

## St Lawrence C of E (Aided) Junior School

### Child Protection and Safeguarding Policy

This policy has been developed in accordance with the principles established by the Children Act 1989 and it is in line with the government publications – ‘Working Together to Safeguard Children’ 1999, Framework for the Assessment of Children in Need and their Families’ 2000, What to do if You are Worried a Child is Being Abused’ 2003, Safeguarding Children: Child Protection Arrangements for the Education Service’ 2004, and the Surrey Area Child Protection Committee [ACPC] Procedures.

The Governing Body of St Lawrence School takes seriously its responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that **all adults**, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

At St Lawrence School we believe in providing a caring, positive and safe environment for all the children in our care. We have an ethos which promotes the social, physical and moral development of the individual child and, as a church school, which reflects the values of Christianity.

#### The aims of this policy are:

- To support the child’s development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected and feel confident, and know how to, approach adults if they are in difficulties believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse to the named Designated Safeguarding Lead (DSL) in the school.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children by having a representative at any case conference and review meeting.
- To emphasise the need for good levels of communication between **all** members of staff.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.

- To ensure that all adults within our school who have substantial access to children have been checked (including the Disclosure and Barring Service) as to their suitability for the role within the school.

## Procedures

Our school procedures for safeguarding children will be in line with the Child Protection: Essential Guidance for Education Staff, and Surrey ACPC procedures. We will ensure that:

- All members of the governing body have a copy of the Child Protection Policy for St Lawrence School and that they understand and fulfil their responsibilities.
- We have a designated member of staff as our Designated Safeguarding Lead who has undertaken the statutory training.
- We have a member of staff who will act in the designated member of staff's absence who has also received appropriate training.
- All members of staff are provided with opportunities to receive the Child Protection Awareness Raising training pack to develop their understanding of the signs and indicators of abuse.
- All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the Awareness Raising pack.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy on the school website.
- Our lettings policy will seek to ensure the suitability of adults working with children on the school site at any time under the auspices of the school (e.g. PTA functions and after-school clubs run either by staff members or others).
- Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- We will ensure that our selection and recruitment of staff includes checks for their suitability with the DBS.
- Any member of staff found not to be suitable to work with children will be notified to the appropriate bodies.
- Our procedures will be regularly reviewed and up-dated.
- All new members of staff will be given a copy of our child protection policy, and the booklet "What to do if You're Worried a Child is Being Abused", with the DSL's name clearly displayed, as part of their induction into the school.

## Responsibilities

The designated teacher, DSL, is responsible for:

- Referring a child if there are concerns about possible abuse, to the Children's Services Assessment Team, and acting as a focal point for staff to discuss concerns. A written record for the referral will be faxed to the Development Manager for Welfare and Protection within one hour of making the referral by telephone. The Handbook guidance will be followed.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and **separate** from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Liaising with other agencies and professionals.
- Ensuring that either they or the class teacher attends case conferences, core group meetings or other multi-agency planning meetings, contributes to assessments, and provides a report, which has been shared with the parents.
- Ensuring that any pupil currently on the child protection register who is absent from school without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection training for all school staff.
- Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures, training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonyms).

## Supporting Children

- We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

With regard to child sexual exploitation, the following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

We at St Lawrence School will support all pupils by:

- Encouraging self-esteem through PSHE and in particular Circle Time. The children will understand that, while everything remains confidential within the circle, there may be times when the adult (facilitator) will have to disclose information to another adult (DSL). Likewise with the School Counsellor employed by the school through the Valley Trust. As well as encouraging self-esteem we will encourage assertiveness through the curriculum whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in safeguarding children.
- Notifying the Assessment Team as soon as there is a significant concern and, if in any doubt, to contact the Assessment Team for advice.

- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring the school medical records are forwarded as a matter of priority – this will be done through the Nurse attached to the school.

## **Radicalisation and Extremism**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a ridged and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

St Lawrence values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The threat from terrorism in the UK may include the exploitation of vulnerable people, to involve them in terrorism or in activity to support terrorism. The normalisation of extreme views may also make children vulnerable to future manipulation and exploitation. St Lawrence is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

### **INDICATORS OF VULNERABILITY TO RADICALISATION**

1. *Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.*
2. *Extremism is defined by the Government in the Prevent Strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*
3. *Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:*
  - *encourage, justify or glorify terrorist violence in furtherance of particular beliefs*
  - *seek to provoke others to terrorist acts*
  - *encourage other serious criminal activity or seek to provoke others to serious criminal acts, or*
  - *foster hatred which might lead to inter-community violence in the UK.*

4. *There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.*
5. *Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.*
6. *Indicators of vulnerability include:*
  - *identity crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society*
  - *personal crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging*
  - *personal circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;*
  - *unmet aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;*
  - *experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;*
  - *Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.*

*However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.*

*More critical risk factors could include:*

- *being in contact with extremist recruiters;*
- *accessing violent extremist websites, especially those with a social networking element;*
- *possessing or accessing violent extremist literature;*
- *using extremist narratives and a global ideology to explain personal disadvantage;*
- *justifying the use of violence to solve societal issues;*
- *joining or seeking to join extremist organisations; and*
- *significant changes to appearance and/or behaviour;*
- *experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.*

St Lawrence seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The school governors, the Headteacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This will be reviewed as part of the annual 'Audit of Statutory Duties and Associated Responsibilities' that is monitored by the local authority and the Surrey Safeguarding Children Board.

## **Response**

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Head (DSL). They should then follow normal safeguarding procedures. If the matter is urgent then Surrey Police must be contacted by dialling 999. In non-urgent cases where police advice is sought, then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## **Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. There is a mandatory reporting duty which requires teachers to report 'known' cases of FGM in under 18's, which are identified in the course of their professional work, to the police.

The duty applies to all persons at St Lawrence School employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. Please refer to the Home Office and Department for Education procedural information for full details.

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should call 101 and make a report to the police force in which the girl resides.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the DSL, however the DSL should be informed and a report to the police should be made by the close of the next work day.

Where there is a risk to life or likelihood of serious immediate harm, the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

## **Prevention**

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- ensure that all children know there is an adult in the school whom they can approach if there are worried or in difficulty.
- include safeguarding across the curriculum, including PHSE, opportunities to equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, Bikeability training and focussed work in Year 6 to prepare for transition to secondary school.

## **Confidentiality**

- We recognise that all matters relating to child protection are confidential.
- The Headteacher or DSL will disclose any information about a pupil to other members of staff on a 'need to know' basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets, which might compromise the child's safety or wellbeing.
- We will always undertake to share our intention to refer a child to Children's Services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Manager at the Assessment Team on this point.

## **Supporting Staff**

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

## **Allegations against Staff**

- All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- All staff should be aware of Surrey's Guidance on Behaviour Issues, and the school's own Behaviour Management Policy.
- We understand that a pupil may make an allegation against a member of staff.
- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.
- The Headteacher on all such occasions will discuss the content of the allegation with the Area Schools Officer (ASO), or in his/her absence the Development Manager Welfare and Protection.
- If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in the paragraph above without notifying the Headteacher first.
- The school will follow the Surrey procedures for managing allegations against staff, in the Keeping Children Safe in Education document, a copy of which will be readily available in the school. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a Strategy Meeting. (Strategy Meeting covers any urgent formal strategy discussion, which may take place by telephone between the police, social care, and education managers, requiring action prior to the first meeting).
- Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the ASO and Personnel Consultant in making this decision.
- In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in the paragraph above.
- We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

## **'Whistle blowing'**

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or

actions of colleagues. If necessary, they should speak in the first instance to the ASO.

### **Physical intervention**

- Our policy on Physical Intervention by staff is set out separately, and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- Such events should be recorded and signed by a witness.
- Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Touch technique.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. A copy of our Physical Intervention policy will be given to all staff.

### **Bullying**

Our policy on bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic and gender related bullying.

### **Racist Incidents**

Our policy on racist incidents is set out in a separate policy.

### **Prevention**

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The community of St Lawrence School will endeavour to:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include across the curriculum, including PSHE and citizenship, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

## **Health and Safety**

Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school when undertaking school trips and visits.

Last reviewed: December 2017

Next review date: December 2020