ST PETER'S CE PRIMARY AND NURSERY SCHOOL

St Peter's is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

SAFEGUARDING AND CHILD PROTECTION POLICY SEPTEMBER 2019

Policy Statement:

At St Peter's, the happiness and wellbeing of every child is our first priority. We believe that it is always unacceptable for a child to experience abuse of any kind and recognise that safeguarding the welfare of **all** children and young people is everyone's responsibility. We follow Shropshire Safeguarding Partnership (SSP) procedures and acknowledge that the welfare of the child is paramount.

It is our duty to respond promptly and appropriately to all concerns, incidents or allegations of abuse or neglect of a child. We work in partnership with children, young people, their parents, carers and other agencies. Our statutory duties and supporting guidance are set out in The Safeguarding and Welfare Requirements in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2017, the Compulsory Childcare Register, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2019. We also adhere to:

- **The Children Act 1989 and 2004 -** Safeguarding and promoting the welfare of children is defined as; protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

  Section 3 (5) of the Children Act 1989 states that the law empowers anyone who has care of a child to do all that is reasonable in the circumstances to safeguard his/her welfare.

- **Counter-terrorism and Security Act 2015** – preventing people being drawn into terrorism and promotion of British values to ensure children are kept safe from radicalisation

- **Female Genital Mutilation Act 2003** – **Serious Crime Act 2015** - mandatory reporting of FGM from 31st October 2015

Adult Roles

All staff (including students and volunteers) at St Peter's are familiar with the definitions and signs and symptoms of abuse or neglect stated in Working Together to Safeguard Children March 2018 as set out in: http://www.safeguardingshropshireschildren.org.uk/search/?q=contacts (copy in the staff room).

All staff are aware of their individual roles in safeguarding and promoting the welfare of children including their responsibility to be alert to any issues for concern in the child's life at home or elsewhere. We ensure that all staff (including students and volunteers) undergo an induction process where they are given copies of the procedures they must follow if they suspect abuse or neglect. On-going support is provided through regular supervision and appraisals to ensure these policies and procedures are put into practice to protect children.

As part of induction, training will include the school's behaviour policy and the school's procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy. Keeping Children Safe in Education 2019 Part 1 must be read by all members of the staff; everyone working directly with children must also be issued with Annex A.

All staff are expected to update their child protection training at least every three years. In addition all staff members should receive regular safeguarding and child protection updates (for example, via staff meetings or emails) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Lead (DSL) who will take the lead for safeguarding and child protection issues is: Jane Fitton

The deputy Designated Safeguarding Leads are: Allyson Brown, Becky Hughes, Emily Kynaston and Fay McKirgan

The safeguarding link governor who oversees this work is: Nicki Cooper.

Our Designated Safeguarding Leads will update their child protection/safeguarding training every two years and they have specific responsibilities as listed in **Appendices B and C.** (Specific responsibilities for early years are detailed in **Appendix A**.)

Record Keeping

When a concern about a child's welfare or safety is raised it will be discussed with the designated lead and recorded. The designated lead will make a decision about whether the concern should be shared with another agency (see ***decision making*** below) or kept on record in case future concerns arise. The reason for the decision will be noted alongside the record.

Previously all records have been stored in a separate confidential file in a locked, secure place with restricted access, since Spring Term 2019 we have been using the electronic recording system CPOMS. When a child transfers to another school within this or another authority, the confidential information held is forwarded under confidential cover and separate from the child's main file to the DSL for child protection in the receiving school immediately and confirmation of receipt should be obtained (**Appendix D**).

Information is shared as necessary to protect children from harm. We follow the guidance in the HMG 2015 guide '*Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers'* and the HMG 2015 guide '*What to do if you are worried a child is being abused'.*

When information is being accumulated prior to possible referral we will start a chronology of events on CPOMS. The designated lead will regularly review all child protection chronologies to decide if the accumulation of events is having a detrimental impact on a child and must be referred to Compass. If the designated lead decides not to refer, the reason will be noted on the child's chronology.

Decision Making – 'Accessing *the right service at the right time'*

We take a holistic approach to safeguarding all children in our care and recognise that different families need a different level of support at different times. To enable us to recognise at which level a family might require support; we use the Shropshire Safeguarding Children Board's *Multi-agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire.* Shropshire *Threshold Document*

This guidance identifies four levels to ensure all children receive the support and intervention they need to achieve a positive life experience. Of central importance in understanding where a child's needs might lie on this continuum, is the co-operation and engagement of parents and carers and we aim to develop good, professional relationships to ensure that we have a shared understanding of each child's needs.

It should be noted that if parents demonstrate a lack of co-operation or appreciation about the concerns we identify this may, in itself, raise the level of the need and required level of action.

Level 1 – Universal

Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available.

We follow the Statutory Framework for the Early Years Foundation Stage 2017 to provide individual support for all children. Each child is allocated a key person who will make a relationship both with the child and his or her family. The key person will make observations and keep records to ensure there are no barriers to a child's learning and establish stable and affectionate relationships. We anticipate that by working closely with parents and sign-posting families to other universal services within our community that we can meet the needs of children and families at this level.

At this level parents will always be consulted before any action is taken.

Level 2 – Children in Need of Early Help

These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential. Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child. These children will be living in greater adversity than most other children or have a greater degree of vulnerability than most if their needs are not clear, not known or not being met. A lead professional will coordinate a whole family assessment and plan around the child.

Sometimes in discussion with parents and carers and through our observations and records we may think a child and their family could benefit from additional support from outside agencies to ensure he/she reaches his/her full potential. This process is known as Early Help. We have knowledge of the different agencies which may be able to offer support and we will work with parents and carers to decide which support would be most appropriate for their family. We will work with parents to complete any Early Help referral forms required to access this support. If we are unsure of where to access support we will contact Compass for advice.
Further information about Early Help can be found at: http://www.shropshire.gov.uk/early-help/

At this level parents will always be consulted before we contact another agency and their written consent gained before any action is taken.

Level 3 –Children with Complex Needs

This level applies to those children identified as requiring targeted support. It is likely that for these children their needs and care are compromised. Only a small fraction of children will fall within this band. These children will be those who are vulnerable or experiencing the greatest level of adversity.
Children with additional needs: These children are potentially at risk of developing acute/ complex needs if they do not receive early targeted intervention.

Sometimes in discussion with parents and carers and through our observations and records we realise that a child and their family have a number of needs which are preventing a child from reaching his/her full potential. In this case we will discuss the situation with parents and carers and try to identify each area of concern so that a range of other agencies can come together to offer support to the family.
With parental consent we will complete an Early Help assessment and contact Compass to help us identify and co-ordinate a range of other agencies. This multi-agency response will require a lead professional who may be a member of our staff.

At this level parents will always be consulted before we contact another agency and their written consent gained before any action is taken.

Level 4 – Children with Acute Specialist Needs / Child Protection

These are children whose needs and care at the present time are likely to be significantly compromised thereby requiring assessment under Section 47 or Section 17 of the Children Act 1989. These children may become subject to a child protection plan and need to be accommodated (taken into care) by Children's Social Care either on a voluntary basis or by way of Court Order. Section 17- 1989 Children Act states a child shall be taken to be in need if: (a) he/she is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority under this Part; (b) his/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or (c) he/she is disabled.

Sometimes in discussion with parents and carers and through our observations and records we realise that a child is at risk of significant harm (see below) and we must take emergency action to ensure that a child is kept safe. If the Designated Lead is unsure whether or not the concern meets this threshold he/she may discuss the case with an Early Help Social Worker.

There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes a single violent episode may constitute significant harm but more often it is an accumulation of significant events, both acute and longstanding, which interrupt damage or change the child's development.

It may be:

- *the child is at risk of serious harm from others or themselves and requires skilled risk assessment and protection;*
- *the child is likely to put others at risk or harm, distress or loss and a response needs to take account of the individual's interests and wellbeing of others;*
- *the child's circumstances, including their health, finances, living conditions or social situation, are likely to cause them or others serious harm, social exclusion or reduction of life chances;*
- *the situation requires assessment of, and intervention in unpredictable emotional, psychological, intra-family or social factors and responses;*
- *the circumstances are such that there are significant risks in both intervening and not intervening, when a fine judgement is required*

Careful analysis and interpretation of information will enable practitioners and families to:

- *think about what is important and identify needs or difficulties;*
- *explain why these have come about;*
- *understand the impact of strengths and pressures on the child or young person;*
- *reach agreement about what needs to be improved;*
- *agree the priority issues, aims and goals in terms of improving the child's wellbeing;*
- *agree desired outcomes.*

Consider:

- *What is the lived experience of the child?*
- *When and how are the child's needs not being met?*
- *What are the effects on the child's current development and long term effects?*
- *What are the child's needs, wishes and feelings regarding intervention and likely outcomes?*

(Taken from: Multi-agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire 2017) Threshold Document

Partnership with Families

A copy of this policy is made available to all parents prior to their child joining our school as well as details of the complaints procedure (see school webpage). In general, any concerns will be discussed with parents and we will offer support.
All conversations, whatever the outcome, should be recorded appropriately in order to show that they took place, identify what was agreed and evaluate how effectively they enabled needs to be met. In this way quality conversations can demonstrate their impact on successful practice, including improvements in decision making and joint working. Conversations should continue in order to inform the on-going planning and reviewing.

Practitioners working with families at a Universal, Early Help or Targeted level will need to get the consent of the family before any information is held or shared with other agencies. If the practitioner does not gain the family's consent and in future has ongoing concerns, they should consider contacting Compass for advice and guidance.
With the exception of child protection matters, referrals to Compass cannot be accepted without parents having been consulted first.
Consent is not required for child protection referrals where it is suspected that a child may be suffering or be at risk of suffering significant harm; however, the referring practitioner, would need to inform parents or carers that they are making a referral, unless to do so may:

- Place the child at increased risk of significant harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm.

The child's interest must be the overriding consideration in making such decisions. Decisions should be recorded.
If consent is withheld by the parent:

- If it is felt that the child's needs can be met through Early Help, then discussion with the family should take place about the completion of an Early Help Assessment and provision of services through an Early Help Plan. Early help consultations are available from the Early Help Advisors for support in managing these situations.
- For another agency familiar with the child and family to make the approach about information sharing to the family.
- No assessment should take place. The rational for this decision will be recorded on the concerns form.
- The combination of the concerns and the refusal to consent to enquiries being made may result in the concerns being defined as child protection concerns. In this case, information sharing may proceed without parental consent. The consultation and the decision to proceed without consent must be recorded on the case papers.

If a child has actually been injured or is in imminent danger of being injured then we will contact the emergency services, medical or police, immediately on 999.

When making a level 4 referral to Compass we will ensure we have a record of all details required detailed on a Shropshire Multi-Agency Referral Form

Specific Legal Duties to Report

New legislation has recognised and criminalised the following types of abuse and placed duties on education settings to report offences to the authorities:

- **Radicalisation and the Prevent Duty**
  The government set out its definition of British values in the 2015 Prevent Strategy – this promotes the values of:
  - democracy
  - the rule of law
  - individual liberty
  - mutual respect
  - tolerance of those of different faiths and beliefs

St Peter's promotes these values to ensure that children build resilience – see **Appendix E**

If a member of staff has a concern about a particular pupil/s they should follow our school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead as set out in the Child Protection and Safeguarding Policy.
The designated lead should contact West Mercia Prevent Team:

DS Stuart Clark - 01386 591835
PC Manjit Sidhu - 01386 591815

The Prevent Team email is: prevent@warwickshireandwestmercia.pnn.police.uk
See St Peter's separate policy, **Preventing Extremism and Radicalisation Policy 2019.**

- **Female Genital Mutilation (FGM)**
  If we become aware of any cases where girls are at risk of FGM or have actually been harmed, we will contact the Police immediately and follow up with a referral to Compass to ensure that we are meeting our reporting duties. Please refer to https://www.gov.uk/government/publications/female-genital-mutilation-leaflet
  We may not seek parental consent if this may put the girl at increased risk.

- **Domestic abuse and honour based violence**
  Children living in households where there is domestic abuse which could be coercion or violence, including honour based violence, could be at significant risk of harm. We will seek support for victims and their children through Compass.
  Depending on the level of risk, we may or may not consult parents before contacting Compass.

Specific Safeguarding Issues

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect (**Appendix A**). Staff are made aware of specific safeguarding issues (listed below) through child protection training, reading up to date guidance such as Keeping Children Safe in Education 2019 Part 1 Annex A, Statutory Framework for the Early Years Foundation Stage stated in Section 3 – The Safeguarding and Welfare Requirements and accessing SSP procedures at http://www.safeguardingshropshireschildren.org.uk

St Peter's ensures that the DSL is continually updated in all areas below. They must be familiar with the referral pathways and specific toolkits and guidance available on the SSP website.

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

- Bullying including cyberbullying
- Child Criminal Exploitation: County Lines
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Children and the court system
- Children with family members in prison
- Domestic violence
- Drugs
- Health and wellbeing e.g. fabricated or induced illness, medical conditions, mental health and behaviour
- Faith based abuse

- Female genital mutilation (FGM) and forced marriage
- So called honour-based violence
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Homelessness
- Hate (**Appendix F**)
- Initiation/Hazing type violence and rituals
- Missing children and adults' strategy
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Peer on peer abuse e.g. sexting (youth produced sexual imagery), sexual violence and sexual harassment
- Trafficking
- Online safety

Where incidents and or behaviours are associated with factors outside the school setting and/or occur between children outside the school setting the designated safeguarding lead (or deputy) should be considering contextual safeguarding. This simply means assessments of children in such cases should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors and so, it is important that school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the evidence and the full context of any abuse. Supporting information regarding contextual safeguarding, and where schools fit into the wider environment, is available at: https://contextualsafeguarding.org.uk/

Peer on Peer Abuse

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

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age.

Staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- ✦ bullying (including cyberbullying);
- ✦ physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- ✦ sexual violence and sexual harassment;
- ✦ Upskirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- ✦ sexting (also known as youth produced sexual imagery); and
- ✦ initiation/hazing type violence and rituals.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance9.

Compliance with the Public-Sector Equality Duty (PSED) is a legal requirement for schools that are public bodies.

Under the PSED, schools that are public bodies have a general duty to have regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity between different groups and to foster good relations between different groups. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications such as, for example, the elimination of sexual violence and sexual harassment.

St Peter's will ensure that the following areas are covered within the curriculum to try and minimise the risk of peer on peer abuse:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.

We deliver this currently, through planned, high-quality, Sex and Relationship Education (SRE) and Personal, Social, Health and Economic (PSHE).

St Peter's would respond to an incident of Peer on Peer abuse by recording the incident on CPOMS and by following guidance as set out in Sexual violence and sexual harassment between children in schools and colleges published by Department for Education.

It is vital that staff at St Peter's understand that the child who is perpetrating the abuse may also be risk of harm. Staff should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse.
Staff must be able to use their professional judgement in identifying when what may be perceived as "normal developmental childhood behaviour" becomes abusive, dangerous and harmful to others. Designated leads may need to consult with the SSCB Threshold document to help with their decision making as well as Brook Traffic Light Tool.

Safeguarding children with special educational needs and disabilities

It is recognised that children with special educational needs or disabilities (SEND) can present additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs; communication barriers.
It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary.

Children Missing Education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children are safe and receiving suitable 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. St Peter's follows its procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. Where reasonably possible we will hold at least two emergency contacts for every child in the school in case of emergency and in case there are welfare concerns at home. If a child is absent and we receive no explanation from the parent as to why, and we are unable to contact the family, we follow our First Day Call Procedure and request a police welfare check. If we continue to have concerns the Education Welfare Officer is alerted.

St Peter's has appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance or Shropshire Council Learning Gateway.

In St Peter's Nursery there are many reasons why we want young children to have regular attendance. As well as supporting their learning and development, we want to try to make sure that children are kept safe, their wellbeing is promoted and they do not miss out on their entitlements and opportunities. In a small minority of cases, good attendance practice may also lead to the earlier identification of more serious concerns for a child or family and may have a vital part to play in keeping a child or other family members safe from harm. In our Nursery, we have procedures for recording and following up any unexplained non-attendance and know how to respond to different problems and where to access advice, support or whom to alert if concerns arise.

Safeguarding Children who are Looked After

Staff are aware the most common reason for children becoming looked after is because of abuse and/or neglect.

Appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Appropriate staff members also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The designated teacher for looked after children, Jane Fitton, will work with the Local Authority to promote the educational achievement of registered pupils who are looked after or who have left care through adoption, special guardianship, child arrangement orders or who are adopted from state care outside of England and Wales.

The appointment of a designated teacher is a statutory requirement for governing bodies of maintained schools and proprietors of academies. The designated safeguarding lead should have details of the child's social worker and the name of the virtual head teacher.

Injuries

At the beginning of each session or school day parents are requested to notify us of any accidents, incidents or injuries which may affect their child before leaving him/her at school. A note will be made of any existing injuries and how the injury was received will be recorded. A body map may be used to indicate any marks/bruises on CPOMS. A body map is also available in the Multi-Agency Referral Form (MARF).

Any serious injury occurring in the school e.g. broken bone is reported to Health and Safety Executive (HSE) via RIDDOR. This is also reported to Ofsted within 14 days **(see Appendix G)**.

Safe use of ICT and Mobile Phones (see also separate policies)

The use of mobile phones and other electronic devices such as computers, tablets, and game devices is commonplace. However, as a society, we are beginning to recognise that although these devices have brought great benefit we also need to ensure that we help children to understand there are dangers and how to keep themselves safe. This includes:

- Keeping personal details secure
- Understanding that not all content is appropriate, truthful or legal
- What to do if they do accidently access inappropriate or illegal content
- What to do if they are upset by something they receive
- What to do if they are going to physically meet someone they have met on-line

St Peter's allows staff to bring in mobile phones for their own personal use. However, they must be kept out of sight, on silent, out of view from children and in appropriate places e.g. classroom office, drawers, bags etc. If staff fail to follow this guidance, disciplinary action will be taken in accordance to St Peter's staff code of conduct. If staff need to make an emergency call, they must do so in a private office, out of view of the children. Staff must ensure that there is no inappropriate or illegal content on the device.

Upon their initial visit volunteers and visitors are given information informing them they are not permitted to use mobile phones on the premises and are requested to leave their mobile phones at the reception desk, in secure individual lockers, or in their car. If they wish to make or take an emergency call they must use a private office, with the permission of the school. Neither volunteers nor visitors are permitted to take photographs or recordings of the children without the permission of the Headteacher.

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

At St Peter's we use technology to record some aspects of children's learning. We ensure this is kept secure via password protection. Teachers have encrypted memory devices for confidential information appropriate for their role.

At St Peter's we use Sophos anti-virus software. Children have access to the internet, which is heavily filtered by the Local Authority. Each half term, through PSHE lessons, children are reminded about keeping themselves safe on-line and what to do if they have a problem. Staff continually supervise children's use of the internet and talk to them about what they are doing. We have short-cuts to favourite and suitable sites to avoid mistakes e.g. IDL Cloud, J2 software etc. Staff regularly visit sites to ensure they are suitable and so that We use we can talk to children about what they are doing.

Through induction, staff and volunteers are made aware of our 'acceptable use of technology' policy both at home and in the workplace. If any staff or volunteers breach this policy then we will take disciplinary action which may result in a referral to the Disclosure and Barring Service.
If children bring their own mobile phones into school, they are handed into the school reception at the beginning of the school day and collected at home time. The mobile phones are kept securely in the reception. St Peter's does not encourage the use of other personal mobile devices by children.

Escalating / De-escalating Concerns

Just because a child is assessed at a point in time as meeting acertain threshold criteria does not mean that they always will. An assessment is an on-going process, not an event; children's needs often change over time. The Designated Lead for Safeguarding will maintain an overview of all children with a plan to ensure children's needs are being met at the right level of intervention. Of central importance in understanding where a child's needs might lie on this continuum, is the cooperation and engagement of the parents and carers – a lack of co-operation or appreciation about the concern may of itself raise the level of the need and required response.

The Impact of Abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking Action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL immediately
- if the DSL is not able to be contacted ensure action is taken to report the concern to children's social care
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern on CPOMS
- seek support for yourself if you are distressed.

If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, their artwork could be bizarre or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Use CPOMS or green concern form (**Appendix H**) to record these early concerns. If the child does begin to reveal that they are being harmed you should follow the advice in the section 'If a child discloses information to you'.

If, following your conversation, you remain concerned; you should discuss your concerns with the designated person.

If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Allow them to speak freely.
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child's mother thinks about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on CPOMS or on the record of concern form and hand it to the designated person.
- Seek support if you feel distressed.

Refer to **Appendix H** for the St Peter's Green Concern Form if not reporting on CPOMS.

Prevention in the Curriculum

St Peter's recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe. We enhance children's understanding and awareness of safeguarding issues through PSHE, RSE, The Underwear Rule (see NSPCC guidance) etc.

The PSHE programme *in each key stage* provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:

- Safely explore their own and others' attitudes.
- Recognise and manage risks in different situations and how to behave responsibly.
- Judge what kind of physical contact is acceptable and unacceptable.
- Recognise when pressure from others (including people they know) threatens their personal safety and wellbeing and develop effective ways of resisting pressure; including knowing when and where to get help.
- Use assertiveness techniques to resist unhelpful pressure.
- The importance of Internet safety

Managing Allegations of Abuse Made against Staff, Students or Volunteers (see Appendix I)

Allegations which might indicate that a person would pose a risk of harm to children if they continue to work in regular or close contact with children in their present position will be taken seriously. We have a duty to inform Ofsted of any serious allegations made against a person which suggests he or she has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

We also have a duty of care towards our staff. We provide support for anyone facing an allegation and provide employees with a named contact if they are suspended. It is essential that any allegations of abuse made against members of staff or volunteers are dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In the first instance the designated lead for safeguarding will meet with the Headteacher to consider the nature, content and context of the allegation and agree a course of action. The Headteacher will then contact the Local Authority Designated Officer (LADO) to confirm the course of action.
If there are concerns about a staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the chair of governors. Staff may consider discussing any concerns with the schools designated safeguarding lead and make any referral via them.

The Local Authority Designated Officer (LADO) may ask for additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the LADO will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it will be recorded by both the Headteacher and the LADO, and agreement reached on what information should be put in writing to the individuals concerned and by whom. The Headteacher will then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

If further action is required, we will follow the advice of the LADO and co-operate with any investigations. We will follow instructions about what can be disclosed to the accused and whether he/she should be suspended whilst further investigations take place. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process. Clear advice will be given to workers on the process of investigation by other agencies. We will follow advice about how to inform families about the allegation.

In all cases, we will notify Ofsted within 14 days of the allegations first being made and inform them about what actions are being taken by completing the on-line form at:
https://ofstedonline.ofsted.gov.uk/ofsted/Ofsted_Early_Years_Notification.ofml

If the member of staff/volunteer is found to be a risk to children and vulnerable adults, the Disclosure & Barring Service will be notified.

If an allegation is made against the Designated Lead the Headteacher will make the referral.

If we are aware of the details of a child who has or may have been harmed by a member of staff or volunteer will contact Compass to make a referral to seek support for the child.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.
SAFEGUARDING VULNERABLE GROUPS ACT 2006

Whistleblowing

Whistle blowing is a mechanism by which adults can voice their concerns in good faith, without fear of repercussion. Any behaviour by colleagues that raises concern regardless of source will be recorded and reported to the designated practitioner or appropriate agency. See St Peter's Whistleblowing Policy.

Recruiting Staff

- We provide adequate and appropriate staffing resources to meet the needs of children.
- Job adverts and application packs make reference to our safeguarding policy and procedures.
- Applicants for posts are clearly informed that positions are exempt from the Rehabilitation of Offenders Act 1974. We ensure that we meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006.
- Where applicants are rejected because of information that has been disclosed, we will inform the applicant about their right to know and to challenge incorrect information.
- We comply with the Safeguarding and Welfare Requirements in the Keeping Children Safe in Education 2018 in respect of references and Enhanced Disclosure and Barring Service checks for staff and volunteers to ensure that no disqualified or unsuitable person works with or has access to the children. This includes disqualification by association, where a registered provider or a childcare worker may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed.
- We have procedures for recording the details of visitors, including prospective candidates, to the setting and ensure that we have control over who comes in to the premises so that no unauthorised person has unsupervised access to the children.
- Where pupils are placed in an alternative provision, St Peter's will obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

Staff Supervision (including students and volunteers)

In order to ensure that all staff are alert to any issues for concern, staff receive regular training and updates in safeguarding and child protection through a range of training and supervision activities. This includes both formal and informal supervision, annual appraisals, staff meetings and access to SSCB approved training. Individual supervision offers staff an opportunity to receive coaching to improve their practice with children and address any issues resulting in poor performance. Individual supervision also provides a safe space in which to raise any concerns they may have about the conduct of other adults connected with the setting.

Staff supervision is also used to ensure that all staff remain suitable to work with children. This means staff are required to inform their manager of any medication they are taking and provide medical evidence that this will not impair their ability to look after children properly. Staff are also required to disclose any information, which may lead to their disqualification as outlined in *The Statutory Framework for the EYFS 2017 3.14-3.18 and Keeping Children Safe in Education 2019.*

Signature: Jane Fitton 	
Position: Designated Safeguarding Lead / SENDCo	Review Date: Autumn 2020

Shropshire Safeguarding Partnership

SSCN Shropshire Safeguarding Children Network

Appendix A

Early Years

Role and responsibilities of the Designated Safeguarding Lead

Our Designated Safeguarding Lead will update their child protection/safeguarding training in line with Shropshire Safeguarding Partnership (SSP) recommendations. They are responsible for:

- Ensuring that all staff have up to date knowledge of safeguarding issues;
- Ensuring that staff are enabled to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. Signs that indicate possible abuse may include significant changes in children's behaviour; deterioration in children's general well-being; unexplained bruising, marks or signs of possible abuse or neglect; children's comments which give cause for concern; any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or inappropriate behaviour displayed by other members of staff, or any other person working with the children. E.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- Being the first point of contact for staff, volunteers, parents and children/young people where concerns about children's welfare, poor practice or child abuse are identified;
- Providing basic advice and support regarding child protection and poor practice;
- Completing the organisation's reporting and recording procedures following the policy and procedures;
- Promoting safe working practice/code of conduct;
- Attending, promoting and organising training;
- Promoting and ensuring confidentiality is maintained;
- Promoting anti-discriminatory practice;
- Maintaining records related to child protection and unsuitable adults, and ensuring these are stored securely on the premises;
- Reviewing records on a regular basis to identify possible patterns of abuse;
- Making decisions on whether to refer any concerns, recording the reasons for that decision;
- Completing SSP audits which include:
  - Termly Section 9 Practice Audits
  - Annual Section 11 Compliance Audits
  - Multi-agency Audits
- Maintaining up to date contact details for other agencies and know how to access the most up to date SSP guidelines;
- Passing information to other relevant organisations /agencies as appropriate;
- Making referrals to the investigating agencies - Shropshire Council Compass and the Police - in line with child protection procedures;
- Informing Ofsted of any allegations of abuse made against a person working in the setting, or any other abuse alleged to have taken place on the premises;
- Sharing information about Safeguarding Children procedures with parents prior to their child starting in the setting;
- Updating the policy and procedure, and communicating any updates with staff, committee members, volunteers and parents;
- Contributing to multi-agency meetings, assessments, core groups and conferences as required.

Appendix B

The role of the Designated Safeguarding Lead

In carrying out any of the role set out below, the role of the Designated Safeguarding Lead should be guided by two important principles. First, following the Children Act 1989, the principle that the welfare of the child should be paramount. Second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

It is **essential** that designated safeguarding leads are familiar with the content of the following key documents:

- Department for Educations (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' 2019
- Working Together to Safeguard Children' 2018
- Ofsted Inspecting safeguarding in early years, education and skills settings
- The Prevent duty July 2015
- Early Years Foundation Stage Statutory Framework 2017 (EYFS)
- Shropshire Safeguarding Partnership (SSP) Threshold Guidance Document

The Designated Safeguarding Lead must:

- Be a senior member of staff, from the school or college **leadership team**.
- Take **lead responsibility** and is accountable for safeguarding and child protection, (lead responsibility must never be delegated).
- Be fully conversant with the Shropshire Safeguarding Partnership (SSP) child protection (CP) procedures and to co-ordinate action on child abuse within school, ensuring that all staff are aware of their responsibilities in relation to CP.
- Provide supervision and guidance to deputy designated safeguarding leads.
- Ensure that all deputy designated safeguarding leads are trained to the same standard as themselves.
- Should liaise with designated staff for Looked After Children (LAC) and 14-19 placements.
- Refer individual cases of suspected abuse to relevant Local Authority (LA) Children Services area (following SSCB guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- Undertake "Prevent" awareness training and lead on this within the school/college and must assume responsibility for organising training on all aspects of CP within school, and to act as a school-based resource on CP issues for staff. In greater detail, this involves the following:

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

Working with others. The Designated Safeguarding lead must:

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

Training – The Designated Safeguarding Lead must:

- Ensure that they and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role.

- Ensure that they and any deputies, in addition to the formal training set out above, should refresh their knowledge and skills (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

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

- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and can attend and contribute to these effectively when required to do so.

- Ensure each member of staff has access to and understands the school or college child protection policy and procedures, especially new and part time staff.

- Are alerted to the specific needs of children in need, those with special educational needs and young carers.

- Can keep detailed, accurate, secure written records of concerns and referrals.

- Are aware of the guidance that is available in respect of Female Genital Mutilation (FGM) and should be vigilant to the risk of it being practised and inform the Police if they suspect a child has suffered FGM (this is a legal requirement for all Teachers; Serious Crime Act 2015).

Child protection files

- The DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving

- Ensure that all child protection files are stored securely and accessed only by authorised individuals compliant with the Data Protection Act 1998.

- Where children leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible and is transferred separately and securely from the main pupil file, and ensure that confirmation of receipt is obtained.

Availability

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

Appendix C

The role of the Deputy Designated Safeguarding Lead

In carrying out any of the role set out below, your role of **'Deputy'** Designated Safeguarding Lead should be guided by two important principles. First, following the Children Act 1989, the principle that the welfare of the child should be paramount. Second, the principle that confidentiality should be respected as far as possible (without compromising the first principle).

It is **essential** that **'Deputy'** designated safeguarding leads are familiar with the content of the following key documents:

- the Department for Educations (DfE's) statutory guidance for schools and colleges, 'Keeping Children Safe in Education' 2019
- 'Working Together to Safeguard Children' 2018
- Ofsted Inspecting safeguarding in early years, education and skills settings 2019
- The Prevent duty July 2015
- Shropshire Safeguarding Partnership (SSP) Threshold Guidance Document
- Early Years Foundation Stage Statutory Framework 2017 (EYFS)

As **'Deputy'** Designated Safeguarding Lead you:

- Should be an experienced member of staff, from the school or college.
- Must take **responsibility** for safeguarding and child protection.
- Should be fully conversant with the SSCB child protection (CP) procedures and act on child abuse within school.
- Provide support and guidance to all members of staff
- Should liaise with designated staff for Looked After Children (LAC) and 14-19 placements.
- Are responsible for referring individual cases of suspected abuse to relevant Local Authority (LA) Children Services area (following SSCB guidelines) and to liaise with them and other agencies on individual cases and on general issues relating to CP.
- Should undertake "Prevent" awareness training and support with this within the school/college.
- Will have responsibility to act as a school-based resource on CP issues for staff.
- In greater detail, this involves the following:
- Supporting staff, both teaching and non-teaching, to have access to the SSCB procedures for CP and that all cases of suspected abuse are reported in the correct way.
- Supporting staff who make referrals to local authority children's social care.

- Referring cases to the “Channel” programme where there is a radicalisation concern as required.

- Supporting staff who make referrals to the “Channel” programme.

- Supporting the school/college to be compliant with the ‘Prevent’ duty requirements so that:
    - all staff are trained in awareness of “Prevent”

    - You are clear about your supporting role in respect of “Prevent” and the process of a “Prevent” referral.

Working with others – as **DEPUTY** Designated Safeguarding Lead, you will:

- Liaise with the senior Designated Safeguarding Lead, head teacher or principal to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the “case manager” and the Designated Officer in the Local Authority (LADO) for child protection concerns.
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

- As **DEPUTY** designated safeguarding lead, you should ensure that you undergo training to provide yourself with the knowledge and skills required to carry out your role.

- As **DEPUTY** designated safeguarding lead, you should ensure that in addition to the formal training set out above, your knowledge and skills continue to be refreshed (this might be via ebulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow you to understand and keep up with any developments relevant to your role so you:

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

- Have a working knowledge of how Local Authorities conduct a child protection case conference and a child protection review conference and can attend and contribute to these effectively when required to do so.

- Are alert to the specific needs of children in need, those with special educational needs and young carers.

- Can keep detailed, accurate, secure written records of concerns and referrals.

- Are aware of the guidance that is available in respect of Female Genital Mutilation (FGM) and should be vigilant to the risk of it being practised
-
- Inform the Police if they suspect a child has suffered FGM (this is a legal requirement for all Teachers; Serious Crime Act 2015

Appendix D

ST PETER'S CE PRIMARY AND NURSERY SCHOOL

FILE TRANSFER RECORD AND RECEIPT

PART 1: To be completed by St Peter's

NAME OF CHILD:	
DOB:	
NAME OF SCHOOL SENDING CP FILE:	St Peter's CE Primary and Nursery School
ADDRESS OF SCHOOL SENDING CP FILE:	Shrubbery Gardens Wem Shropshire SY4 5BX
METHOD OF DELIVERY:	BY HAND SECURE POST ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	Jane Fitton
SIGNATURE:	
NAME OF PERSON TRANFERRING TO:	

PART 2: To be completed by receiving school

NAME OF SCHOOL RECEIVING FILE:	
ADDRESS OF SCHOOL RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving School: *Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.*

Appendix E

Fundamental British Values in the Early Years

Democracy: making decisions together
As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development
As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all
As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated
As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

It is NOT acceptable to:

- actively promote intolerance of other faiths, cultures and races
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Appendix F

Shropshire Schools Hate-Related Incident Report Form

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to *EducationImprovementService@shropshire.gov.uk*; by Fax to 01743 340034 or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254386.

Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting Sub-group. The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

Section A: About the Incident/s

What do you think motivated this incident? *(indicate all relevant characteristics)*

☐ Race ☐ Religion / culture ☐ Sex ☐ Disability
☐ Sexual orientation ☐ Gender identity/presentation ☐ Age*
☐ Other (please define)

**age discrimination legislation does not apply to the treatment of pupils or provision of education.*

Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):

When did the incident take place?

Time Day Date

Where did it happen?

Area of school / Street name or location if outside school / via electronic media (please give details below)

What happened?

What injuries were suffered (Physical? Emotional?) Please give details below:-

Was any property lost or damaged? ☐ Yes (If 'yes' please give details below) ☐ No

Frequency or duration of behaviour

☐ Once or twice
☐ Several times a week
☐ Persisting over one school term
☐ Persisting for more than a year

Section C: About the Victim

Is the victim ☐ Pupil ☐ Staff member ☐ Other adult ☐ Other child

(Name of victim is not needed in this context) **Sex** M/F Is this same as birth? Y/N

If child - Year Group /Age

If adult - Age Group: ☐ 16-24 ☐ 25-34 ☐ 35-44 ☐ 45-55 ☐ Over 55

Please indicate in the appropriate box how you would describe the victim:

Religion/belief

☐ Buddhist ☐ Rastafarian ☐ Don't know
☐ Christian ☐ Sikh
☐ Hindu ☐ Other
☐ Jewish ☐ No religion
☐ Muslim ☐ Prefer not to say

Sexual orientation

☐ Heterosexual
☐ Bisexual
☐ Gay/Lesbian
☐ Prefer not to say
☐ Don't know

Ethnicity

☐ White British
☐ White & Black African
☐ White Irish
☐ White & Asian
☐ Other white background
☐ Any other mixed background
☐ Eastern European
☐ White & Black Caribbean
☐ Indian
☐ Pakistani
☐ Bangladeshi
☐ Black Caribbean
☐ Black African
☐ Any other black background
☐ Chinese
☐ Any other ethnic background
☐ Prefer not to say
☐ Don't know

Is the victim from a Gypsy or Traveller background?

☐ Yes ☐ No ☐ Don't know

Disability – please describe ☐ Don't know

Section D: **About the offender(s)**

Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics
(Name/s of offender/s not needed in this context)

If adult - Age Group:

☐ 16-24 ☐ 25-34 ☐ 35-44 ☐ 45-55 ☐ Over 55

Role / reason for presence at school

If offender/s is/are unknown, can you describe them? (Consider height, ethnicity, build and clothing).

Section E: What now?

Details of actions agreed with everyone involved – including parents and carers where appropriate:

Outcomes of follow up

Section F: Details of person reporting (victim, witness or third party)

Form Completed by:

Role: **Date**

Date this incident was reported to the authority:

Police involvement:

Does the person reporting / victim/parents or carers / school want the Police to investigate?

☐ Yes ☐ No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you have any evidence, which may be of use to the police then please ring them and tell them **immediately**. Shropshire Police 24 hour telephone number is: **101.**

Authorisation:

Certain agencies can share <u>de-personalised</u> information without your consent.
Do you agree to the information being passed to <u>all</u> the agencies involved in the local agency partnership? (The local agency partnership includes West Mercia Police, Shropshire Diversity Officer, Citizens Advice Shropshire and Victim Support Shropshire).
This is requested to help in assessing and countering the levels of hate crime in Shropshire.

Incident details only ☐ Yes ☐ No

Personal details ☐ Yes ☐ No

Signature _____ Date _____

.....

<u>Follow-up – for any further interventions related to this incident (for School use – no additional formal reporting required).</u>

If the behaviour does not stop after initial interventions, this space can be used to record additional steps being taken and outcomes for both victim and perpetrator:

Victim:-

Perpetrator:-

Appendix G

Serious accidents, injuries and deaths - what you must notify to Ofsted:

- the death of a child while on the premises, or later, as the result of something that happened while the child was in your care
- death or serious accident or serious injury to any other person on your premises (Childcare Register only)
- serious injuries (please see the section below for the definition of serious injuries)
- where a child in your care is taken to hospital (to an Accident and Emergency Department for more than 24 hours), either directly from your provision, or later, as the result of something that happened while the child was in your care
- any significant event which is likely to affect the suitability to care for children.

Serious injuries are defined as:

- broken bones or a fracture
- loss of consciousness
- pain that is not relieved by simple pain killers
- acute confused state
- persistent, severe chest pain or breathing difficulties
- amputation
- dislocation of any major joint including the shoulder, hip, knee, elbow or spine
- loss of sight (temporary or permanent)
- chemical or hot metal burn to the eye or any penetrating injury to the eye
- injury resulting from an electric shock or electrical burn leading to
- unconsciousness, or requiring resuscitation or admittance to hospital for more than 24 hours
- any other injury leading to hypothermia, heat-induced illness or
- unconsciousness; or requiring resuscitation; or requiring admittance to
- hospital for more than 24 hours
- unconsciousness caused by asphyxia or exposure to harmful substance or
- biological agent
- medical treatment, or loss of consciousness arising from absorption of any
- substance by inhalation, ingestion or through the skin
- medical treatment where there is reason to believe that this resulted from
- exposure to a biological agent, or its toxins, or infected material.

You are not required to inform Ofsted of minor injuries, but you must keep a record of these incidents. You are also not required to inform Ofsted of general appointments to hospital or routine treatment by a doctor, such as the child's general practitioner, that is not linked to, or is a consequence of, a serious accident or injury.
Minor injuries are defined as:

- sprains, strains and bruising
- minor cuts and grazes
- wound infections
- minor burns and scalds
- minor head injuries
- insect and animal bites
- minor eye injuries
- minor injuries to the back, shoulder and chest

Appendix H

Concern Form and Body Map

Appendix I

The Local Authority Designated Officer (LADO)

Duty to refer

In addition to informing Ofsted, the Designated Lead for Safeguarding or senior manager has a duty to refer any concerns to the LADO where it is alleged that a person who works* with children has:

- Behaved in a way that has harmed a child, or may have harmed a child - whether the alleged abuse occurred on or off the premises where the childcare takes place;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children such as excessive one-to-one attention beyond the requirements of their usual role; or
- Displayed inappropriate behaviour such as inappropriate sexual comments, inappropriate sharing of images, or displays violent or aggressive behaviour.

Responsibility would also include reporting applications to work or volunteer with children and young people from adults who are barred from doing so as this poses a potential risk of significant harm to children and young people.

The LADO should be informed of ALL allegations that come to a Senior Manager's attention within 1 working day of the manager becoming aware of the allegation.

In cases where the nature of the allegation has not required immediate referral to the Compass or the Police, the Senior Manager and the LADO will make a decision jointly as to whether such a referral is necessary and who will make it.

The LADO should also be informed of any allegations that are made directly to the police or Compass.

It is important that even apparently less serious allegations are seen to be followed up objectively by someone independent of the organisation concerned. This is why the LADO should be informed of ALL allegations that come to the employers' attention.

The role of the Local Authority Designated Officer

The LADO will advise the employer of any action that may be necessary, whether an investigation will take place, and if so what form the investigation will take.
It is their role to provide on-going advice and liaison and to monitor the progress of cases. This may include:

- Advising the employer on next steps, such as the need to inform the child's parents; advice on dismissal or suspension of the member of staff accused; the decision as to whether or not the case will be investigated and by whom.

- Regularly monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a fair and thorough process.
- Liaising with the employer to provide advice and support when required/requested.
- Oversight and management of individual cases.

If an allegation is substantiated and the employer dismisses the person or ceases to use that person's services, the employer should consult with the LADO about whether a referral to the Disclosure and Barring Service is required.

Referral to the LADO should form part of your disciplinary and whistleblowing procedures.

The role of the setting's Designated Lead for Safeguarding

The Designated Lead for Safeguarding or the senior manager making the referral will be expected to play a key role in the investigative process and follow the advice given by the LADO. This may involve:

- Gathering any additional information which may have a bearing on the allegation, for instance: previous concerns, care and control incidents and so on;
- Providing the subject of the allegation with information and advising them to inform their union or professional body;
- Attending Strategy Meetings where required;
- Liaising with the LADO;
- Ensuring that risk assessments are undertaken where and when required;
- Ensuring that effective reporting and recording systems are in place which allow for the tracking of allegations through to the final outcome;
- Should the allegation be unfounded, giving consideration to a referral either to Compass or the police if the allegation is deemed to be deliberately malicious or invented.

Record keeping

It is important that employers keep a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved. This record should be placed on the person's confidential personnel file with a copy given to the individual.

The record should be kept at least until the person reaches retirement or for ten years if that would be longer.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference.

Details of allegations that are found to be malicious should be removed from personnel records.

Further information

SSCB Inter Agency Child Protection Procedures - chapter 4.1 Managing Allegations Against Adults Working with Children & Young People: http://westmerciaconsortium.proceduresonline.com/chapters/p_all_against_adults.html

*The term 'works with children' refers to any individual employed to work with children or acting in a voluntary capacity.