



# Safeguarding Pupils

includes

## Policy for Child Protection

Updated: October 2017



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## Introduction

The main ethos at Sweyne Park and Glebe Primary School is one of respect along with acceptance and tolerance for each individual and of providing an environment in which everyone is encouraged and enabled to fulfil their potential, regardless of background or circumstances.

Consequently, the main principles of 'Every Child Matters' (the government's vision for children's services, published in September 2003) namely:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieving economic well being

As well as the principles set out in Promoting British Values in schools (November 2014)

- The rule of law
- Individual liberty
- Mutual respect
- Tolerance

are already enshrined in the Sweyne Park and Glebe Primary School's ethos, philosophy and practice.

This policy for 'safeguarding pupils' at Sweyne Park and Glebe Primary Schools is concerned mainly with the precept of 'staying safe' but also impinges on other areas. It should be seen as one part, albeit an extremely important part, of our whole pupil support system.

## Aims

Our aim is to do all we can to protect and safeguard the well being of our pupils.

Children and young people have a fundamental right to be protected from harm. Our pupils have the right to expect us to provide them with a safe and secure environment. We acknowledge that teachers and other staff in our school are in a unique position to identify and to help abused and vulnerable children. We also recognise that the protection of our pupils is a shared community responsibility. **Safeguarding is everyone's responsibility.**

## Principles

Our policy applies to all in our school community, namely pupils, staff, governors, visitors and volunteers. There are five main elements to our policy:

- Ensuring that we practise safe recruitment in checking the suitability of staff and volunteers to work with our pupils
- Raising pupil awareness of child protection issues and equipping pupils with the skills they need to keep them safe
- Developing, and then implementing, procedures for identifying and reporting cases, or suspected cases, of abuse, and training staff to use these procedures effectively
- Supporting vulnerable pupils and those in difficult circumstances, as well as supporting those pupils who have been abused in accordance with their agreed protection plans

- Establishing a safe environment in which children can learn and thrive.

We recognise that school staff are well placed to observe the outward signs of abuse. We will therefore:

- Establish and maintain an environment where our pupils feel safe and secure, and where they are encouraged to talk and are listened to seriously
- Ensure that our pupils know that there are adults in the school whom they can approach if they are worried or in difficulty or concerned about one of their peers
- Include opportunities in the curriculum for pupils to develop the skills to recognise abuse and to stay safe, and also to include material to help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.  
(Further information can be obtained from the CPRE/HOY co-ordinator/s.)
- Ensure that, wherever possible, every effort will be made to establish working relationships with families and with colleagues from other agencies. It is important to note that data protection is not a barrier to information-sharing in relation to potential safeguarding concerns (risk of sharing v. risk of not sharing).
- Safeguarding staff will challenge and ‘think the unthinkable’

We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. We will systematically monitor, evaluate and constantly review the impact of this policy.

## Practice

## Roles and Responsibilities

**The Governing Body** is responsible for ensuring that:

- the school complies with legislation related to child protection
- the school has a Safeguarding Policy which will include our Child Protection policy and that procedures are in place that safeguard and promote the wellbeing of pupils in our school
- this policy is reviewed at least annually
- the school is using safe recruitment procedures and that appropriate checks are carried out on new staff and volunteers
- the school is aware of its duties re PREVENT/Channel referrals in conjunction with the police/LA, in particular that the school community has “due regard to the need to prevent people from being drawn into terrorism”. All staff understand that they have a statutory duty to notify a member of the safeguarding team should they have a concern.
- all staff are aware of their statutory duty to report FGM to a member of their safeguarding team and the Police
- ensure every member of staff along with volunteers and Governors read and understand part one of Keeping Children Safe in education
- safeguarding arrangements take into account the procedures of the Local Authority as set up by the ESCB

- ensure pupils/students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including on-line safety

**The named governor for child protection, children in care, children previously in care and pupils on a special guardianship order** is responsible for maintaining:

- regular contact with the school's designated lead
- awareness of current responsibilities and requirements in relation to child protection by attending appropriate professional development activities
- The role of the Nominated Governor for Child Protection is to ensure that the school has an effective policy, that the ESCB Guidelines are complied with <http://www.escb.co.uk/> and to support the school in this aspect. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- The DCPC and the Headteacher provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues.
- Ensure that pupils are taught about safeguarding

**The Designated Safeguarding Lead** is a senior member of staff responsible for:

- the provision of leadership and vision in respect of child protection
- ensure mechanisms are in place to assist staff and governors to understand and discharge their role and responsibilities
- the practical implementation of the child protection policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the proper Social Care Services and other agencies
- the provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a pupil is being abused and how they can protect themselves from an allegation
- ensuring that the designated safeguarding lead and the safeguarding team have received the appropriate training every two years. With at least one annual update for the DSL from ECC safeguarding lead.
- the co-ordination of all activities related to child protection and children in care, including record keeping, school representation at child protection conferences and other related meetings, supporting pupils at risk, liaison with other professionals, and the monitoring of welfare and academic progress
- liaison between the safeguarding team the leadership team and governors
- attending child sexual exploitation training thus holding 'champion' status
- maintaining awareness of PREVENT/Channel referrals in conjunction with the police/LA guidance
- monitoring effectiveness of child protection policy and procedures and updating policy at least annually

- ensure that each head of year holds a 'Vulnerable pupils' register and proactively monitors the pupils in their year group, seeking early help and support from Learning Development, Pupil and Family Support and/or the safeguarding team. The registers will be reviewed regularly and be held in the Safeguarding area of Firstclass.
- Ensure every member of staff along with volunteers read and understand part one of Keeping Children Safe in education
- Ensure pupils/students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including on-line safety
- Opportunities for staff to offer a valuable contribution to safeguarding arrangements and policies will be ongoing, these take place during training sessions and informal meetings
- Will ensure that there is always a member of the safeguarding team available during the school day for staff to liaise with
- Safeguarding responsibilities will be carried out by the safeguarding lead or a deputy however the ultimate responsibility for safeguarding and child protection remains with the two Designated Leads at SPS

**The Headteacher** is responsible for:

- supporting the designated Safeguarding Lead in all aspects of the role
- ensuring that the designated Safeguarding Lead and the safeguarding team have received the appropriate training
- ensuring that all members of the school community are aware of and comply with our safeguarding and child protection policy
- ensuring the safe recruitment of all staff (including supply staff and volunteers)
- making parents aware of the school's child protection policy
- dealing with any allegations against members of staff or volunteers and keeping a log
- creating a safe environment for pupils at the school
- ensuring that the DSL has current child sexual exploitation champion status
- attending PREVENT training/implementing recommendations including re Channel referrals
- ensure staff have read and understood 'part one' of 'Keeping children safe in education'. A refresher session, along with a copy of the guidance will be given to all staff annually by the head teacher or a member of the safeguarding team, training will also be included in staff induction
- appropriate safeguarding Cover is in place for an absent safeguarding lead and ensure that staff are aware that they may report a concern to any member of the team
- ensure there is a bomb threat protocol in place
- ensure pupils/students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including on-line safety

**All staff** are expected to:

- know the names of the designated safeguarding lead and members of the safeguarding team, understand the role of the Designated lead and the team
- understand and comply with the school's safeguarding and child protection policy
- have read and understood 'part one' of 'Keeping children safe in education', a refresher will be held regularly
- deal with any bullying incidents that may occur and will never be tolerated
- refer e-safety concerns to a member of the safeguarding team
- behave in accordance with our Staff Conduct Policy (which is given to all staff annually)
- be aware of our obligation to pay "due regard to the need to prevent people from being drawn into terrorism". Report any concerns to a member of the safeguarding team
- be aware of our statutory duty to personally inform the police of any reported incident of FGM along with the Designated lead for safeguarding
- be aware of our 'Position of Trust' and how this can be abused (Sexual Offences Act 2003)
- address risks and prevent issues escalating, 'Early help'. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Good practice includes: early referral to the safeguarding team, action on and referral of the early signs of abuse and neglect, good record keeping, always listening to the views of the child, re-assessing concerns when situations do not improve, sharing information swiftly and challenge to those who appear not to be taking action
- ensure appropriate use of social media
- monitor vulnerable pupils within tutor groups and in lessons, reporting emerging concerns swiftly to either the Head of Year or the Safeguarding team to enable early identification and assessment
- understand the difference between an early-help concern and an immediate danger/risk of harm
- will wear their Identification badge, which now includes emergency numbers on the reverse
- ensure that pupils/students respond to the emergency bell system:
  - Fire: Continuous bell
  - Stay inside: four bells, pause, four bells
- can contribute to and shape safeguarding arrangements and our child protection policy at any time by discussing with the safeguarding lead or a member of the safeguarding team

**Pupils, parents/carers, supply staff and volunteers** are expected to be aware of and comply with the school's safeguarding, child protection and conduct policies.

## Procedures - General

This policy, and all action relating to it, is in line with the following guidance:

The SET guidelines, copies of which are kept in the head teacher's office, in the office of the designated Child Protection Coordinator and on the Safeguarding area of FirstClass (December 2016)

Safeguarding Children in Education and Safer Recruitment (2010)

Effective Support for Children and Families in Essex

Counter-Terrorism and Security Act (2015)

The Working Together document (March 2015)

What to do if a Child is being abused (March 2015)

Keeping Children safe in Education (September 2016)

PREVENT and Channel duty guidance	(June 2015)
Searching, screening and confiscation	(Feb 2014 reviewed July 2015)
Mental Health and Behaviour in Schools	(2016)
Behaviour and Discipline in Schools	(2016)
Responding to sexting in schools and colleges – UKCCIS Guidance	(2016)
Missing Education and Child Employment Service – Essex guidance	(November 2016)

Disqualification under the Childcare Act 2006 Statutory guidance for local authorities, maintained schools, academies and free schools (February 2015)

## **Equalities Act (2010 last updated 2015)**

- Staff will be kept informed about child protection responsibilities and procedures through induction, briefings, the staff bulletin and awareness training. All new staff will attend a training session on child protection awareness as part of their induction programme as well as receiving our Staff Conduct Policy, e-safety and Part One of Keeping Children Safe in Education. Where other adults are working in regulated activity within school, the head teacher or the safeguarding lead will ensure that they are aware of the contents of these policies (copies of policies can be found on FirstClass). Any trainee teachers will receive a training session on child protection awareness as soon as possible after their arrival.

### **Procedures – Concern about a pupil**

Anyone who receives a disclosure of abuse, an allegation of abuse or who suspects that abuse may have occurred must report it immediately to the designated safeguarding lead or one of the safeguarding team; in their absence the matter should be brought to the attention of the head teacher or the most senior member of staff in school. This should be followed with a written record within 24 hours, using as far as possible the pupil's own words. (For further details, please see the Appendix A - Safeguarding Pupils.) It is important to remember that any member of staff can refer their concerns to children's social care directly along with informing their designated safeguarding lead. Staff must take further action if they feel the school has not acted appropriately or robustly to safeguard. This may involve reporting to the Chair of Governors or direct to LADO, Social Care, the NSPCC whistleblowing line 0800 028 0285 help@nspcc.org.uk or Police.

The designated safeguarding lead (or one of the safeguarding team) will immediately refer cases of suspected abuse or an allegation of abuse to the relevant investigating agency by telephone or e-mail and in accordance with the procedures outlined in the SET procedures. (A copy of the SET procedures can be found in the Safeguarding area on First Class.) Any referral will be confirmed in writing within 24 hours. Where possible the inter-agency referral form should be used. Where the allegation is against a member of staff, the head teacher must first be informed.

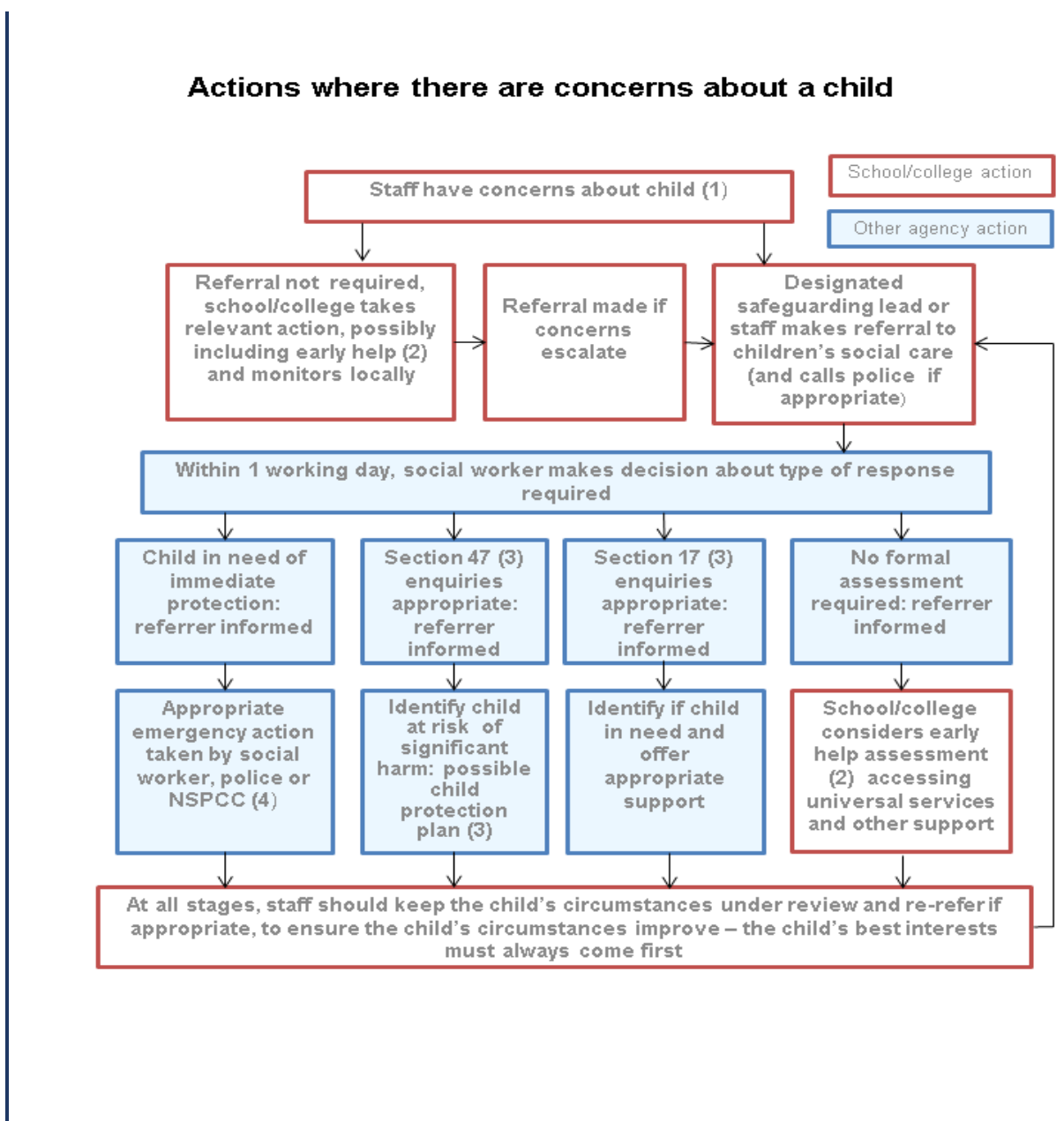
If the designated safeguarding lead (or one of the safeguarding team) is unsure about whether a formal referral should be made or has a general concern about a child's health or development, advice should be sought from local social care, the NSPCC or the Essex Safeguarding Service (ESS).

Where there is a concern about a pupil as opposed to an immediate danger, risk of harm staff will liaise with a member of the safeguarding team as soon as possible, within the same day

We will inform parents/carers of our actions **unless it is our view that so doing could place the child at greater risk of harm** or could impede a criminal investigation.



We will inform parents and carers about our duties and responsibilities under child protection procedures. Parents may request a full copy of this policy. We will also publish a statement in our prospectus and on our website



#### Early help:

Members of the safeguarding team may use a Family Assessment Form (FAF) or Common Assessment Form (CAF) for families about whom we have concerns and where there is likely to be multi-agency working. (For further details about CAF/FAF please see the Safeguarding area on FirstClass)

Our aim is to identify pupil/student/families who would/could benefit from further support at the earliest stage possible. This support may involve sign posting/referring/information sharing with the appropriate agencies, family support worker interventions, counselling, liaising/information sharing with agencies already working with families, assessments as well as offering the support from our pastoral team, LD, RBHIP and PFS

We monitor pupils who present at Pupil Services, to ensure that we can identify emerging trends that may indicate a safeguarding issue

In addition to working with the designated lead, staff may be asked to support Social Care/Police/PREVENT panels to take decisions about individual pupils

We will listen and take seriously any disclosure or allegation of abuse and any concern expressed about the safety and well-being of our pupils. We will consider the 'unthinkable' and challenge when required

### **Searching, screening and confiscation:**

The Head teacher and or authorised staff have the statutory power to search a pupil/s or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil/s may have prohibited item/s:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- indecent images of a child
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Pupils are considered children up to the age of 18, however there may be times when a pupil is deemed to be vulnerable even though they have reached or exceeded 18. This policy will therefore also apply to adults within our Sixth form with care and support needs in line with the Care Act 2014
- Inter-agency working will operate within the statutory guidance. 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 support to children subject to child protection plans. We will allow access for Children's Social Care and the Police, where appropriate, to conduct a Section 17 or 47 assessment

### **Procedures – Allegation against a member of staff**

- It is essential that our high standards of concern and professional responsibility adopted with regard to alleged child abuse are similarly displayed when adults working in school are accused, no matter how difficult this may be
- Corporal or physical punishment of children in schools is unlawful. Physical restraint of children is only permitted if the child or others are at risk. Excessive physical restraint or constant shouting may constitute abuse
- If an allegation is made against a member of staff, the head teacher (or his deputy in his absence) should contact the Local Authority Designated Officer (LADO) and LA HR Advice and Consultancy. They will decide whether the incident should be referred to social care and/or the police. If this is agreed, the head teacher should inform social care by telephone and follow this with written confirmation within 24 hours. In addition the head teacher should inform the chair of governors and/or the designated governor for child protection. Should the allegation be against the head teacher, a deputy or the designated safeguarding Lead should contact the Chair of Governors and the LADO.

- If for any reason it is decided that a referral to Essex Social Care Services is not appropriate, it will be necessary to address matters in accordance with the school's disciplinary procedures in liaison with the school's HR Advisor.
- If it is decided that a referral to social care is not necessary, it may still be appropriate to conduct an internal investigation. Where no further action is required, details and decisions should be recorded in a confidential file. The LADO and chair of governors still need to be informed.
- Any member of staff who is concerned about the conduct of another member of staff or adult on the school premises should contact the Head teacher as part of our whistleblowing procedures, always keep in mind that it could happen here.

### **Whistleblowing:**

All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the school's Code of Conduct / Whistleblowing policy statement (Appendix D)

- If there are any concerns about Safeguarding practices within the school, staff and volunteers should feel able to raise concerns about 'unsafe' practice and potential failures to the Headteacher, his deputies or a member of the Safeguarding Team. Should concerns be about the Headteacher and/or the Designated Lead, the Chair of Governors should be contacted; any member of the Senior Leadership Team will provide details. Should you have any concerns about this process, you can still contact the LADO directly. Staff can also contact the NSPCC Whistleblowing line 0800 028 0285 help@nspcc.org.uk
- We will refer to the DBS anyone harming/harmed or posing a risk/threat of harm to a pupil, or if there is a reason to believe this has happened.
- If the school is unsure about a specific issue, the school will contact Essex HR and follow guidance.

### **Training and Support**

The Headteacher will ensure that the designated Safeguarding Lead undertakes the necessary child protection training and that this is updated at intervals recommended by the LA. The designated Child Protection Coordinator will ensure that all members of the safeguarding team have adequate, regular training.

The designated lead (or a member of the safeguarding team) will offer child protection awareness training as part of the induction package for all staff and teaching trainees. They will also raise awareness of child protection issues as necessary at briefings, in the staff bulletin or as part of the SPS training package. This training should raise awareness of child protection issues, clarify the actions to be taken if abuse is disclosed, alleged or suspected and also encourage staff to keep themselves as safe as possible from an allegation being made against them. Such training must be 'regularly' updated; however at Swayne Park and Glebe Primary every member of staff has refresher training at the start of the new school year, enhanced training during the year along with e-safety training annually and on-going briefings throughout the year i.e. to share lessons learned.

### **Confidentiality**

All staff need to understand that the only purpose of confidentiality is to benefit the pupil. No one should guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as any child protection concern must be reported to the designated child protection coordinator (or one of the safeguarding team) and may require further investigation by the appropriate authorities.

Staff will be informed of relevant information in respect of individual cases regarding child protection issues on a “need to know basis” only. Any information shared in this way must be held confidentially to themselves.

## Records and Monitoring

- Accurate records are essential to good child protection practice.
- Any one receiving a disclosure of abuse or noticing signs of possible abuse must make an accurate record within 24 hours of reporting the incident, noting what was seen or said, putting the event into context, and giving the date, time and location. This record must be signed and dated.
- File notes are kept for any pupil on child protection plan (CPP) or for any pupil monitored for child protection reasons.
- These records are kept in a locked cupboard and electronically on a secure area of the school communications system.
- If a pupil transfers from the school, any child protection notes will be forwarded to the pupil’s new school marked “confidential” and for the attention of the receiving school’s designated Child Protection Coordinator. A signature of receipt will be requested. Local schools’ files will either be collected or hand-delivered.

## Safer recruitment/practice

- Every effort will be made to ensure the safe recruitment of staff and all legislation regarding safer recruitment will be followed. This will include:
- Following statutory DBS guidelines re checks on staff (NB The school governing body have decided to exceed staff recruitment in terms of undertaking checks on staff)
- requiring a standardised application form and not just a c.v.
- stating clearly on any advertisement or written information relating to employment our commitment to safeguarding children (please see Appendix C)
- requiring the head teacher or the chair of governors, both of whom have successfully completed the DCSF online training, to be on any interview panel used to recruit staff and to pose relevant questions
- validating as far as possible qualifications, experience and expertise
- proactively verifying references and testimonials as far as possible (internal applicants will require references also using our standard pro forma)
- verifying identity, preferably from current photographic ID and proof of address
- verifying the right to work in the UK
- examining all career breaks, sudden job changes and/or dismissals
- maintaining a single, central record of all staff
- all governors will have a EDBS check

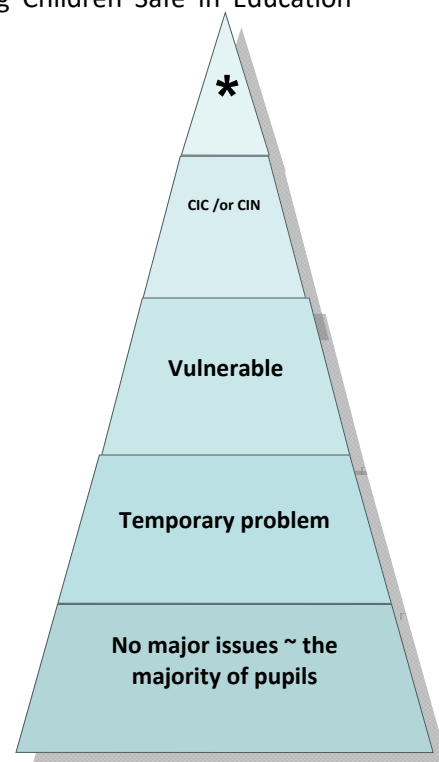
- check the NCTL Teacher services system for any restrictions imposed by countries in the European Economic Area (EEA) for all staff in a 'teaching roll', not just QTS, from these countries to ensure they are not subject to a Teacher Prohibition order under the Section 128 directive.
- A Section 128 check will be carried out via NCTL for any staff member being employed to a managerial role
- All third party organisations will be supervised whilst working with our pupils and will not take part in regulated activity without confirmation in writing of an enhanced DSB check
- LA, Social Care, Police will always have their photo identity/warrant card checked when visiting SPS
- The school will follow the recommendations re trainee teachers and contractors as set out in Keeping Children Safe in Education (September 2016). Contractors operating in pupil circulation areas will be supervised.
- Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.
- The swimming pool is double-staffed (always with a qualified lifeguard)

N.B. The school does not currently operate any foreign exchanges. However, were this situation to change, we would operate in accordance with Annex C, Keeping Children Safe in Education (March 2016).

## The Pyramid of Vulnerability

\* indicates those pupils on a child protection plan and those pupils for whom we have major child protection concerns

(CIC = Child in Care  
CIN – Child in Need and open to social care)



### Disqualified by Association

In October 2014, the government issued supplementary guidance to 'Keeping Children Safe in Education (2014)'. School staff are disqualified from working in a school, when they 'live or work in the same household' as someone who is barred from working with children or young people, even if they would not otherwise be disqualified themselves.

**Staff are covered by the Act if they are employed and/or provide childcare from birth until under the age of 8.**

Staff who are directly concerned in the management of early or later years provision are also

covered by the legislation. Therefore in our MAT this will include the headteacher/s, and any member of the leadership team with responsibility for oversight of provision.

Required to make a declaration should they be disqualified:

Headteacher/s

Safeguarding Lead/s

Members of the leadership team with direct management responsibility

Staff such as caretakers, cleaners, drivers, transport escorts, catering and office staff, who are not employed to directly provide childcare, are not covered by the legislation.

Anybody involved in any form of health care provision for a child, including school nurses, and local authority staff, such as speech and language therapists and education psychologists are not covered by the legislation.

Staff will be made aware of the disqualification guidance at the start of each new school year as well as/or within their Induction and annual Safeguarding training refresher.

These dates will be recorded on the Single Central Record along with any disqualification notifications.

Identifying staff who may be 'disqualified'

In order to identify cases where a staff member working in relevant childcare settings may be disqualified 'by association', we will ask relevant staff to provide, to the best of their knowledge, information about someone who lives or is employed in their household if:

- cautions or convictions for a relevant offence
- where a care order is issued with respect to a child who has been in the person's care
- Whether they or anyone living or employed in their household is named on the DBS Childrens' Barred List.

If a member of staff makes a notification that they may be disqualified

We will immediately contact HR or, legal provider and the LADO and explain the circumstances.

If the headteacher is satisfied that the staff member is 'disqualified by association', they will inform Ofsted and explain to the member of staff that they may apply to Ofsted for a waiver.

## Supporting pupils<sup>1</sup>

In the area of child protection there is a pyramid of need for the support of vulnerable pupils. (See the diagram on the previous page.) At the top are those pupils on child protection plan and those pupils for whom we have major child protection concerns. Next are children 'Looked After' by the local authority, adopted children and those who are cared for by people other than a parent. Then we have those pupils who take the role as a significant carer for a family member. The designated lead is responsible for ensuring that we have an up to date list of these groups of pupils. The names of vulnerable pupils are available for staff to access in the Safeguarding area on FirstClass so that they can monitor pupils and raise any concerns with the safeguarding team. Confidential details will not be included on this list.

Next is a larger group of pupils who are vulnerable in some other way. This may be because of family circumstances, health issues or social reasons. Lastly there are the majority of pupils, who do not need ongoing extra support but may need some support for a short period of time. This may be, for example, in the case of family illness, crisis or bereavement. The designated lead regularly checks our first aid/medical request log for pupils seeking medical assistance, so that we can identify concerns at an early stage. We are committed to providing support for all these groups of pupils

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appropriate to their needs. This may be provided by the safeguarding team, a member of the leadership team, a member of the Pupil and Family Support team, a head of year, tutor, the BONUS scheme coordinator or an adult in school specifically approached to do so.

This school will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c) The implementation of the school's behaviour management policies.
- d) A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- e) Regular liaison with other professionals and agencies who support the pupils and their families.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- h) Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- i) Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

The Sweyne Park and Glebe Primary School has an ethos of respect and a culture that values, involves and listens to children. We also support our pupils in a myriad of ways for many reasons. We try to help pupils understand what is and is not acceptable behaviour towards them and how to speak up if they have worries. We also encourage pupils to speak up about concerns they may have for their peers. Each computer within the school will display a CONFIDE button on the screen so that pupils may email their Head of year, SENCO, Resource base for the Deaf or the Designated Safeguarding lead at any time.

### **Children missing from education**

A pupil missing from education for eight sessions or more is a potential indicator of abuse and neglect. Should a pupil go missing from school (education) the Attendance officer will inform the Designated Lead and contact the Educational Welfare service; the Designated Lead will consider further actions/support should it be required. We will inform the LA of any pupil admission or a pupil removed from our roll within five days using the Statutory Notification of Admission/Deletion online form, so that the LA can identify and safeguard children missing from education. For a parental decision to electively home educate we will complete the Notification of parental decision to electively home educate.

## Pupils on the child protection register or for whom we have child protection concerns

The number of pupils on a child protection plan varies. There are also other pupils about whom we have child protection concerns who are not on a child protection plan. We support pupils in various ways by:

- following the guidance set out in any child protection plans
- ensuring they know and are comfortable about whom they can approach for help or if they have specific concerns
- monitoring their welfare carefully, including talking to them regularly about their well being
- attending any child protection meetings held on their behalf, including speaking on their behalf at such meetings should they request it
- monitoring their attendance carefully and reporting any unexplained absence to social care
- monitoring their academic grades carefully to try to ensure they are making good progress in school
- enlisting the support of and liaising with other agencies as appropriate
- checking that they have access to all elements of school life, including visits and other activities
- informing their head of year that they are on a CPP without breaching confidentiality so he/she knows to register immediately any concerns however minor with the designated child protection coordinator (or a deputy).

## Looked After pupils

We have a Designated Lead and three deputies along with a Governor responsible for Looked After pupils. We keep a list of pupils who are looked after by the local authority. In the light of the research that shows that these pupils fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- being involved in and following the guidance set out in the pupil's personal education plan (PEP)
- arranging for one of our safeguarding team (or for another teacher to whom the child relates well) to take a particular interest in the pupil's welfare and to talk to them regularly
- offering in school support such as anger management, assertiveness or social skills training as appropriate
- targeting pupil premium specifically to support children in care
- attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers
- monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service
- monitoring their academic grades carefully to try to ensure they are making good progress in school making full use of LA " tracker" on line systems
- informing their head of year that they are on the looked after register without breaching confidentiality so he/she knows to register any concerns speedily to the safeguarding team
- being careful not to accept any under achievement just because the child is 'looked after'
- looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed
- enlisting the support of and liaising with other agencies as appropriate
- liaison with the pupil's Virtual head teacher, who has a responsibility for the educational progress of looked after pupils
- checking that they have access to all elements of school life, including visits and other activities, and by giving these pupils the opportunities to take part in those self esteem projects/residentials organised by the school as and when appropriate
- Members of the safeguarding team will have expertise in SEND (not all)



In addition we also keep a record of those pupils who are looked after by someone other than a parent, Adopted or on Special Guardianship plans. We offer them a support package (chosen from the above) appropriate to their particular circumstances. These pupils will have a designated member of staff to oversee their support and progress.

### Young Carers

It is the responsibility of the designated lead (or a deputy) to keep a record of those pupils who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer a support package to these pupils appropriate to their individual situation. This package would contain elements of the support offered to pupils looked after by the local authority.

### SEN/D

Children are more likely to be abused or neglected and for this to go unnoticed. Disabled children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their care-giver may mean they have no-one to tell. Our SENco and head of RBHIP will be member/s of the safeguarding team to ensure our pupils have an added layer of protection. Professionals may focus on meeting the needs of the child's impairment, however at SPS we will always try to ensure that the voice of the child is heard/sought and we will consider the unthinkable.

### Types of abuse and neglect

**Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. **Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.**

### Physical abuse

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

### Emotional abuse

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

### Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- physical contact, including assault by penetration (for example rape or oral sex)

- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities such as:
- involving children in looking at, or in the production of, sexual images
- watching sexual activities
- encouraging children to behave in sexually inappropriate ways
- grooming a child in preparation for abuse (including via the internet)

**Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.**

## Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate:

- food
- clothing
- shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Child Sexual Exploitation (CSE)

CSE involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. As a school staff we should be aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse. Therefore staff must be vigilant for the less obvious signs, lots of new electronic equipment, when before there was none, seeming to have extra money to spend, moving away from established friendship groups, older boy/girlfriends, involved with other vulnerable children/adults etc.

The definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) "Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

The Designated lead and at least one other member of the team will have undertaken Child sexual exploitation 'Champion training'

## Indecent images of a Child

When an electronic device is identified as containing an indecent image of a child (anyone under the age of 18) the member of staff will not view the image, they will confiscate the electronic device and refer straight to either the Head of Year, if the image is consensual between two children of a similar age or should the image not be consensual when described and or there appears to be an element of grooming it should be referred immediately to a member of the safeguarding team.

## Peer on Peer Abuse

Staff will recognise that children are capable of abusing their peers; this occurs when a child intentionally threatens, harms or causes distress to another child. Staff will refer any concerns

immediately to the relevant head of year or a member of the safeguarding team. It may be considered a safeguarding matter if the allegation is around:

- 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
- Encouraging other children to engage in inappropriate sexual acts
- Photographing or videoing other children performing indecent acts
- Sexting
- Bullying
- Gender related issues
- Sexualised touching
- Violence
- Gang initiation/hazing

Hazing is the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams, schools, military units, and fraternities and sororities.

The signs of this may include:

- Changes in behaviour
- Sudden reluctance or refusal to participate or engage
- Avoiding particular pupils
- Staying close to adults
- Self-harm
- Angry outbursts
- Decline in academic performance
- Excluding themselves
- Sudden development of sexualised behaviours
- Vague disclosures

Staff will always challenge abuse and will not merely pass it off as 'banter' or 'part of growing up'. (Please also refer to our Behaviour policy)

Bullying log held by Mrs Dines

E-safety log held by Mrs Donovan

CONFIDE log overseen by Mrs Whitcombe and held by Mr Joslin

Bullying log held by Mrs Bache

E-safety log held by Mrs Bache

CONFIDE log overseen by Mrs Whitcombe and held by Mr Joslin

Pupils will be taught how to recognise, keep themselves safe and report peer on peer abuse within their CPE and tutor time safeguarding sessions. All incidents will be investigated and dealt with by either a member of the safeguarding team or a member of the SLT.

## Female Genital Mutilation

FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed female genital mutilation.

The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.

The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal. From 3<sup>rd</sup> May 2015, **professionals have a mandatory duty to report such offences to the police.**

The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is a BME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations.

## Breast Ironing

Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or to disappear. Usually carried out by mothers on their daughters to protect them from rape and sexual harassment. In certain African cultures men believe that as soon as a girl has breasts she is ready to have sexual relationships. There have been incidents of this happening in the UK, you may notice an unwillingness to get changed for PE, pain when moving, or a flattened breast area.

## Forced Marriage

The subject of forced marriage is also highlighted in Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations.

These young women may also become victims of what is termed honour-based violence. This type of violence is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.'

Forced marriage, here or abroad, is a crime; we will always report to both Police and Children's Social Care.

## Honour Based Violence

'Murder or violence in the name of so-called honour' are murders/violence in which, predominantly females, are killed/harmed for actual or perceived immoral behaviour, which is deemed to have

breached the honour code of a family or community, causing shame. They are sometimes called 'honour killings/violence'. There is, however, no honour in murder/violence.

The honour code means that women must follow rules that are set at the discretion of male relatives and which are interpreted according to what each male family member considers acceptable. Breaking the rules is seen as destroying the good name of the family, and is deserving of punishment at the discretion of male relatives.

Honour is an unwritten code of conduct that involves loss of face on someone's part if offended against, especially in groups where loyalty is considered paramount.

Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

Signs:

- withdrawal of student from school by those with parental responsibility
- pupil/student being prevented from attending higher education
- truancy or persistent absences
- request for extended leave or student not returning from an overseas visit
- surveillance by siblings/cousins/extended family members at school
- decline in behaviour, engagement, performance or punctuality, poor exam results. – in particular for previously motivated pupil/student.
- decline in physical presentation or demeanour

## **Radicalisation/PREVENT**

Appendix D included in this policy outlines the overall approach to PREVENT Safeguarding. The Counter Terrorism and Security Act 2015 places a duty on specified authorities, which includes schools, to have due regard to the need to prevent people from being drawn into terrorism (the PREVENT duty). The school's work on promoting life in Modern Britain via the curriculum underpins this strategy. Lettings are vetted and monitored by the school site manager, who is directly line-managed by the Headteacher. Possible Channel referrals will be discussed by the school Safeguarding Team if appropriate and in accordance with government guidelines. School staff have a statutory duty to inform their safeguarding lead should they have any concerns.

## **E-Safety at Sweyne Park**

We have policy guidance in place to ensure our ability to protect and educate our pupils and staff in their use of technology. This is located on the school website and within our staff handbook on the VLE. Staff will receive yearly e-safety training and updates throughout the year via Bulletin and briefings. Pupils will participate in e-safety awareness sessions via tutor time, CPE and in years 7 and 8 IT lessons.

The e-safety Designated lead reviews our IT systems annually, working closely with appropriate staff i.e. systems manager, designated safeguarding lead, pastoral lead

## **E-safety at Glebe Primary**

We have policy guidance in place to ensure our ability to protect and educate our pupils and staff in their use of technology. This is located on the school website. Staff will receive yearly e-safety training and updates throughout the year via briefings. Pupils will participate in e-safety awareness sessions via our IT curriculum and focused assemblies.

## **Lesbian, Gay, Bisexual and Transgender (LGBT)**

As a school, we believe that respect for ourselves and others is a fundamental right and responsibility of/for all.

We will always challenge inappropriate language or behaviour and never ignore 'banter'.

It is the duty of all staff to ensure that every member of the school community feels valued, irrespective of their sexual/gender orientation, race or religion. Diversity is celebrated and valued at Swayne Park and Glebe Primary School.

## Other Vulnerable Pupils

Members of the safeguarding team are often aware of pupils who are vulnerable for other reasons. It is their responsibility to ensure that these pupils receive support either from a teacher in school to whom the pupil relates or from an external agency. The pupil's head of year will be informed of the situation. This situation might be a temporary one or may be on-going. This also includes any vulnerable pupils who may be 18 and over in our Sixth form. Parents/carers are informed of the situation wherever appropriate.

## Sexual Images (sexting)

**It is illegal for sexual or indecent images of a child under 18 to be taken and or distributed**

- Person/pupil under 18 creates a sexual image of themselves and shares it with another person under 18
- Person/pupil under 18 shares an image of another under 18 with another person under 18 or an adult
- Person/pupil under 18 is in possession of sexual imagery created by another person under 18

All incidents of sexual images should be reported to a member of the safeguarding team. The image/s and the device they are stored within should be confiscated, examples would be:

- naked pupil
- topless girl
- image which displays genitals
- sex acts including masturbation
- indecent images may also include overtly sexual images of young people in their underwear

Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. 'The primary concern at all times should be the welfare and protection of the young people involved.'

- Refer to the designated safeguarding lead or a member of the team
- DSL/member of team/HOY meets with the pupil involved
- Do not view the image unless it is unavoidable
- Discuss with parents, unless there is an issue where that's not possible
- If there is a concern that the pupil is at risk of harm, we will contact social care and/or the police
- We will always refer to the police or social care if incident involves:
  - an adult
  - coercion, blackmail, or grooming
  - concerns about capacity to consent, [e.g., SEN]
  - images show atypical sexual behaviour for the child's developmental stage
  - violent acts are depicted
  - image shows sex acts and includes a child under 13
  - a young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide)

## Viewing sexual images

- If it is felt necessary to view, discuss with DSL or our head teacher first
- Never copy, print, or share the image, unless asked to do so by the Police
- View with another member of the safeguarding team present
- Record the fact that the images were viewed along with reasons and who was present
- Deleting images (from devices and social media)

If as a school we decide that involving other agencies is not necessary, images will be deleted

## **Intimate Care Policy – Sweyne Park**

### **DEFINITION**

Intimate care may be defined as any activity required to meet the personal care needs of each individual pupil.

Intimate care can include:

- Oral care
- Feeding
- Washing
- Dressing/undressing
- Toileting
- Menstrual Care
- Supervision of a child involved in intimate self-care

Every pupil will be involved and consulted in their own intimate care to the best of their abilities.

Only named staff identified by the head teacher and or a member of the safeguarding team will undertake the intimate care of pupils.

All staff will be trained in the specific types of intimate care that they carry out.

Intimate care arrangements will be recorded in the pupil's personal file.

Staff will at no time undertake any aspect of intimate care that has not been agreed

If a staff member has concerns about a colleague's intimate care practice they must report this to their designated lead or a member of the safeguarding team immediately.

Staff also need to be aware that some adults may use intimate care, as an opportunity to abuse children. It is important to bear in mind that some care tasks / treatments can be open to misinterpretation. Adhering to these guidelines of good practice should safeguard pupils and staff.

Involve the pupil in their intimate care

We will try to encourage a pupil's independence as far as possible in his / her intimate care. Where the child is fully dependent we will talk with them about what is going to be done and give them choice where possible.

Treat every pupil with dignity and respect and ensure privacy appropriate to the child's age and situation.

Confident, self-assured children who feel their body belongs to them are less vulnerable to sexual abuse. The approach you take to intimate care can convey lots of messages to a child about their body worth. Your attitude to a child's intimate care is important. Keeping in mind the pupil's age.

If during the intimate care of a child you accidentally hurt them, or the child appears to be sexually aroused by your actions, or misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident immediately to your designated lead or a member of the safeguarding team.

Intimate Care: working with pupils of a different gender

The intimate care of pupils can be carried out by a member of staff of a different gender with the following provisions:

(a) The delivery of intimate care by professionally qualified staff will be governed by their professional code of conduct in conjunction with agency policy and procedures.

(b) Staff who are not governed by a professional code of conduct will work under the direction of the designated lead or a member of the safeguarding team.

When intimate care is being carried out, all children have the right to dignity and privacy i.e. they should be appropriately covered, the door closed or screens/curtains put in place.

Intimate care will only ever be carried out with two staff present

### **Intimate Care at Glebe Primary:**

Please see attached Intimate Care policy – Appendix E

### **Other Sweyne Park and Glebe Primary/Glebe School Policies**

This policy needs to be read in conjunction with other Sweyne Park and Glebe Primary and Glebe School policies, in particular:

- Rights Respecting Behaviour policy
- Equality policy
- Anti-racism policy
- PSHE policy
- Staff conduct policy
- E-safety policy
- Whistleblowing
- Intimate care



## Appendices

Appendix A	PREVENT Safeguarding Objectives
Appendix B	Safeguarding Team and Contact information
Appendix C	Safeguarding pupils – Staff training presentation
Appendix D	Whistleblowing Policy statement
Appendix E	Glebe Intimate care policy

## Appendix A

### PREVENT Safeguarding Objectives

Within this overall framework the Prevent strategy will specifically:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation which we need to address.

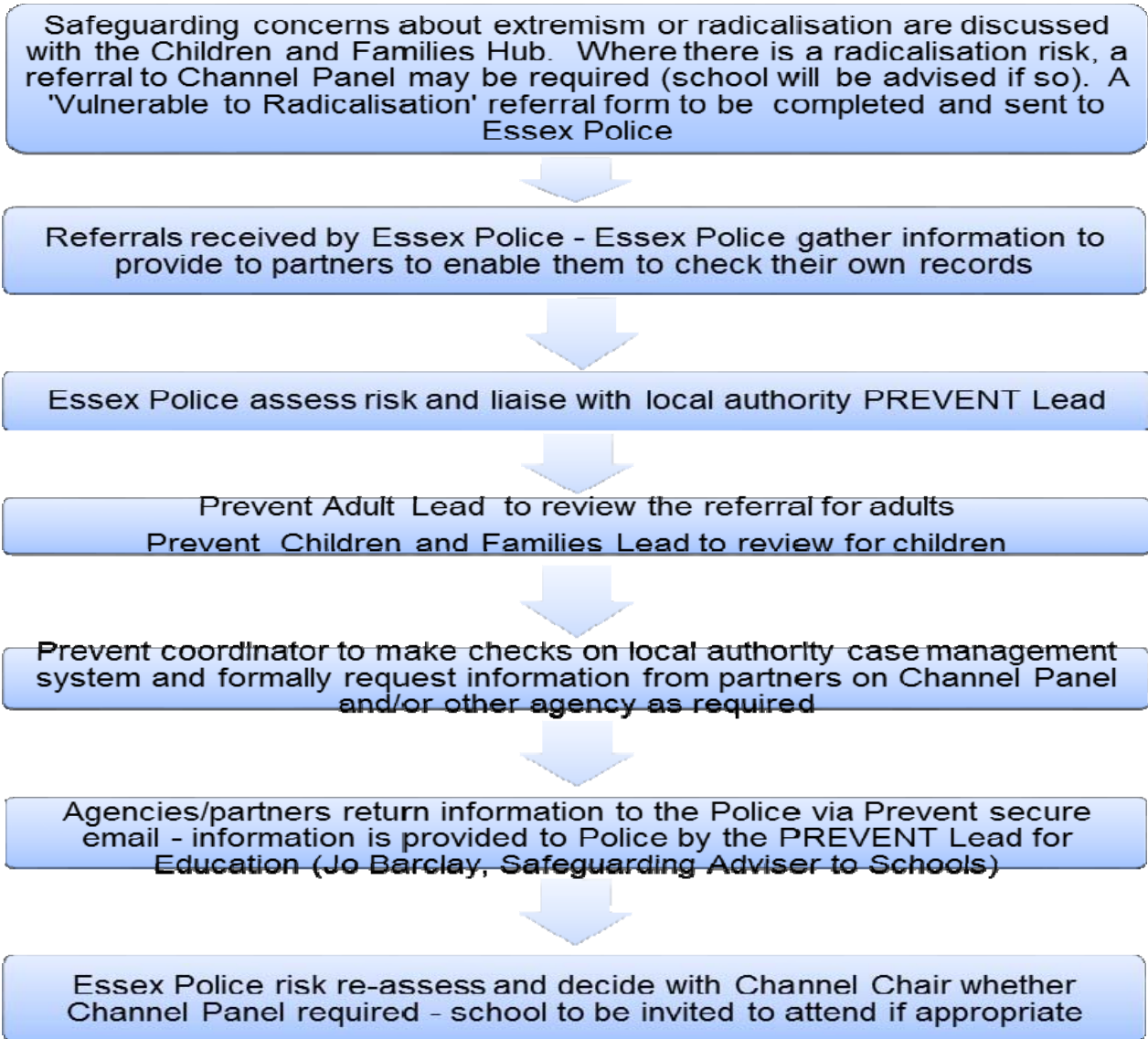
Schools can help to protect children from extremist and violent views in the same ways that they help to **safeguard children** from drugs, gang violence or alcohol.

The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law and our values. Awareness of Prevent and the risks it is intended to address are both vital. Staff can help to identify, and to refer to the relevant agencies, children whose behaviour suggests that they are being drawn into terrorism or extremism.

Schools of all kinds can play a role in enabling young people to explore issues like terrorism and the wider use of violence in a considered and informed way. Schools can facilitate understanding of wider issues within the context of learning about the values on which our society is founded and our system of democratic government.

Essex Police can be contacted to discuss any concerns on [PREVENT@essex.pnn.police.uk](mailto:PREVENT@essex.pnn.police.uk).

Diagram below:



## Appendix B

### Safeguarding Team

The safeguarding team at Sweyne Park School consists of the following people:

<b>The Head teacher, Designated Lead for staff</b>	<b>Andy Hodgkinson</b>
<b>The Designated Lead for pupils</b>	<b>Steph Whitcombe</b>
Governor with responsibility for Safeguarding/CIC - pupils	Jacqui Clements
Governor with responsibility for Safeguarding - staff	Lynda Walker
Deputy Designated lead for staff & pupils	Katharine Dines
Deputy Designated Safeguarding: - pupils	Zoe Dempsey Richard Bradley Joy Jacob
Designated E-Safety	Sue Donovan
Designated premises Security co-ordinator	Andy Hodgkinson/ Simon Smith
Disadvantaged Pupils (including adopted and SGO)	Nicola Welch
Child Sexual Exploitation Champions	Steph Whitcombe Zoe Dempsey Adam Thomson Vanessa Brend Richard Bradley Joy Jacob
Young Carers	Steph Whitcombe Sally Power
CEOPS Ambassador	Dan Joslin

### The safeguarding team at Glebe Primary school consists of the following people:

<b>The Head teacher, Designated Lead for staff</b>	<b>Nicola Bache</b>
<b>The Designated Safeguarding/CIC Lead for pupils</b>	<b>Nicola Bache</b>
Governor with responsibility for Safeguarding/CIC - pupils	Mrs Helen Dart
Governor with responsibility for Safeguarding - staff	Mrs Helen Dart
Deputy Designated lead for staff & pupils	Miss Michaela Hembling
Deputy Designated Safeguarding/CIC: - pupils	Miss Michaela Hembling

Designated E-Safety	Mrs Hannah Howard
Designated premises Security co-ordinator	Simon Smith
Disadvantaged Pupils	Mrs Claire Rose
Child Sexual Exploitation Champions	Mrs Nicola Bache
Young Carers	Mrs Shelley Parker
CEOPS Ambassador	Dan Joslin
Adopted and SGO pupils	Mrs Nicola Bache

**MAT:**

<b>Designated Lead for staff</b>	<b>Andy Hodgkinson</b>
<b>The Designated Safeguarding/CIC Lead for pupils</b>	<b>Steph Whitcombe</b>
Designated premises Security co-ordinator	Andy Hodgkinson/ Simon Smith

# Contact Information

## Referrals:

CEOPS (on line) 0870 000 3344

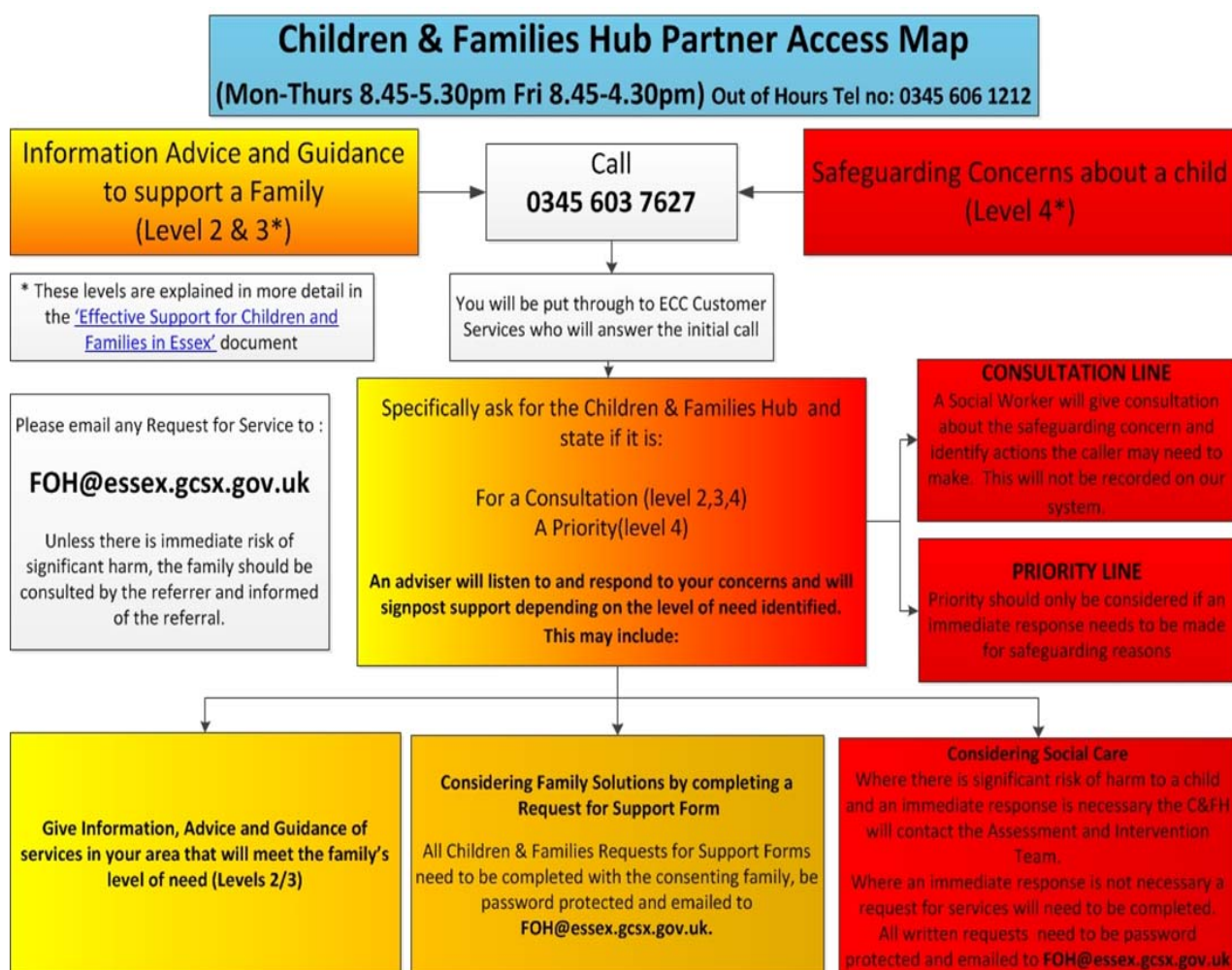
Police 101

LADO Education Safeguarding Service 03330 139 797

Essex continue to use the term 'LADO' rather than 'Designated officer', therefore we have kept this term in our policy to avoid confusion.

Social Care – Essex 084 5603 7627

Early help hub



## Appendix C

### Sweyne Park and Glebe Primary School Whistle Blowing Policy Statement

This document covers all aspects of whistle blowing except Child Protection Issues.

Child protection issues are fully covered within the school Safeguarding Policy. The school Safeguarding Policy is available at:

<http://sweynepark.com/html/parents/index.html>

The school maintains a whistleblowing procedure that protects staff members who report colleagues they believe are doing something wrong or illegal, or who are neglecting their duties. Issues may include:

- Fraud or financial irregularity
- Professional misconduct
- Corruption, bribery or blackmail
- Other criminal offences
- Failure to comply with a legal or regulatory duty or obligation
- Miscarriage of justice
- Endangering the health or safety of any individual
- Endangering the environment
- Improper use of authority or powers
- Serious financial maladministration arising from the deliberate commission of improper conduct
- Unethical or improper conduct or conduct which breaches Trust policies or falls below the standards which the Trust/Academy subscribes to
- Abuse of clients, improper discrimination against or relationship with clients
- Concealment of any of the above

An individual, who has grounds to believe that the malpractice has occurred, is occurring or is likely to occur in connection with the Academy, should raise their concerns with the Head teacher. This may be done orally or in writing.

Should your concern relate to the Head teacher, you should contact the Chair of Governors, whose details are available from reception, or the school website.

- The appropriate person will determine one of the following courses of action:
- That the issue be investigated internally
- That the issue be referred to the Police, or other appropriate body
- That the issue be referred to an External Auditor

The School will not tolerate any harassment or victimisation of the individual who has raised the concerns. The link below will give further information for employees on 'blowing the whistle',

including a definition of whistleblowing, is available. You should also use this link if you feel that action has not been taken or the issue raised taken seriously by the Head teacher or Chair of Governors.

<https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools>

## Appendix D

### Intimate Care Policy – Glebe Primary school

All children at Glebe Primary School have the right to be safe and be treated with dignity, respect and privacy at all times so as to enable them to access all aspects of the Glebe Primary School

This policy sets out clear principles and guidelines on supporting intimate care with specific reference to toileting. It should be considered in line with our Safeguarding Policy, Health and Safety Policies and Administering of Medicines policy.

This policy supports the safeguarding and welfare requirements of Early Years Foundation Stage (EYFS) 2012 and the Disability Discrimination Act 2005: Glebe Primary School will ensure that:

No child's physical, mental or sensory impairment will have an adverse effect on their ability to take part in day to day activities.

No child with a named condition that affects personal development will be discriminated against

No child who is delayed in achieving continence will be refused admission

No child will be sent home or have to wait for their parents/carer due to incontinence

Adjustments will be made for any child who has delayed incontinence

Intimate Care Tasks – cover any tasks that involves the dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area.

Partnership with Parents/Carers – Staff/ Child's keyworker at Glebe Primary School works in partnership with parents/carers to provide care appropriate to the needs of the individual child and together will produce a care plan. The care plan will set out:

What care is required

Number of staff needed to carry out the task (if more than one person is required, reason will be documented)

Additional equipment required

Child's preferred means of communication (e.g. visual, verbal). Agree terminology for parts of the body and bodily functions

Child's level of ability i.e. what tasks they are able to do by themselves

Acknowledge and respect for any cultural or religious sensitivities related to aspects of intimate care

Be regularly monitored and reviewed in accordance with the child's development

Parents/Carers are asked to supply the following (delete as appropriate):-

Spare nappies

Wipes, creams, nappy sacks etc

Spare Clothes

Spare underwear



Best Practice – When intimate care is given, the member of staff explains fully each task that is carried out, and the reason for it. Staff encourage children to do as much for themselves as they can, lots of praise and encouragement will be given to the child when they achieve.

All staff working in early years setting must have a EDBS check. Particular staff members are identified to change a child with known needs and that they plan and record their work with that child.

Safeguarding – Staff are trained on the signs and symptoms of child abuse which is in line with Essex Safeguarding Children’s Board guidelines and are aware of the DFES booklet ‘What to do if you think a child is being abused’ and will follow the guidance given .

If a member of staff is concerned about any physical or emotional changes, such as marks, bruises, soreness, distress etc they will inform the Safeguarding Designated Lead immediately. The Safeguarding Policy will then be implemented.

Should a child become unhappy about being cared for by a particular member of staff, the SDL/ Manager will look into the situation and record any findings. These will be discussed with the child’s parents/carers in order to resolve the problem. If necessary the SDO/Manger/Playleader will seek advice from other agencies. (Please remember that you need parental permission to talk to any agency about a specifically named child.)

If a child makes an allegation against a member of staff, the procedure set out in the Safeguarding Policy will be followed.

Dealing with body fluids – Urine, faeces, blood and vomit will be cleaned up immediately and disposed of safely e.g. nappy bins, medical bins, double bagging etc. When dealing with body fluids, staff wear protective clothing (disposal plastic gloves and aprons) wash themselves thoroughly afterward. Soiled children’s clothing will be bagged to go home – staff will not rinse it. Children will be kept away from the affected area until the incident has been completely dealt with.

All staff maintain high standards of personal hygiene, and will take all practicable steps to prevent and control the spread of infection.

This policy aims to manage risks associated with toileting and intimate care needs and ensures that employees do not work outside the remit of their responsibilities set out in this policy.