

# SAFEGUARDING POLICY

Lakenheath Community Primary School



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Date of Policy	February 2018
Review Date	February 2019
<i>Head Teacher's Signature</i>	
Chair of Governors' Signature	

## Document Change History

Version	Date	Change Details
1	February 2017	N/A
2	February 2018	Format Update, Policy Review

# MODEL WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

## Guidance on Writing a Safeguarding Policy

Sections 157 and 175 of the Education Act 2002 place a statutory duty on governing bodies of maintained schools and proprietors of independent schools, free schools and academies to have arrangements in place to ensure that they safeguard and promote the welfare of children. As part of these arrangements schools need to have a safeguarding and child protection policy and procedures in place which are followed by all staff and volunteers, reviewed annually by the Governing Body and adhere to statutory requirements and Local Authority guidance.

*The following model policy is designed to provide a framework for your school's policy. It should be adapted to make it relevant to your setting and any particular local safeguarding issues you may be dealing with. School-specific information should be added e.g. information about the curriculum and the school's monitoring and evaluation procedures.*

### *'Keeping Children Safe in Education'*, DfE (2017)

The model policy has been revised to reflect the changes in national guidance as a consequence of the publication of revisions to *'Keeping Children Safe in Education'* in December 2017.

This guidance became statutory with immediate effect and all schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

*In accordance with the guidance, governing bodies should ensure that the school's safeguarding policy is:*

- publicly available via the school website or by other means;
- provided to all staff (including temporary staff) at induction along with a staff code of conduct.

Governing Bodies and Proprietors should also ensure that all staff have read Part One of *'Keeping Children Safe in Education'*.

## Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance *'Keeping Children Safe in Education'*, DfE (2017). A copy is also available in the staff room.

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body on February 1<sup>st</sup> 2017. It is due for review on March 19<sup>th</sup> 2018

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# 1. Purpose & Aims

1.1. The purpose of *Lakenheath Primary School's safeguarding policy* is to ensure every child who is a registered pupil at our school is safe and protected from harm.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote *children's welfare*
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

By doing this we aim to ensure that we:

- Protect children and young people at our school from maltreatment;
- *Prevent impairment of our children's and young people's health or development;*
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm, supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education. We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

1.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

# 2. Our Ethos

2.1 Helping children to keep themselves safe:

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education, sex and relationships lessons and through all aspects of school life where we endeavour to teach the core British Values and to develop the skills of citizenship. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner.

Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for all members of our school community. Pupils are encouraged to speak to a member of staff of their choosing about any worries they may have [*this may be referred to as 'talk time'*]. Children are encouraged to share their well-being through a check in with their teachers every day.

2.2 *The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.*

2.3 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.**

2.4. All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.5 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

On an annual basis our Year 6 children are involved in the Crucial Crew workshops which cover many aspects of the Keeping Safe agenda.

2.6. At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2017).

### 3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- *Preventing impairment of children's health or development*
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is *a form of abuse and is 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. Appendix 1 defines neglect in more detail.*

### 4. Roles & Responsibilities

Role	Name	Contact Details
Designated Safeguarding Lead (DSL) Inc. Prevent lead	Sally Esom	01842 860256
Alternate DSL	June Fox Michael Tingey Melanie Lowe	01842 860256
Head Teacher	Sally Esom	01842 860256
Named Safeguarding Governor (Inc. Prevent)	Paul Winter	01842 860256
Chair of Governors	Paul Winter	01842 860256
E-Safety lead	Christa Page	01842 860256

It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

#### 4.1. The Governing Body

The Governing Body of Lakenheath Primary School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Suffolk Safeguarding Children Board policies and procedures;
- The school contributes to inter-agency working in line with in line with Working Together to Safeguard Children (2017);
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
- All staff undertake appropriate child protection training that is updated regularly;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of '[Keeping Children Safe in Education](#)' DfE (2017);
- They remedy, without delay, any weakness in regard to our safeguarding arrangements that are brought to their attention.

The governing body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

#### 4.2. The Head Teacher

At Lakenheath Primary School the Head Teacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff.

#### 4.3. The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead(s) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education' [2017]*. The DSL will provide advice and support to other staff on child welfare and child protection matters. *Any concern for a child's safety or welfare will be recorded in writing and given to the DSL.*

The DSL at Lakenheath Primary School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Customer First and other agencies where necessary, and make referrals of suspected abuse to Customer First, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely. The DSL liaises with the nominated governor (where the role is not carried out by the head teacher) and head teacher as appropriate.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during *induction and have been trained within the school to the agreed school's safeguarding training pack provided by Schools Choice.*

## 5. Training & Induction

5.1. When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. *They will be given a copy of our school's safeguarding policy along with the staff code of conduct and told who our Designated Safeguarding Lead (DSL) is.* It will also be shared with them how we record incidents, shown the recording form, given information on how to complete it and who to pass it to.

5.2. Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, areas of concern, how to manage a disclosure from a child, how to record and issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead (DSL). *At induction, all staff will also be provided with a copy of Part One of 'Keeping Children Safe in Education' (2017) and will be expected to read this.*

5.3. In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with Suffolk Safeguarding Children Board advice.

5.4. The DSL, the alternate designated member of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by

Suffolk Safeguarding Children's Board at least once every three years. In addition to this, the DSL and alternate will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years.

5.5. Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from Suffolk Governor Services.

5.6. We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance. Part One of 'Keeping Children Safe in Education' (2017) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation.

In addition, local guidance can be accessed via Suffolk Safeguarding Children Board at <http://www.suffolkscb.org.uk/procedures/lscb-policies-guidance-and-protocols/>

## 6. Procedures for Managing Concerns

6.1. Lakenheath Primary School adheres to child protection procedures that have been agreed locally through the Suffolk Children's Safeguarding Board.

6.2. Every member of staff including volunteers working with children at our school are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

6.3. All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect. All such incidents must be recorded on the school CPOMS system. All staff have a responsibility to ensure that this is done in a timely fashion. The system can be accessed only through a secure system but can be accessed at home to add information at the end of a school day if required.

6.4. It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

6.5. The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

6.6. All concerns about a child or young person should be reported without delay and recorded in writing using the school's agreed template and also on CPOMS.

6.7. Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Customer First as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

6.8. All referrals will be made in line with Suffolk Customer First procedures

6.9. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Customer First immediately. *Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Head Teacher. Concerns should always lead to help for the child at some point.*

6.10. Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Customer First, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Head Teacher are all unavailable;
- they are convinced that a direct report *is the only way to ensure the pupil's safety.*

6.11. Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Head Teacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Customer First directly with their concerns.

## 7. Records and Information Sharing

7.1. If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting form or through CPOMS. They should ensure that any record kept is signed and dated. Any concerns should be passed to the DSL without delay.

7.2. *Any written information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.*

7.3. Child protection information will only be kept in the file or on the secure system and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in *the child's life.*

7.4. When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Services to Home Educators Team within Suffolk County Council.

## 8. Working with Parents & Carers

8.1. Lakenheath Primary School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

8.2. When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Customer First.

8.3. We are committed to working with parents/carers positively, openly and honestly. We ensure that all parent/carers are treated with respect, *dignity and courtesy*. *We respect parent/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.*

8.4. We will seek to share with parents/carers any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Customer First in those circumstances where it is appropriate to do so.

8.5. In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility *for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.*

## 9. Child Protection Conferences

9.1. *Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.*

9.2. Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

9.3. All reports for child protection conferences will be prepared in advance using the guidance and education report template *provided by Children's Services.* <http://www.suffolkscb.org.uk/news-and-events/child-protection-conferences/>

The information contained in the report will be shared with parents before the conference as appropriate and will include information *relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.*

9.4. Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to

Customer First or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

## 10. Safer Recruitment

10.1. We will ensure that the Head Teacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Head Teacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of *'Keeping Children Safe in Education'*, DfE (2017).

10.2. At Lakenheath Primary School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

10.3. We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

## 11. Safer Working Practice (see attached guidance)

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final.pdf>

11.1. All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

11.2. *All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to.*

11.3. If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

11.4. Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction in the code of conduct and its appendices. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

## 12. Mobile Phones and Cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils *are not present*. *Staff members' personal* phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the Data Protection Act 1998 when taking and storing photos and recordings for use in the school.

See separate procedures for the appropriate use of ICT in school

## 13. Managing Allegations against Staff & Volunteers

13.1. Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

13.2. Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

13.3. We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in [Suffolk Safeguarding Children Board Protocol: Allegations Against Persons who Work with Children](#) and Part 4 of 'Keeping Children Safe in Education', DfE (2017) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The Suffolk LADO Service can be contacted on 0300-123-2044 or [LADOCentral@suffolk.gcsx.gov.uk](mailto:LADOCentral@suffolk.gcsx.gov.uk)

13.4. If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head Teacher immediately. Should an allegation be made against the Head Teacher, this will be reported to the Chair of Governors. In the event that neither the Head Teacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Head Teacher or the Vice Chair of Governors.

13.5. The Head Teacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

13.6. Any member of staff or volunteer who does not feel confident to raise their concerns with the Head Teacher or Chair of Governors should contact the LADO directly on 0300-123-2044 or [LADOCentral@suffolk.gcsx.gov.uk](mailto:LADOCentral@suffolk.gcsx.gov.uk)

13.7. The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

## 14. Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise *children's diverse circumstances*. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

## 15. Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form but schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism and all concerns referred to the Prevent lead. Reporting and referral procedures are in line with LSCB guidance - <http://www.suffolkscb.org.uk/assets/files/2015/2015-06-12-Vulnerable-to-Radicalisation-Referral-and-Channel-Guidance.pdf>

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

### 15.1. Female Genital Mutilation

#### **If you discover that FGM has taken place or a pupil is at risk of FGM**

The Department for Education's *Keeping Children Safe in Education* explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

**Any teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, **personally**. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a pupil is *at risk* of FGM must speak to the DSL and follow our local safeguarding procedures.

## 16. Relevant Policies

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct including confidentiality
- Preventing Extremism & Radicalisation Policy
- Anti-Bullying
- Positive handling and managing behaviour
- Recruitment & Selection
- Whistleblowing
- Attendance
- E-safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays
- Equality
- Recruitment
- Managing allegations made against staff

## 17. Statutory Framework

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- The [Childcare \(Disqualification\) Regulations 2009](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

- Safer working practice 2015 - <http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final.pdf>
- Suffolk LSCB - Arrangements for Managing Allegations of Abuse Against People Who Work With Children or Those Who Are in A Position of Trust  
<http://www.suffolkscb.org.uk/information-and-links/local-authority-designated-officers/>

A quick guide to safeguarding and child protection at Lakenheath Community Primary School

Everyone who comes to our school has a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternate post holders.



**Miss Sally Esom**

Senior Designated Professional  
& Prevent Lead

Location of office: Staff  
corridor  
Contact Number: 202



**Mr Michael Tingey**

Alternate Senior Designated  
Professional

Location: Firefly Classroom  
Contact Number: 216



**Miss Melanie Lowe**

Alternate Senior Designated  
Professional

Location: Old Library or DH  
Office  
Contact Number: 222 or 225



**Mrs June Fox**

Alternate Senior Designated  
Professional

Location of office: Staff  
corridor  
Contact Number: 223

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from the school office. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

*Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head Teacher, Miss Sally Esom or in her absence to the deputy, Mr Michael Tingey.*

If an allegation is made about the Head Teacher you should pass this information to the Chair of the Governing Body, Mr Paul Winter.



#### Mobile Phones:

We operate a policy of no mobile phones in our school. Staff and volunteers must leave your phone in a locker or in the office section of school where you are permitted to use a phone. Visitors are asked to keep their phones on silent, have them out of sight and not to use them in the school.

#### Our Safety Procedures:

In the event of the fire alarm sounding please leave the school at the nearest exit and make your way to the school field located behind the school.

If you hear three blasts of the whistle while outside please make your way quickly back into the building.

If you hear three blasts of the whistle while inside the building please take shelter moving away from any external doors or windows.

*In all situations please wait for the all clear from the Head Teacher.*

This guide can also be found in reception in a leaflet form.

## Appendix 1: Types of Abuse

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

**Physical abuse** 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** is the *persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development*. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately *silencing them or 'making fun' of what they say or how they communicate*
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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

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

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

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

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate 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.*

## Appendix 2: Specific Safeguarding Issues

## Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to *sharing information with the local authority, when applicable, when removing a child's name* from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including *with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team*, and the police, if the child is in immediate danger or at risk of harm.

## Child sexual exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, *including a referral to the local authority's children's social care team and the police, if appropriate.*

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol

- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

## FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

This policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- *The girl's family having a history of practising FGM (this is the biggest risk factor to consider)*
- *FGM being known to be practised in the girl's community or country of origin*
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - *Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"*
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - *Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication*

The above indicators and risk factors are not intended to be exhaustive.

## Forced marriage

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

*We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.*

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- *Activate the local safeguarding procedures and refer the case to the local authority's designated officer*
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fmw@fco.gov.uk](mailto:fmw@fco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

## Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

*Staff will be alert to changes in pupils' behaviour.*

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature

- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

### Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

*Visitors are expected to sign the visitors' book and wear a visitor's badge.*

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Visitors in school who are not clearly wearing a badge will be challenged. They will be asked if we can help them and what they are doing there.

### Non-collection of children

If a child is not collected at the end of the session/day, we will:

*Take the children to the Head Teacher where they will wait while the office call the contact numbers.*

*If a parent is persistently late the Head Teacher will address this with them.*

*If a child is not collected by an agreed person a call is made to the parents.*

*If a child is not collected within an hour of school finishing we will contact customer first for advice.*

### Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Contact the parents and if no response the other contacts.
- Contact the police.
- Send out members of staff to specific areas within and around the school area to search.
- Communicate clearly with other staff members by phone or radio.
- Inform all staff immediately the child is found.

### Children missing school

Our procedures are designed to ensure that we are aware of children missing school for authorised reasons. If we have not heard

*from a parent as to a child's absence we will contact the parent. If we are unable to get a reply we will contact the other emergency contacts until we are able to ascertain the child's whereabouts and reason for absence. We will phone, text and email a parent to find out about the reason for absence or lateness.*