not from an agency must obtain an enhanced DBS which must be recorded on the school's Single Central Register (SCR)

VOLUNTEERS

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or frequently, we will treat them as if they were paid employees and check them to ensure their suitability to work with children.

Volunteers and visitors will be invited to read the Visitors Policy at Reception.

WORK EXPERIENCE

Children under the age of 16 on work experience will not be expected to provide an enhanced DBS check. An enhanced DBS check may be requested for children on work experience over the age of 16 depending on how long or how regular the placement is. This decision will be taken by the DSL and a risk assessment form must be completed.

STUDENTS

Students on placement must have an enhanced DBS check.

DISQUALIFICATION BY ASSOCIATION

Under the 2018 Regulations, schools are no longer required to establish whether a member of staff providing, or employed to work in, childcare is disqualified by association. Regulation 9 does not apply to staff in a relevant school setting; disqualification by association is only relevant where childcare is provided in domestic settings (e.g. where childminding is provided in the home) or under registration on domestic premises. Accordingly, schools should not ask their staff questions about cautions or convictions of someone living or working in their household.

Disqualification under the Childcare Act 2006/ Draft statutory guidance for local authorities, maintained schools, academies and free schools/ July 2018

CHILDREN MISSING IN EDUCATION

The Heights will keep **at least two** emergency contact numbers for each child where reasonably possible.

At The Heights we monitor attendance and address it when it is poor or irregular. We notify the LA of any pupil that fails to attend regularly.

A child going missing from education is a potential indicator of abuse or neglect.

Staff at The Heights should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The Heights Primary will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of the The Heights by their parents and are being educated outside the school system e.g. home education (the school will obtain written confirmation/ information from the parents)
- have ceased to attend The Heights and no longer live within reasonable distance of the school at which they are registered
- have been certified by a Doctor or Specialist as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period
- have been permanently excluded.

The local authority will be notified if and when the school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

This is done through the Educational Welfare Service.

Before deletion we will notify the EWO of any children vulnerable to going missing. If children move schools and The Heights is notified through a third party, then the EWO will also be informed. We will endeavour to follow up any such moves through the admissions team at the appropriate authority.

As a school we are required to notify the LA within 5 days when a pupil's name is added to the admissions register (other than when pupils are registered at the start of The Heights' youngest year).

Further information can be found in the [Children Missing Education](#) guidance

CHILD SEXUAL EXPLOITATION

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that

some young people who are being sexually exploited do not exhibit any external signs of this abuse.

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

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late: and
- Children who regularly miss school or education or do not take part in education

These could happen in Primary School

Staff members should report any suspicions of CSE to the school's DSL.

FEMALE GENITAL MUTILATION

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 37-397 of the Multi-Agency Practice Guidelines and p58-60 of those Guidelines focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. There is now a mandatory reporting duty and these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher or other member of staff, discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, they must personally report it to the police.

They should still discuss this with Karen Edwards, the school's Designated Safeguarding Lead (DSL).

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty now applies and teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher

has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

FORCED MARRIAGE

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats (physical, emotional or psychological) or any other form of coercion is used to cause a person to enter into a marriage. Forcing a person into a marriage is a crime in England and Wales.

Please see p32 – 36 of the [Multi- agency practice guidelines for frontline workers](#): Handling Cases of Forced Marriage or contact the Forced marriage Unit if you need advice or information

Tel: 020 7008 0151

Email fm@fco.gov.uk

Staff should be alert to this happening in Primary School as well as to older siblings.

HONOUR BASED VIOLENCE

Honour based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/ or the community including FGM, forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

Staff in school need to be alert to the possibility of a child being at risk of, or having already suffered, HBV.

See pages 13 – 14 of the [Multi - agency guidelines: Handling cases of forced marriage](#) and pages 38 – 41 and 58 – 60 of the [Multi agency statutory guidance on FGM](#) for further information.

Staff should be alert to this happening in Primary School as well as to older siblings.

PREVENTING RADICALISATION

Protecting children from the risk of radicalisation is part of The Heights' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

The Prevent Duty Guidance in England and Wales 2015 defines Extremism as:

“Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs”.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff at The

Heights should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme through the school's DSL.

Prevent

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" This duty is known as the Prevent duty.

At The Heights staff will approach the Prevent duty on three levels:

1. Be able to identify members of the school community who are vulnerable to and are at risk of being 'radicalised' and show signs of this
2. Know how to respond when children or young people show indications that they are vulnerable to risk
3. Ensure that the components of British Values are addressed implicitly and explicitly throughout the curriculum and other aspects of provision (cross reference to British Values at The Heights document)

The Prevent Duty has four general themes

1. Risk Assessment

This relates to the context of the school's geographical area. Within the context of England, Reading is considered a tier 3 priority area with tier 1 being the highest threat level and tier 3 the lowest.

The school will request relevant information from the Prevent lead in the local authority to understand the risks faced by pupils in this area.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology but staff should be alert to changes in a pupil's behaviour

See Channel section below.

2. Working in Partnership

Policies will take into account the policies and procedures of the Local Safeguarding Children Boards (LSCBs)

3. Training

All staff complete online Prevent training on an annual basis.

All new staff will be expected to complete the training as part of their induction.

www.myeducare.com

4. IT policies

Please cross reference to the E-Safety policy, the image consent form and the E-Safety section of the school website.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Staff should discuss possible referrals with the DSL.

E SAFETY

At The Heights we recognise that there are positive and negative aspects of the internet.

Within online safety there are three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material:
- Contact: being subjected to harmful online interaction with other users: and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm

Children at The Heights will be taught how to manage:

- Cyber bullying
- Online privacy and personal information
- Reputation management and 'digital footprint'
- Sexting, grooming, pornography and inappropriate material
- Spam, phishing, viruses and malware (age appropriate)
- The dangers of lying about their age to get onto social networking platforms with a 13+ age limit

The Heights recognises that the Internet is being used to recruit impressionable young people and that schools can tackle this in an age appropriate way through the school's Jigsaw PSHE curriculum, through SMSC, through the E-Safety programme and through the explicit teaching of the school and British Values.

This school has appropriate monitoring and filters in place – we use Symantec Endpoint Connection and Firewall/Filters.

Please cross reference with The Heights Primary School E-Safety policy and The Heights Primary School Image Consent policy.

Governors are expected to do online E-Safety training.

INDUCTION & TRAINING

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff at the school will receive basic child protection training (Child Protection in Education) and a copy of this policy within one week of starting their work at the school.

Volunteers must be given the safeguarding leaflet.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. Currently this Safeguarding Young People. The Head teacher is a designated trainer and is responsible for ensuring all staff are trained.

Training will cover the definitions, signs and symptoms of neglect, physical, sexual and emotional abuse.

Staff will attend refresher training and the designated person every two years.

See also Prevent/ Channel training above.

DEALING WITH CONCERNS

Members of staff and volunteers must not investigate suspicions; if somebody has reason to consider that a child may be suffering, or may be at risk of suffering significant harm, they must always discuss such concerns to the Designated Person, who will refer the matter to the relevant Local Authority.

To this end, volunteers and staff will act immediately and follow the procedures below;

- Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- If anyone observes injuries that appear to be non-accidental, or
- where a child or young person makes a direct allegation or implies that they have been abused,
- makes an allegation against a member of staff ⁶

They must record what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the Designated Person (or head teacher if an allegation about a member of staff) and agree action to take

We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of the LSCB

BEHAVIOUR

Because of the link between abuse and some types of poor behaviour, where a pupil's behaviour is violent, bizarre or dangerous, including acts of vandalism or fire setting, staff will be alert to the possibility that this is an indicator of abuse

SAFEGUARDING IN SCHOOL

As well as ensuring that we address child protection concerns, we will also ensure that children who attend The Heights are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in light of the school's policies on:

- Personal, Social, Health and Citizenship Education; Sex and Relationships Education; Drug Education; all of which are covered and taught in the whole school JIGSAW scheme.
- Bullying; at The Heights, we will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualised behaviour, or bullying that is homophobic in nature, or where there appear to be links to domestic abuse in the family home.
- Safer recruitment and code of conduct for staff.
- Whistleblowing
- Special Educational Needs and Disabilities
- Racist incidents
- Confidentiality
- Behaviour including bullying

⁶ Allegation that the member of staff has harmed a child, committed an offence against a child, or behaved in a way that questions their suitability to work with children.

- Attendance (including when children go missing)
- Health & Safety
- Physical Intervention
- Code of Conduct for Staff
- Medical Conditions
- Health and Safety
- E Safety
- Lone Working
- Intimate care
- British Values at The Heights

PHOTOGRAPHING CHILDREN

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, we will ask that flash photography is disabled.

We will not allow others to photograph or film a pupil during a school activity without the parent's permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name. All parents will be asked for written permission to use photos as required by GDPR.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions although we will ask parents not to put photos of other children on social networking sites.

See The Heights Primary Image Use Form.

CONFIDENTIALITY

The Heights School, and all members of staff, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interest of the child.

All child protection records will be kept separately from the child's main file; the Designated Person will restrict access to those people who have a role to play in protecting the child. Child Protection information held electronically will be password protected.

CONDUCT OF STAFF

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, apps, or social networking websites.
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this Policy and the LSCB procedures, we will view this as misconduct and take appropriate action.

Where any member of staff in the school believes that the Head Teacher is failing to act in accordance with this Policy, they should bring it to the attention of the Chair of Governors.

The Heights Chair of Governors
Mr Nick Walden
Contact via the school office on 0118 357 0123
or via email at
nick.walden@theheightsprimary.co.uk

PHYSICAL CONTACT & RESTRAINT

Members of staff may have to make physical interventions with pupils; generally, this should be avoided unless

- It is necessary to protect the child, or another person, from immediate danger, or
- Where the member of staff has received suitable training (team teach)

Any such incident should be written up in full in the Bound and Numbered Book which is kept locked in the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead's Office.

ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN

Staff should recognise that children are capable of abusing their peers. Please see **APPENDIX 1** on managing allegations by other pupils.

Abuse is abuse and will not be tolerated.

Peer on peer abuse can manifest itself in many ways including sexting. Please see [Sexting advice for schools](#) published by The UK Council for Child Internet Safety (UKCCIS) Education Group.

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. There is a mandatory duty to inform the local authority of child in such arrangements.

If an arrangement is discovered, staff must report to the DSL who will:

- ask parents and/ or foster carers if they have notified Children's Services of the private fostering arrangements
- inform the private foster carers and the child's parents of their legal responsibilities and encourage them to contact Children's Services

ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF

If an allegation that any member of staff (including any volunteer or Governor) may 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
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the LSCB.

Allegations made against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

The Head Teacher, rather than the Designated Person will manage the allegations, unless the allegation is against the Head Teacher, when the Chair of Governors will handle the school's response. This will be done as outlined in *Keeping Children Safe in Education September 2018 Part 4.*

The Head Teacher (or Chair of Governors) will report without delay to the Local Authority Designated Officer (LADO).

The Designated Officer for Child Protection at the local authority is:

Jerry Curtis

0118 937 2684

Should you need information, advice or want to make a referral, call the above number. Your call will be answered by a member of the Business Support Team who will direct you to the LADO duty officer for that day. Alternatively, you can contact the SPoA on 0118 937 3641.

If you have any queries, contact Andrea Clare, Service Manager, Quality Assurance and Practice Improvement or Lorraine Campion, Independent Reviewing Officer team manager.

andrea.clare@reading.gov.uk (0118 937 3297)

lorraine.campion@reading.gov.uk (0118 937 3829)

Staff who have concerns about another staff member this should refer to the Head teacher. If it is about the Head teacher, then this should be referred to the Chair of Governors. Staff should also see the Whistleblowing policy.

Other whistleblowing channels are available to staff:

[Advice on Whistleblowing](#)

[NSPCC Whistleblowing Helpline](#) or call 0800 028 0285 (8am – 8pm Mon – Fri)

Email help@nspcc.org.uk

BEFORE AND AFTER SCHOOL ACTIVITIES

Where the Governing Body transfers control of use of the school's premises to bodies (such as sports clubs) to provide out of school activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

CONTRACTED SERVICES

Where the Governing Body contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

If a contractor is self-employed then the school will obtain a DBS check.

INFORMATION SHARING

Whilst GDPR places duties on organisations to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is **not** a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

When children transfer to another school, the DSL ensure their child protection file is transferred to the new school as soon as possible. This will be hand delivered to local schools where possible. Secure transit must be used and confirmation of receipt obtained. This file will be transferred separately from the main file.

As a receiving school, the admin officer will notify the Headteacher/ DSL on arrival of a CP file.

If appropriate, the DSL may share information with a new school in advance of a child leaving so that the appropriate support can be put in place.

[Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)

MONITORING and EVALUATION

Implementation and day to day working of this policy will be monitored by the Designated Safeguarding lead (who is also the Headteacher) and Governors and bring to their attention any concerns that the Policy is not being adhered to, or any changes required arising from changes to statutory guidance or LSCB procedures

The Designated Person will report to the Governing Body Annually

- Numbers of child protection concerns brought to her/his attention by staff at the school

- Number of such concerns that were reported to the Local Authority, and response
- Number of requests for information by Local Authority and CAFCASS Social Workers
- Attendances at Child Protection Conferences and Core Group Meetings
- Number of staff (including volunteers) who have received safeguarding training within the last year and the number who are due to receive training within the coming year.

The Head Teacher will report to the Governing Body Annually

- Incidence of bullying
- Racist Incidents
- Complaints by parents about bullying and racist incidents
- Numbers of allegations against any member of staff
- Number of such concerns that were reported to the Local Authority Designated Officer, and response
- Any concerns raised by the School Council that are relevant to this Policy

Additionally, the Designated Person and Designated Governing Body will meet periodically either with the School Council or with a panel of pupils to discuss issues of safety, including bullying.

DISSEMINATION

The Designated Person will ensure that a copy of this Policy will be made available to all new members of staff and volunteers.

Parents' attention will be drawn to the Policy through the normal school communication channels, including

The name of the Designated Person (and any deputy) will be displayed in school.

USEFUL LINKS

Berkshire Child Protection Procedures: <http://proceduresonline.com/berks/>

PLEASE CROSS REFERENCE WITH THE SCHOOL COMPLAINTS POLICY

USEFUL TELEPHONE NUMBERS

Children's Action Teams: 0118 937 6570

Children's Social Care, Access and Assessment: 0118 955 3641

Pan Berkshire Out of Hours Emergency Team: 01344 786543

SOURCE MATERIAL

1. ***Keeping Children Safe in Education: Statutory guidance for schools and colleges***
3rd September 2018
2. *NAHT Prevent Campaign Advice and Guidance*
3. *Recruitment and Pre – Employment Checks RBC Model policy for schools*
4. *The Prevent duty Departmental advice for schools and childcare providers June 2015*
5. *The School Staffing (England) Regulations 2009*
6. *Working Together to Safeguard Children 2015*
7. *Multi- agency guidelines: Handling cases of forced marriage June 2014*
8. *Multi agency statutory guidance on FGM April 2016*
9. *Model Policy & Procedure Managing allegations against other pupils. Hants CC*
10. *Disqualification under the Childcare Act 2006/ Draft statutory guidance for local authorities, maintained schools, academies and free schools/ July 2018*
11. *Sexual violence and sexual harassment between children in schools and colleges /*

Signed by:

K. EDWARDS

Date policy reviewed August 2018

Next review: September 2019

Appendix 1

Managing allegations against other pupils

DfE guidance Keeping Children Safe in Education (2016) says that 'governing bodies should ensure that there are procedures in place to handle allegations against other children'. The guidance also states the importance of minimising the risks of peer-on- peer abuse. In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

The safeguarding implications of sexual activity between young people¹

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component. As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- the age, maturity and understanding of the children;
- any disability or special needs of the children;
- their social and family circumstance;
- any evidence in the behaviour or presentation of the children that might suggest they have been harmed;

- any evidence of pressure to engage in sexual activity, including sexting⁹
- any indication of sexual exploitation.

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy

⁹ See UKCCIS Guidance: *Sexting in schools and colleges, responding to incidents, and safeguarding young people (2016)*

Policy:-

At The Heights Primary School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Prevention

As a school we will minimise the risk of allegations against other pupils by: -

- providing a developmentally appropriate PSCHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations against other pupils which are safeguarding issues

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

If the allegation:-

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

- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

Procedure:-

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact the children's reception team (CRT) to discuss the case. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, CRT will refer the case to the multi-agency agency safeguarding hub where the police will become involved.
- Parents, of both the pupil being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

See Sexual violence and sexual harassment between children in schools and colleges / Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads / May 2018

[Sexual violence and sexual harassment between children in schools and colleges](#)

ⁱ Taken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)

Source material:

Model Policy & Procedure Managing allegations against other pupils
Hants CC