

**Safeguarding and Child Protection Policy Framework
for Shropshire schools
Updated September 2016**

Dear Colleague

We have updated the child protection policy framework for Shropshire schools to reflect the publication of “Keeping Children Safe in Education (KCSIE) September 2016” and “Working Together (WT) March 2015.” The update has been revised in consultation with Mansel Davies and Corinne Chidley.

There have been some changes since we drafted the July 2015 School’s child protection policy framework. This policy framework should be complied with unless exceptional circumstances arise.

In this document, pages 2 – 6 contain legislation to inform your policy. Pages 7 – 16 contain the Safeguarding and Child Protection policy framework and this section must be adapted by the Head teacher/Designated Safeguarding Lead (DSL) and governors throughout before it can be adopted as school policy. (All red font needs deleting/adapting as appropriate)

When using this suggested framework you will need to also take into account any relevant documents, legislation and guidance.

Please contact either Jane Parsons (Education Access and Safeguarding Officer) or Caroline Ewels (Safeguarding Training and Development Officer) if you need any clarification on jane.parsons@shropshire.gov.uk or caroline.ewels@shropshire.gov.uk .

An electronic version of this document can be accessed on the Learning Gateway under:

<https://www.shropshirelg.net/services/safeguarding/schools-and-early-years/schools-policies/>
or email Jo.haswell@shropshire.gov.uk .

Yours sincerely

Jane Parsons
Education Access and Safeguarding Officer

Caroline Ewels
Safeguarding Training and Development Officer

Shropshire Council July 2016

Working Together To Safeguard Children 2015 & Keeping Children Safe in Education 2016

Background information and legislation to inform Safeguarding and Child Protection policy.

Schools (including independent schools, non-maintained special schools Academies and free schools) and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of their pupils under section 175/157 the Education Act 2002 and where appropriate under the Children Act 1989 by:

- creating and maintaining a safe learning environment for children and young people; and
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

Governing bodies/proprietors/management committee must consider how children are taught about safeguarding, (including online), through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This includes covering relevant issues through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through sex and relationship education (SRE).

Schools should have arrangements in place that reflect the importance of safeguarding and promoting the welfare of children, ensuring that:

- ❖ The school or college contributes to inter-agency working in line with statutory guidance “*Working Together to Safeguard Children 2015*.” This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans
- ❖ Governing bodies and proprietors appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead (DSL). The DSL should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder’s job description
- ❖ Whilst it is a matter for individual schools and colleges as to whether they choose to have one or more deputy DSL(s), any deputies that are appointed should be trained to the same standard as the DSL.
- ❖ Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for safeguarding and child protection, as set out above, remains with the DSL. This responsibility **MUST** not be delegated.
- ❖ There is a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- ❖ There is a culture of listening to children and taking account of their wishes and feelings and that there are systems in place for children to express their views and give feedback.
- ❖ That there are procedures in place to handle allegations of peer on peer abuse. Peer on peer abuse can manifest itself in many ways. Governors and proprietors should ensure the schools or colleges approach to “sexting” is reflected in the child protection policy.

- ❖ Arrangements clearly set out the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);

The role of the DSL is to:

- Be fully conversant with the Shropshire Safeguarding Children Board (SSCB) Child Protection (CP) procedures and to co-ordinate action on child abuse within school, ensuring that all staff are aware of their responsibilities in relation to Safeguarding and CP.
- Provide supervision and guidance to Deputy DSLs
- Ensure that all deputy DSLs are trained to the same standard as themselves
- Liaise with designated staff for Looked After Children (LAC) and 14-19 placements.
- Refer individual cases of suspected abuse to relevant Local Authority (LA) Children Services area (following SSCB guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- Undertake “Prevent” awareness training and lead on this within the school/college. They must assume responsibility for organising training on all aspects of Safeguarding and CP within school, and to act as a school-based resource on CP issues for staff.

In greater detail, this involves the following:

- ❖ Ensuring that all staff, both teaching and non-teaching, know about, and have access to the SSCB procedures for Safeguarding and CP and that all cases of suspected abuse are reported appropriately.
- ❖ Providing support for staff who make referrals to LA children’s social care.
- ❖ Referring cases to the Channel programme where there is a radicalisation concern as required
- ❖ Providing support for staff who make referrals to the Channel programme
- ❖ Referring cases to the Disclosure and Barring Service (DBS), where a staff member is dismissed or left due to risk/harm and ensuring that the Designated Officer in the Local Authority (LADO) is notified.
- ❖ Referring cases where a crime may have been committed to the Police as required.
- ❖ Ensuring all staff receive regular child protection updates (at least annually).
- ❖ Ensuring that all teaching and non-teaching staff attend Shropshire Safeguarding Children Board endorsed child protection awareness training every three years
- ❖ Ensuring that all Deputy DSLs regularly update their child protection training (at least annually) and attend SSCB endorsed child protection update training every two years.
- ❖ Ensuring that the school/college is compliant with the “Prevent” duty requirements so that:
 - All staff are trained in awareness of “Prevent”
 - All teachers are trained in “Prevent” curriculum requirements including British Values.
 - The school can demonstrate the impact on the pupils of promoting British Values.
 - The Deputy DSL’s are clear about their lead role in respect of “Prevent” and the process of a “Prevent” referral
 - The job description of the Deputy DSLs also includes the “Prevent” duty

- The e-safety policy and the safeguarding and child protection policy clearly state the “Prevent” duty

▪ **Work with others**

- ❖ Liaise with the headteacher or principal to inform him or her of safeguarding or child protection, especially ongoing enquiries under section 47 of the Children Act 1989 or ongoing police investigations.
- ❖ Liaise with the “case manager” and the LADO if relevant i.e if there are safeguarding or child protection concerns involving a staff member.
- ❖ Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- ❖ Lead on or participate in Early Help Multi-Agency interventions

▪ **Undertake training**

- ❖ To ensure that they and any deputies undergo training to provide them with the knowledge and skills required to carry out the role.
- ❖ To ensure that they and any deputies, in addition to the formal training set out above, have further opportunity to develop their knowledge and skill base (this might be via e-bulletins, meeting other DSL, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments

- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school’s or college’s child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Are able to keep detailed, accurate, secure written records of concerns and referrals
- Are aware of the guidance that is available in respect of Female Genital Mutilation (FGM) and should be vigilant to the risk of it being practised
- Inform the Police if they suspect a child has suffered FGM (this is a legal requirement for all Teachers; Serious Crime Act 2015)

▪ **Maintain responsibility for Child protection files**

- ❖ Ensure that all child protection files are stored securely and accessed only by authorised individuals compliant with the Data Protection Act 1998.
- ❖ Where children leave the school or college the DSL should ensure their child protection file is transferred to the new school or college as soon as

possible. They should ensure it is transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt obtained.

- **Ensure availability**

During term time the DSL should ensure that they (or a deputy) are always available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

- **Adhere to Safe Recruitment policy**

It is vital that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people that might abuse children (KCSIE 2016 pg 22-27)

- ❖ All staff members should also receive appropriate child protection training which is regularly updated and DSLs must receive updated training every two years.
- ❖ Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
- ❖ Staff should be given a mandatory induction, to include familiarisation of child protection responsibilities and procedures that must be followed if anyone has any concerns about a child's safety or welfare. Staff in schools and colleges should ensure that **all staff read at least part one of KCSIE 2016**.
- ❖ Ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction;
- ❖ All professionals should have regular reviews of their own practice to ensure they improve over time.
- ❖ All schools and colleges have to be compliant with the requirements of the LSCB, In Shropshire this includes regular auditing of child protection procedures.
- ❖ Clear policies in line with those from the LSCB for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children

In addition:

- The Designated Officer in the Local Authority (LADO) to be involved in the management and oversight of individual cases. The LADO should provide advice and guidance to schools, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process;
- Any allegation should be reported immediately to the head teacher within the school. The LADO should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and

- If an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the DBS. It is an offence to fail to make a referral without good reason.

In addition to these section 11 duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

Schools and colleges

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.

**Safeguarding and Child Protection Policy for Minsterley Primary School
(Updated September 2016)**

This policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children (WT) March 2015 and Keeping Children Safe in Education (KCSIE) September 2016

Important contact details

The Designated Safeguarding Lead (DSL)	Clive Roe
Deputy Designated Safeguarding Lead (DSLs)	Jo Holloway
Safeguarding and child protection link governor	Rachel Steele
Looked after children (LAC) link governor	Rachel Steele

**If concerned about a child or behaviour of an adult phone Shropshire Council
Dedicated Safeguarding Line**

First Point of Contact (FPOC) (Compass and Initial Contact Team) 0345 678 9021

Designated Officer in the Local Authority – LADO 0345 678 9021
lado@shropshire.gov.uk

Shropshire Out of hours Emergency Duty Team 0345 678 9040

Public Protection Unit (West Mercia Police) 0300 333 3000

Police Emergency 999

Police Non-emergency 101

Childline: 0800 1111

<http://www.safeguardingshropshireschildren.org.uk/scb/>

Introduction

At Minsterley School, the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in protecting pupils from harm.

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

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children in line with Working Together 2015 and Keeping Children Safe In Education (KCSIE) 2016

The aim of this policy is to:

- Ensure that the pupils' development is supported in ways that will foster security, confidence and independence.
- Raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- Confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse.
- Emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child protection, health and safety and other safeguarding responsibilities.
- Emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities

This policy will have consideration for, and be in compliance with, the following legislation, statutory guidance and key information

- 'Keeping Children Safe in Education' statutory guidance for schools and colleges, 2016 Department for Education (DfE)
- Shropshire Safeguarding Children Board (SSCB) online procedures
- Working Together to Safeguard Children' 2015
- The "Prevent" Duty July 2015
- Shropshire Safeguarding Children Board (SSCB) Threshold Guidance Document
- Ofsted Common 'Inspection framework: safeguarding in maintained schools and academies' September 2015
- Early Years Foundation Stage Statutory Framework (EYFS) 2014

Responsibilities

i. The governing body will ensure that:

- A trained link governor is appointed for safeguarding and child protection and looked after children (LAC) who will attend training/updates every three years.
- A member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the head teacher, the principal of a college or proprietor or member of governing body of an independent school.

- The school has a safeguarding and child protection policy and staff behaviour policy which should include amongst other things staff/pupil relationships and communications including the use of social media.

- Schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (Part three: Safer Recruitment. Keeping Children Safe in Education 2016). Also, to ensure that procedures for dealing with allegations against staff and volunteers in accordance with Shropshire Safeguarding Children Board (SSCB) are followed.

- At least one member of an appointed panel will have attended safer recruitment training.

- A member of staff of the school or college's leadership team is appointed to the role of DSL.

- The school keeps a single central record that as a minimum evidences the following:
All staff have been employed in compliance with safer recruitment requirements (Part three KCSIE 2016)
 - Date of employment
 - Identity confirmed with date
 - Qualifications checked with date
 - Prohibition from teaching check with date (for teaching staff)
 - Barred list check with date
 - Enhanced Disclosure and Barring Service (DBS) check with date
 - Eligibility to work in the UK with date
 - Checks confirmed by and date

- The adequacy of resources committed to child protection, and the staff and governor training profile is regularly monitored.

- It is recognised that neither it, nor individual governors, have a role in dealing with individual cases or have a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)

- The child protection policy is available to parents on request and that this policy and practice complements other policies e.g. anti-bullying (including cyber-bullying, peer on peer abuse, health and safety, drug,) to ensure safeguarding.

Professional development

The governors will ensure that:

- All staff and volunteers who work with pupils aged up to 18 years have appropriate child protection training that equips them to recognise and respond to pupil welfare concerns.
- Staff are provided with mandatory induction, to include familiarisation with the safeguarding and child protection policy, staff behaviour policy, the DSL in the school, their responsibilities and the procedures to be followed.
- all staff read at least part one of KCSIE 2016 ,
- They monitor when and how often child protection and safeguarding training (including multi-agency training) that has been undertaken by staff and governors within the last three years to ensure their knowledge and skills are current.

All of the above needs to be reported to governors in the form of:

- A report of the school's training needs assessment presented to the governors annually so that they can ensure that training is appropriately provided for all staff.
- A training register kept to indicate when staff and governors have been trained including safer recruitment and this will in turn inform the annual report to governors.

ii. The head teacher will ensure that:

- The policies and procedures adopted by the Governing Body are followed by all staff.
- The policy is updated annually, and be available publicly via the school or college website or by other means.
- DSLs review the six monthly updates of the SSCB procedures.

Sufficient resources and time are allocated to enable the DSL, deputy DSL's and other staff to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.

- A list of all staff and volunteers, and their safeguarding training dates is maintained.
- All staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of pupils, and that such concerns are addressed in a timely manner in accordance with agreed policies.
- he/she undergoes child protection training which is updated regularly, in line with advice from the LSCB

Allegations against the Head teacher

Where an allegation is made against the Headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an Independent school as appropriate as well as the LADO.

The role of the chair of governors shall include:

Monitoring of procedures relating to liaison with the LADO, Children's Social Care and the Police in relation to any allegations of child abuse made against the Head teacher, including attendance at relevant meetings.

The Headteacher will:

- Have their roles explicitly defined in their job descriptions.
- Be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- Ensure DSL and deputies undergo updated child protection training every two years.
- Liaise in accordance with the SSCB procedures when referring a pupil where there are concerns about possible abuse or harm.
- Contact the LADO where there are concerns about a member of staff being involved in allegations of abuse or harm.
- Be able to access the contents of the SSCB procedures and Personnel procedures (*on Shropshire Learning Gateway*) updated and make these accessible to all staff
- Ensure all staff, including supply teachers, visiting professionals working with pupils in the school and volunteers are informed of the names and contact details of the DSL and deputies and the school's procedures for safeguarding children.

- Support staff who attend strategy meetings and/or case conferences
- Support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate.
- Ensure involvement of other lead professionals e.g. where there are concerns about any pupil including those who are LAC.

They will also ensure that:

- Written records of concerns are kept, even if there is no immediate need for referral; and monitored using the Early Help Assessment Framework (EHAF)
- All child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are differently password protected from the pupils' other files, and accessible only by the headteacher/DSL
- Pupil records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- All absence letters are dated and clearly signed by a teacher, and that if: there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
- If the pupil has a Child Protection Plan, and is absent without explanation for two days, their key worker in Safeguarding is contacted.
- Phone calls in relation to absences are similarly logged and dated.
- Records are monitored for patterns of absence and appropriate action is taken.
- Where there are existing concerns about a pupil, and they transfer to another school in this authority, the information held e.g. an EHAF is forwarded under confidential cover and separate from the pupil's main file to the DSL for child protection in the receiving school.
- Where a pupil has a **child protection plan** and transfers to another school or college; or to the Social/Children's Services within a new authority or if the pupil is transferring to a school in another authority which has not yet been identified.
 - The DSL of the new school/college is informed immediately.
 - Their child protection file is transferred as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Prevention in the Curriculum

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

iii. All staff, teaching and non-teaching, volunteers and others working in school

must:

- Be aware that to safeguard children, they have a duty to share information with the DSL and through the DSL, with other agencies.
- Always speak to the DSL. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.
- Be alert to signs and symptoms of harm and abuse (highlighted in Part 1, KCSIE)
- Know how to respond to their duty when they have concerns or when a pupil discloses to them and to act
- Know what and how to record concerns.
- All staff members should undergo child protection training which is updated regularly, in line with advice from the SSCB. (*Whole staff training every three years*)
- Maintain an attitude of 'it could happen here'

Immediate response when a pupil discloses:

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

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

Recording information

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation.
- If it is observation of bruising or an injury try to record detail, e.g. "right arm above elbow". Alternatively use a 'body map' to indicate which area of the body has injuries/bruises. Do not take photographs
- Note the non-verbal behaviour and the key words in the language used by the pupil (try not to translate into 'proper terms').
- It is important to keep these original notes and pass them on to the DSL who may ask you to write a referral.

Supporting pupils

- The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth.

We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self blame.

- We recognise that this school might provide the only stability in the lives of pupils who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a pupil in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- The school will support all pupils by:
 - ❖ Discussing child protection cases with due regard in order to safeguard the pupil and his or her family.
 - ❖ Supporting individuals who are or thought to be in need or at risk in line with SSCB procedures.
 - ❖ Encouraging self-esteem and self-assertiveness.
 - ❖ Challenging and not condoning aggression, bullying or discriminatory behaviour.
 - ❖ Promoting a caring, safe and positive environment.
 - ❖ Gaining access to an interpreter if required to ensure the voice of the child is heard.

Confidentiality

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

Staff must ... be aware that:

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

Working with parents/carers

- Parents and carers play an important role in protecting their children from harm.
- In most cases, the school will discuss concerns about a pupil with the family and, where appropriate, seek consent to making contact with Compass regarding concerns for the welfare or protection of children.
- The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all pupils. The school may need to share information and work in partnership with other agencies when there are concerns about a pupil's welfare.
- The pupil's views will be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues, and about consenting to that.

“Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see

and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs". WT 2015

- The governors include the above paragraph on the school website where parents can access links to all relevant policies

Specific safeguarding issues:

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect (Annex A). Staff are made aware of specific safeguarding issues (listed below) through child protection training, reading up to date guidance such as Keeping Children Safe in Education July 2016 and accessing SSCB procedures at <http://www.safeguardingshropshireschildren.org.uk> .

Schools are to ensure that the DSL is continually updated in all areas below. They must be familiar with the referral pathways and specific toolkits and guidance available on the SSCB website.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites.

- Bullying including cyberbullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults strategy
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Trafficking

The following (in italics) has been added to the policy on the recommendation of the Local Authority since approval by the Governing Body in October 2016:

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the [TES](#), [MindEd](#) and the [NSPCC](#) websites.

Keeping Children Safe in Education 2016, lists a range of specific safeguarding issues, these are encompassed in Shropshire Safeguarding Children Board Procedures, within section 2 (Children in Specific Circumstances)

http://westmerciaconsortium.proceduresonline.com/chapters/contents.html?zoom_highlight=specific+safeguarding#safe

Peer on Peer Abuse

Staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy.

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age. Peer-on-peer abuse can relate to various forms of abuse (not just sexual abuse and exploitation,) some forms of peer on peer abuse are:

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

It is vital that staff at Minsterley Primary School understand that the child who is perpetrating the abuse may also be at risk of harm. Staff should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this. Sensitive

work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse as a whole. Staff must be able to use their professional judgement in identifying when what may be perceived as “normal developmental childhood behaviour” becomes abusive, dangerous and harmful to others. Designated leads may need to consult with the SSCB Threshold document to help with their decision making.

Safeguarding children with special educational needs and disabilities

It is recognised that children with special educational needs or disabilities (SEND) can present additional safeguarding challenges. 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 impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs; communication barriers. It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary.

Safeguarding children who are Looked After

KCSiE 2016 has been amended to reflect the importance of the designated teacher working with the virtual school head on how funding can best support the progress of a Looked After Child.

Whole School Child Protection Policy and Templates

The designated safeguarding lead should have details of the child’s social worker and the name of the virtual head. The designated safeguarding lead should work closely with the designated teacher. The designated teacher will ensure that the educational achievement of children who are looked after is promoted and this person must have appropriate training.

The appointment of a designated teacher is a statutory requirement for governing bodies of maintained schools and proprietors of academies. KCSiE is clear that in other schools and colleges an appropriately trained teacher should take the lead therefore it would be good practice on other schools to have a designated teacher for Looked After Children.

Protecting children from radicalisation “Prevent Duty”

- *Minsterley School promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of life. The school promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensure that when political or controversial issues are brought to pupils’ attention, they are offered a balanced presentation of opposing views.*
- *Government guidance on radicalisation is followed; a link to the “Prevent” government strategy is available on Shropshire Learning Gateway*

Children Missing Education

Minsterley School has in place appropriate safeguarding responses to ensure effective recording of children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or Child Sexual Exploitation (CSE) and to help prevent the risks of their going missing in future. Detailed risk assessments are to be completed as appropriate i.e SSCB Child Sexual Exploitation Guidance for practitioners; Appendices 1 and 2 (Risk Identification form).

The purpose and Importance of Mobile Phone/Smart Device and Camera Policy

Minsterley School recognises that staff may need to have access to mobile phones on site during the working day. However, there have been a number of queries raised within the local authority and nationally regarding the use of mobile phones and other devices in educational settings.

The concerns are mainly based around these issues:

- Staff being distracted from their work with children
- The use of mobile phones around children
- The inappropriate use of mobile phones

Ensuring the Safe and Appropriate Use of Mobile Phones

Minsterley School allows staff to bring in mobile phones for their own personal use. However, they must be kept in their bags at all times and are not allowed to be used in the toilets, changing rooms or in the play areas at anytime. If staff fail to follow this guidance, disciplinary action will be taken in accordance to the school staff code of conduct. If staff need to make an emergency call, they must do so either in the main office or staff room. Staff must ensure that there is no inappropriate or illegal content on the device.

Mobile phone technology may not be used to take photographs anywhere within the nursery/school grounds. There are digital cameras and tablets available within the nursery/school and only these should be used to record visual information within the consent criteria guidelines of the local authority and the nursery/school.

Members of staff may only contact a parent/carer on school approved mobile phones.

Pupils should not use mobile phones within the school grounds and should not bring in a mobile.

Use of Mobile Phones for Volunteers and Visitors

Upon their initial visit volunteers and visitors are given information informing them they are not permitted to use mobile phones on the premises. If they wish to make or take an emergency call they may use the main office or staffroom. Neither are volunteers or visitors permitted to take photographs or recordings of the children without the headteachers permission.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Minsterley School. We take a mixture of photos that reflect the pre-school environment, sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use the camera to take photos of their peers. In order to safeguard children and adults and to maintain privacy, cameras are not to be taken into the toilets by adults or children. All adults whether teachers/practitioners or volunteers at Minsterley School understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act

Other policies that need to be taken into account are:

- *Anti-bullying/peer on peer abuse and discrimination*
- *PSHE*
- *Drugs*
- *Confidentiality*
- *Behaviour and Attendance*
- *Special Needs*
- *Health and Safety*
- *Safe Recruitment*

- *Physical intervention*
- *E-safety*
- *Management of Allegations*
- *Intimate Care*
- *Policy for the use of Mobile Phones and Cameras*
- *Medical Needs*
- *Staff conduct policy (Code of Conduct)*
- *Whistle Blowing*
- *Preventing Radicalisation and Extremism in Schools*

This policy was reviewed/written and adopted by governors on: 13/10/16

It is due for review in twelve months or sooner as required: 13/10/17